

The Asian International School Curriculum Mapping

Grade: 11 (TOEFL Beginner)

Subject: Geography

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Aug	8	3.12.e 3.12.f	Human systems	<p>1.1 Our numbers are growing fast</p> <ul style="list-style-type: none"> • Here we go! • How does the population rise so fast? • But what about deaths? 	<ul style="list-style-type: none"> • Numeracy skills: plotting and extrapolating a graph; annotating it to give a 'living graph' • Thinking skills: suggesting explanations; deducing consequences 	<ul style="list-style-type: none"> ▪ Reading about how population increases, using one family over several generations as an example ▪ Suggesting factors that cause births and deaths to rise and fall ▪ Deducing consequences of events on birth and death rates ▪ Examining and describing a graph ▪ Plotting, extrapolating and annotating a graph 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.7 ➤ Workbook Unit 1.1 ➤ Teacher's Handbook, p.22. Ideas for a Starter ➤ Teacher's Handbook, p.23. Ideas for Plenaries ➤ Teacher's Handbook, p.28. Further suggestions for class and homework, Activities 1 – 12.
		3.12.b 3.12.e 3.12.f	<p>Human systems</p> <p>The world in spatial terms</p>	<p>1.2 So where is everyone?</p> <ul style="list-style-type: none"> • From empty to crowded • The world's population distribution 	<ul style="list-style-type: none"> • Geography skills: analyzing a map; comparing maps and looking for correlations • Thinking skills: coming up with reasons and explanations 	<ul style="list-style-type: none"> ▪ Study a map showing population distribution ▪ Comparing different maps and search for correlations ▪ Explaining correlations ▪ Write a paragraph about the world's population distribution. 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.9 ➤ Workbook Unit 1.2 ➤ Teacher's Handbook, p.24. Ideas for a Starter ➤ Teacher's Handbook, p.25. Ideas for Plenaries ➤ Teacher's Handbook, p.29. Further suggestions for class and homework,

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		3.12.e	Environment and society	1.3 Our impact on our planet <ul style="list-style-type: none"> Growing fast The demand for resources Our impact on the Earth So is there no hope? 	<ul style="list-style-type: none"> Literacy skills: making up a conversation Thinking skills: identifying resources we are dependent on; classifying; explaining; predicting consequences; responding to an opinion 	<ul style="list-style-type: none"> Examine pictures, identify and classify resources we are dependent on. Predict consequences of abusing our planet. Writing a dialogue between 2 endangered species of animal to explore and explain cause and effect of human's over-reliance on the Earth's resources. Discussing possible ways to reduce our impact on the planet including controversial topics such as a one-child policy 	Activities 13 – 19 <ul style="list-style-type: none"> 'Your turn' questions in the students' book p.11 Workbook Unit 1.3 Teacher's Handbook, p.26. Ideas for a Starter Teacher's Handbook, p.27. Ideas for Plenaries Teacher's Handbook, p.29. Further suggestions for class and homework, Activities 20 – 25 Essay
		3.12.a 3.12.b 3.12.c	Physical systems	2.1 Waves and tides <ul style="list-style-type: none"> What causes waves? When waves reach the coast Tides 	<ul style="list-style-type: none"> Geography skills: drawing conclusions from maps; analysing photos Literacy skills: giving definitions; writing a dramatic diary entry Thinking skills: giving reasons, explanations, and evidence; making predictions 	<ul style="list-style-type: none"> Reading about the factors that cause waves and tides Examine photographs and make deductions from photographic evidence Examine a diagram and apply learned knowledge to make and explain 	'Your turn' questions in the students' book p.15 <ul style="list-style-type: none"> Workbook Unit 2.1 Teacher's Handbook, p.32. Ideas for a Starter Teacher's Handbook, p.33. Ideas for Plenaries Teacher's

