

Study on content and constitution of learning to deal with Geomorphology in Geography A  
-Focusing on the relationship in the units and in the social life-

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Geography being taught in high school, is composed of a system geography (physical geography, human geography) and regional geography. Therefore, it has a feature that disciplines of humanities and social sciences and natural sciences are complex. Treatment of physical geography is focused on to consider, such as the relationship between human beings living in the guides of course of study. Among the guides of course of study, it is mentioned natural environment as one of the geographical environment, which is one of the elements to achieve the goal of understanding the world and the region. However, in the current geography education it has been pointed out that it is an exhaustive and list specific handling of rote learning and facts (Takebe 1998), especially in the state it is difficult to capture the dynamic nature environment. In this study, we will arrange the handling of content related to the geomorphology of physical geography unit. Further consideration of the relationship between the unit and human geography specific unit. Proactive learning at the micro scale of learning and everyday life level on a global scale is expected in the learning objectives of geography A in the guides of course of study.

Among them, the challenges of the unit of geographic considerations of living area, "the natural environment and disaster prevention" is installed, the application of the real life of physical geography field, including the geomorphology has been expected. Thus, geography A has become a subject structure is essential for real life. Because it is because has a configuration that conforms to the purpose of the geographic targeting a relationship with human life. In order for the purpose of linking the more content of the subjects in real life, it is important to find a meaning to look for improvement of the guides of course of study and textbooks. It is necessary to the discussion of the positioning and teaching methods and content of geography A. This is because, in the establishment and of compulsory discussion of "geography comprehensive", there is a high possibility that the geography A reorganization of the subjects is the basis is carried out.

First, extract the terminology related to geomorphology for textbook six books of geography A, which is used in the current. For frequent terms, to organize what is being used how in the unit of the geomorphology. Then, the extraction for their appearance point of the other unit, reveal that the relationship or have been applied in the manner which is what you have learned in the unit of the geomorphology. As a result, in the category of textbooks of the current geography A can be for terms that limit resistance, to consider more meaningful usage.

In addition, in order to evaluate whether the geographical A has it been actually achieved that goal, I searched for the term in a major newspaper about the geomorphology term, phenomenon that appeared in the extracted textbook. Period is the past three years in consideration of the influence of the Great East Japan Earthquake. As a result, in a phenomenon that has been attracting attention or are treated or apparent in the real world, it is able to consider whether those that help in how real life terrain terms that are treated to a textbook. We can discuss the discrepancy with the information to be used in the topographic content and real life in a textbook. I will report details of the discussion that day.

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