

Fach: Erdkunde – bilingual		Jahrgang 10			
Vorhaben:	V1	V2	V3	V4	V5
Thema:	Agriculture	Population growth and migration	Globalisation	Germany as a business location in Europe	Shaping our future – ecological challenges
Inhaltliche Schwerpunkte:	<ul style="list-style-type: none"> - Natural and cultivated landscapes of the world - Agricultural activity – Preconditions and limits - Extensive agriculture in Ireland and Australia - It never rains in California - New roads in agriculture - Fruit and vegetables from the Mediterranean - The future of agriculture - Agriculture in Germany 	<ul style="list-style-type: none"> - World population - Global population growth - The Demographic Transition Model / Population pyramids - Challenges of population growth / case studies: e.g. India, Germany - Feeding the world - People on the move – migration - Push / Pull factors 	<ul style="list-style-type: none"> - What is globalisation? - A shrinking world - Division of labour – chances and risks - Global trade – The rise of transnational companies - Location factors - Globalisation – worldwide differences - Global cities - Fair and unfair trade - Globalisation and tourism 	<ul style="list-style-type: none"> - The European Union and me - The EU – values and development - Competition / regional disparities in the EU - Changes in EU policies - The future of the EU? - Case study: Germany as a business location in the EU (i.e. structural change, location factors, regional disparities: East and West) 	<ul style="list-style-type: none"> - Energy – a vital component of our life (renewable and non-renewable energy sources) - The greenhouse effect and global warming - Climate changes in the Alps - The carbon footprint Sustainability
Vokabular / Fachbegriffe:	Vokabellsite “Agriculture”	Vokabelliste “Population growth and Change”	Vokabelliste “Globalization”	Vokabelliste “Europe”	Vokabelliste “Changing our future”
Kompetenzen / Methoden / Medien: <u>Always:</u> reading / viewing / listening / speaking / writing skills, learning vocabulary	<ul style="list-style-type: none"> - Making / giving a presentation - Internet research - Working with maps - Analysing climate graphs 	<ul style="list-style-type: none"> - Describing, analysing, interpreting cartoons - Describing, analysing different graphs, e.g. population pyramids - Discussions - Working with maps 	<ul style="list-style-type: none"> - Describing, analysing, interpreting cartoons - Describing, analysing graphs - Viewing skills: video clips - Working with maps 	<ul style="list-style-type: none"> - Working with maps - Discussions - Collaborative group work → Presenting - Describing political work 	<ul style="list-style-type: none"> - Working with maps - Describing, analysing, interpreting graphs - Collaborative group work → Presenting
Digitale Kompetenzen / Apps:	<ul style="list-style-type: none"> - Digitale Mappe führen (Goodnotes) - PDFs erstellen und auf Lernplattform hochladen oder per air drop verschicken - Präsentationen erstellen (PPP, Keynote) - Internetrecherche - Lernspiele (Kahoot, Seterra) 				
(Digitale) Leistungsüberprüfung	<ul style="list-style-type: none"> - Mündliche Beiträge zum Unterricht - Zusätzlich mind. eine der folgenden Möglichkeiten (in Tablet-Jahrgängen v.a. auch digital): schriftliche Beiträge zum Unterricht (z.B. digitale Hefte/Mappen, Portfolios, Lerntagebücher, Vokabellisten, Protokolle, ...), - Kurze schriftliche Übungen (z.B. Tests, Vokabeltests) - Beiträge im Rahmen eigenverantwortlichen, schüleraktiven sowie ggf. praktischen Handelns (z.B. Rollenspiele, Befragungen, Erkundungen, (digitale) Quizze, (digitale) Plakate, (digitale) Präsentationen, Bau von Modellen, ...) 				