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						predictions	Handbook, p.48. Further suggestions for class and homework, Activities 5 - 9
Sep	8	3.12.b	Physical systems	2.2 The waves at work <ul style="list-style-type: none"> • What do the waves do? • Erosion • Transport • Deposition 	<ul style="list-style-type: none"> • Geography skills: working out a compass direction; analysing a photo and drawings • Thinking skills: coming up with reasons and explanations 	<ul style="list-style-type: none"> ▪ Examine an annotated picture of a coastline and the process at work ▪ Examine photographs and make deductions from photographic evidence ▪ Examine diagrams and apply learned knowledge to make and explain deductions 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.17 ➤ Workbook Unit 2.2 ➤ Teacher's Handbook, p.34. Ideas for a Starter ➤ Teacher's Handbook, p.35. Ideas for Plenaries ➤ Teacher's Handbook, p.48. Further suggestions for class and homework, Activities 10 – 12 ➤ Group work to show processes described in this unit
		2.12.b	Physical systems	2.3 Landforms created by the waves <ul style="list-style-type: none"> • Sculptor at work • How a wave-cut platform forms 	<ul style="list-style-type: none"> • Geography skills: identifying the processes that created different landforms; making annotated sketches of landforms from photos; using compass directions • Thinking skills: explaining; predicting 	<ul style="list-style-type: none"> ▪ Examine an annotated picture of a coastline with its features and the processes at work ▪ Examine diagrams that show the processes involved in forming coastal 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.19 ➤ Workbook Unit 2.3 ➤ Teacher's Handbook, p.36. Ideas for a Starter ➤ Teacher's Handbook, p.37.

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				<ul style="list-style-type: none"> How caves, arches and stacks form 		landforms <ul style="list-style-type: none"> Analyze different features and deduce the processes by which they were formed Draw annotated diagrams to explain how landforms were created 	Ideas for Plenaries <ul style="list-style-type: none"> Teacher's Handbook, p.48. Further suggestions for class and homework, Activities 13 – 19 Student's draw annotated sketches to show how coastal features are formed
Oct	7	Review for Midterm Exam of Semester 1					
		3.12.a 3.12.c 3.12.e	<i>Environment and society</i>	2.4 The coast and us <ul style="list-style-type: none"> What do we use the coast for? Who owns it? 	<ul style="list-style-type: none"> Geography skills: indentifying coastal use from photos; identifying ports from a map; drawing a sketch map from a mental map Literacy skills: unscrambling words Thinking skills: giving reasons; recalling names of ports and seaside resorts, from general knowledge; classifying; giving examples; explaining; identifying disadvantages 	<ul style="list-style-type: none"> Examine photographs and deduce ways we use the coast Discuss reasons why early settlers chose the coast to settle and decide which of these reasons still apply today Identify port towns and seaside resorts from a map Sketch a mental map Organize work people do into economic sectors Create a chart to show 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.21 Workbook Unit 2.4 Teacher's Handbook, p.38. Ideas for a Starter Teacher's Handbook, p.39. Ideas for Plenaries Teacher's Handbook, p.48-49. Further suggestions for class and homework, Activities 20 - 22 Group presentations

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						advantages and disadvantages of having a coastline	
		3.12.a 3.12.b 3.12.c 3.12.f	<i>Environment and society</i> <i>The physical characteristics of a place</i>	2.5 Your holiday in Newquay • Meet Newquay	<ul style="list-style-type: none"> • Geography skills: reading an OS map; interpreting OS map symbols, and using grid references; using the map scale; matching photos to an OS map; drawing a sketch map of a route • Numeracy skills: a simple time calculation • Literacy skills: writing a blog • Thinking skills: deducing; giving reasons; explaining; identifying possible benefits and problems; assessing sustainability; planning a blog, and illustrations for it 	<ul style="list-style-type: none"> ▪ Examine maps and photos to find and describe physical features ▪ Use a map to collaborate, plan and plot places to stay, things to do and routes to take ▪ Discuss and evaluate the impact of developments to a town and its surrounding environment 	<ul style="list-style-type: none"> ➤ ‘Your turn’ questions in the students’ book p.22 ➤ Workbook Unit 2.5 ➤ Teacher’s Handbook, p.40. Ideas for a Starter ➤ Teacher’s Handbook, p.41. Ideas for Plenaries ➤ Teacher’s Handbook, p.49. Further suggestions for class and homework, Activities 23 – 30 ➤ Group presentations
		3.12.b 3.12.c	<i>Environment and society</i>	2.6 How long can Happisburgh hang on? • Waiting for the sea to arrive • Why is erosion so severe in Happisburgh	<ul style="list-style-type: none"> • Geography skills: comparing photos; analyzing photos, working out a compass bearing; locating features, and measuring distance on an OS map • Numeracy skills: simple calculations • Thinking skills: 	<ul style="list-style-type: none"> ▪ Read a newspaper article ▪ Compare and analyze aerial photographs and OS maps ▪ Locate and identify different features on aerial photographs and OS maps ▪ Calculate speed of erosion 	<ul style="list-style-type: none"> ➤ ‘Your turn’ questions in the students’ book p.25 ➤ Workbook Unit 2.6 ➤ Teacher’s Handbook, p.42. Ideas for a Starter ➤ Teacher’s Handbook, p.43. Ideas for Plenaries ➤ Teacher’s

