



XV. GIMNAZIJA  
International Baccalaureate Department  
Middle Years Programme  
Individuals and societies-**Geography**



## Course description 2022/2023

Geography course belongs to MYP Individuals and societies group and covers various topics from physical and social geography. Through this course students should become aware of the space in which we live and understand the connection between physical environment and humans and the impact of humans on the environment.

The school offers two lessons of geography per week in each semester in MYP4 and MYP5.

### MYP4

#### Unit 1: EARTH

*Why is Earth in constant motion and what can human communities do to adapt and respond to natural disasters?*

- Earth's structure and geology
- tectonic plates
- causes and consequences of plate movements
- volcanism and seismism

#### Unit 2: ATMOSPHERE

*What are atmosphere patterns and trends?*

- climate and weather elements
- circulation of atmosphere
- natural causes and human impact on climate change, consequences on local and global scale

#### Unit 3: WATER

*Why is the water one of the most important resources for individuals and communities?*

- Drainage basins and rivers
- Oceans and seas as resources
- importance of fresh water for life on Earth

#### **Unit 4: INTERDISCIPLINARY UNIT (geography + chemistry)**

*How can knowledge from geography and chemistry help you understand water pollution of drinking water?*

- Water pollution
- Tap water analysis and research

### **MYP 5**

#### **Unit 1: POPULATION**

*What are the impacts of change in population patterns and trends on global community?*

- population distribution and density
- natural change and population pyramids
- differences in developed and developing countries

#### **Unit 2: MIGRATION**

*Why people move from one place to another?*

- causes and consequences of migration
- recent migrations
- effects of migrations to local and global communities

#### **Unit 3: URBANIZATION**

*How do settlements function and affect the surrounding area?*

- functions and zones in a city
- the interaction between a city and the surrounding area
- differences in urbanization in developed and developing countries
- problems in urban areas

#### **Unit 4: GLOBALIZATION**

*How does economy connect the world?*

- carriers of globalization
- industry as a system
- raw materials and energy

AIMS of MYP Individuals and societies are to encourage and enable students to

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

## OBJECTIVES

Students should be able to:

### A Knowing and understanding

- i. use terminology in context
- ii. demonstrate knowledge and understanding of content and concepts through descriptions, explanations and examples

### B Investigating

- i. Formulate a clear and focused research question and justify its relevance
- ii. Formulate and follow action plan to investigate a research question
- iii. Use research methods to collect and record relevant information
- iv. Evaluate the process and results of the investigation

### C Communicating

- i. Communicate information and ideas using an appropriate style for the audience and purpose
- ii. Structure information and ideas in a way that is appropriate to the specified format
- iii. Document sources of information using a recognized convention

### D Thinking critically

- i. Discuss concepts, issues, models, visual representation and theories
- ii. Synthesize information to make valid arguments
- iii. Analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. Interpret different perspectives and their implications

## ASSESSMENT

Formative assessment: map reading, graphs and diagrams, involvement in class discussions and debates, working in a team, organization and reflection skills.

For summative assessment the students will get written instructions for each task together with the descriptors for level of achievement for criteria which will be assessed. The students are assessed according to the prescribed (MYP5) and interim (MYP4) descriptors for grading.

Types of tasks: written test, essay, project report, interpretation of visual representation, oral presentation

At the end of the school year the levels of achievement for each of the criteria will be decided on. The total number of points will be converted into the final grade using the grade boundaries given by IBO.

GRADE	BOUNDARIES
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32