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					explaining, reaching conclusions based on evidence in photos	and identify features at risk <ul style="list-style-type: none"> Reach and explain conclusions based on photographic evidence 	Handbook, p.49. Further suggestions for class and homework, Activities 31 – 33 <ul style="list-style-type: none"> Creative and journalistic writing
Nov	9	3.12.b 3.12.c 3.12.f	Environment and society	2.7 The war against the sea <ul style="list-style-type: none"> It's not just Hapisburgh! So how can we stop coastal erosion? But it's not that simple... ...so Hapisburgh suffers 	<ul style="list-style-type: none"> Geography skills: analyzing a simple geological map, and looking for patterns; saying where places are on a map; drawing a sketch map from an OS map Numeracy skills: using a scale; giving lengths; simple cost calculations Literacy skills: writing a letter to a newspaper Thinking skills: evaluating, explaining; deciding on a plan	<ul style="list-style-type: none"> Analyze and look for patterns on a geological map to deduce where erosion is a problem Examine and evaluate different forms of coastal defence Decide on the most suitable form of defence with cost analysis and sustainability Present a plan of action to the class including a map drawn to scale 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.27 Workbook Unit 2.7 Teacher's Handbook, p.44. Ideas for a Starter Teacher's Handbook, p.45. Ideas for Plenaries Teacher's Handbook, p.49. Further suggestions for class and homework, Activities 34 - 35 Presentation of plan of action
		3.12.b 3.12.c	Environment and society	2.8 Defend – or let go? <ul style="list-style-type: none"> The defence dilemma So, who will get help? 	<ul style="list-style-type: none"> Geography skills: analyzing a map Thinking skills: suggesting reasons and questions, responding to opinions; deciding on a plan of 	<ul style="list-style-type: none"> Read conflicting viewpoints on the issue of coastal defence Compare different coastal settlements and their 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.15 Workbook Unit 2.8 Teacher's Handbook, p.46. Ideas for a Starter

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		3.12.f		<ul style="list-style-type: none"> • What about Hapisburgh? • What next for the people of Hapisburgh? 	action	value in terms of population size, current infrastructure, history and natural environment. <ul style="list-style-type: none"> ▪ Examine and explain the government's strategy in coastal defence 	<ul style="list-style-type: none"> ➤ Teacher's Handbook, p.47. Ideas for Plenaries ➤ Teacher's Handbook, p.49. Further suggestions for class and homework, Activities 36 - 43 ➤ Class debate ➤ Review of 'Your goals for this chapter' on page 13 of geog.2 students' book
			<i>Physical systems</i> <i>Environment and society</i>	3.1 It's the weather! <ul style="list-style-type: none"> • Hot, cold, wet, dry, windy? 	<ul style="list-style-type: none"> • Geography skills: analyzing photos • Thinking skills: coming up with a definition; suggesting causes 	<ul style="list-style-type: none"> ▪ Analyze and describe photos of different weather conditions ▪ Make deductions from photographic evidence ▪ Explain how weather affects our activities 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.33 ➤ Workbook Unit 3.1 ➤ Teacher's Handbook, p.52. Ideas for a Starter ➤ Teacher's Handbook, p.53. Ideas for Plenaries ➤ Teacher's Handbook, p.72. Further suggestions for class and homework, Activities 1 – 4

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				▪ Club Presentations for Semester 1			
Dec	2			▪ Review for Final Exam of Semester 1			
Jan	8	3.12.a 3.12.c 3.12.e 3.12.f	Physical systems	3.2 So what causes weather? <ul style="list-style-type: none"> Two main causes Other factors that influence weather So where does weather happen? 	<ul style="list-style-type: none"> Literacy skills: the Cloze technique Thinking skills: identifying, explaining 	<ul style="list-style-type: none"> Read about and study diagrams showing the causes of weather Examine a diagram of the layers of the atmosphere Complete a cloze paragraph explaining how the sun and water vapour cause weather Investigate ways to prove the existence of water vapour in the atmosphere 	<ul style="list-style-type: none"> ‘Your turn’ questions in the students’ book p.35 Workbook Unit 3.2 Teacher’s Handbook, p.54. Ideas for a Starter Teacher’s Handbook, p.55. Ideas for Plenaries Teacher’s Handbook, p.72. Further suggestions for class and homework, Activities 5 & 6
		3.12.e 3.12.f	Environment and society	3.3 Measuring the weather <ul style="list-style-type: none"> Looking is not enough 	<ul style="list-style-type: none"> Geography skills: reading a weather map; assessing cloud cover (from photos) Literacy skills: using the glossary; matching terms to definition Thinking skills: matching; identifying; suggesting aspects of weather that could be measured at home, and how 	<ul style="list-style-type: none"> Read a weather map Assess cloud cover from a photo Match terms to definitions Identify an instrument’s use Taking real-life 	<ul style="list-style-type: none"> ‘Your turn’ questions in the students’ book p.36-37 Workbook Unit 3.3 Teacher’s Handbook, p.56. Ideas for a Starter Teacher’s Handbook, p.57. Ideas for Plenaries Teacher’s Handbook, p.72.

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						measurements	Further suggestions for class and homework, Activities 7-12 ➤ Record the weather and give a presentation
		3.12.e 3.12.f	Physical systems	3.4 More about rain and clouds <ul style="list-style-type: none"> • Three types of rainfall... convictional rainfall relief rainfall frontal rainfall • ...and some different types of cloud Cumulus clouds Stratus clouds Cirrus clouds 	<ul style="list-style-type: none"> • Geography skills: identifying a cloud type from a photo; analysing a map • Thinking skills: identifying essentials; applying logical thought; explaining 	<ul style="list-style-type: none"> ▪ Analyze and explain what is shown in diagrams ▪ Examine photographs and make deductions from photographic evidence ▪ Apply logical thought to explain a sequence of events ▪ Analyze a map to make explain weather patterns 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.39 ➤ Workbook Unit 3.4 ➤ Teacher's Handbook, p.58. Ideas for a Starter ➤ Teacher's Handbook, p.59. Ideas for Plenaries ➤ Teacher's Handbook, p.72. Further suggestions for class and homework, Activities 13 – 15
		3.12.e 3.12.f	Physical systems	3.5 Air pressure and weather <ul style="list-style-type: none"> • What's air pressure? 	<ul style="list-style-type: none"> • Thinking skills: choosing correct terms; giving examples; explanations, and reasons 	<ul style="list-style-type: none"> ▪ Study diagrams explaining high and low pressure ▪ Examine photographs of high pressure weather in 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.41 ➤ Workbook Unit 3.5

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				<ul style="list-style-type: none"> • Low air pressure • High air pressure • When there's high pressure in summer... • When there's high pressure in winter... 		<p>winter and summer</p> <ul style="list-style-type: none"> ▪ Think of examples of jobs affected by air pressure, explain with reasons ▪ Plan outdoor activities based on knowledge of air pressure 	<ul style="list-style-type: none"> ➤ Teacher's Handbook, p.60. Ideas for a Starter ➤ Teacher's Handbook, p.61. Ideas for Plenaries ➤ Teacher's Handbook, p.72-73. Further suggestions for class and homework, Activities 16 – 21
Feb	4	3.12.e 3.12.f	Physical systems	<p>3.6 Why is our weather so changeable?</p> <ul style="list-style-type: none"> • Our changeable weather • Air on the move • Air masses • How an air mass changes the weather • Fronts 	<ul style="list-style-type: none"> • Geography skills: drawing conclusions about masses from maps • Literacy skills: writing a weather forecast for the radio • Thinking skills: explaining 	<ul style="list-style-type: none"> ▪ Define what an air mass is ▪ Draw conclusions about air masses, from maps ▪ Make a prediction about the weather based on the arrival of air masses ▪ Present a weather forecast ▪ Study a time-lapse video of satellite images of weather 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.43 ➤ Workbook Unit 3.6 ➤ Teacher's Handbook, p.62. Ideas for a Starter ➤ Teacher's Handbook, p.63. Ideas for Plenaries ➤ Teacher's Handbook, p.73. Further suggestions for class and homework, Activities 22 & 23

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		3.12.a 3.12.b 3.12.e 3.12.f	Physical systems The world in spatial terms	3.8 From weather to climate <ul style="list-style-type: none"> Weather: a reminder So what is climate? Climate across the UK 	<ul style="list-style-type: none"> Geography skills: distinguishing between weather and climate Numeracy skills: coming up with reasons and explanations Thinking skills: coming up with reasons and explanations 	<ul style="list-style-type: none"> Distinguish between weather and climate Analyze a data table and pick out relevant data Draw a climate graph Compare climate graphs 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.47 Workbook Unit 3.8 Teacher's Handbook, p.66. Ideas for a Starter Teacher's Handbook, p.67. Ideas for Plenaries Teacher's Handbook, p.73. Further suggestions for class and homework, Activity 27
March	8	3.12.a 3.12.b 3.12.e 3.12.f	Physical systems The world in spatial terms	3.9 The factors that influence climate <ul style="list-style-type: none"> First, a reminder Different places, different climates The factors that influence climate 	<ul style="list-style-type: none"> Geography skills: using maps to explain climate differences Thinking skills: drawing a spider map; coming up with reasons and explanations 	<ul style="list-style-type: none"> Draw a spider map to show factors that influence weather Analyze maps and apply learned knowledge to explain climate differences Making logical deductions based on a region's geographical location Explain why it is colder at 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.49 Workbook Unit 3.9 Teacher's Handbook, p.68. Ideas for a Starter Teacher's Handbook, p.69. Ideas for Plenaries Teacher's Handbook, p.73. Further suggestions for

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				<ul style="list-style-type: none"> But the climate is changing... 		higher altitudes	class and homework, Activities 28 – 35
		3.12.a	Physical systems	<ul style="list-style-type: none"> 3.10 Climates around the world 	<ul style="list-style-type: none"> Geography skills: analyzing a map of world climate regions; comparing maps in order to select and identify countries, and explain climate differences Numeracy skills: analyzing a climate graph Thinking skills: giving reasons and explanations, using what was learned in Unit 3.9 	<ul style="list-style-type: none"> Examine a map showing different climate regions Identify climates in different areas by comparing a climate map to a political map Examine a map showing ocean currents and mountain ranges and explain how they affect climate Analyze data from a climate graph and apply the information to make deductions and find a location on a map 	<ul style="list-style-type: none"> ‘Your turn’ questions in the students’ book p.51 Workbook Unit 3.10 Teacher’s Handbook, p.70. Ideas for a Starter Teacher’s Handbook, p.71. Ideas for Plenaries Teacher’s Handbook, p.73. Further suggestions for class and homework, Activities 36 – 37 Review of ‘Your goals for this chapter’ on page 31 of geog.2 students’ book
		3.12.b	The world in spatial terms	<ul style="list-style-type: none"> A world climate map 			
		3.12.e		<ul style="list-style-type: none"> The climate varies within regions 			
		3.12.f		<ul style="list-style-type: none"> What about 50 years from now? 			
▪ Review for Midterm Exam of Semester 2							
		3.12.a	Physical systems	<ul style="list-style-type: none"> 4.1 Climate and ecosystems 	<ul style="list-style-type: none"> Geography skills: studying photos; using geographical imagination Thinking skills: matching; 	<ul style="list-style-type: none"> Read about and study photos of different ecosystems 	<ul style="list-style-type: none"> ‘Your turn’ questions in the students’ book p.55

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		3.12.b 3.12.e 3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i>	<ul style="list-style-type: none"> Climate regions They are all ecosystems Why are they so different? 	coming up with an example from existing knowledge	<ul style="list-style-type: none"> Use geographical imagination to describe sensory experiences of an ecosystem Analyze climate graphs and match them to given ecosystems Classify plants and animals into ecosystems 	<ul style="list-style-type: none"> Workbook Unit 4.1 Teacher's Handbook, p.76. Ideas for a Starter Teacher's Handbook, p.77. Ideas for Plenaries Teacher's Handbook, p.90. Further suggestions for class and homework, Activities 1 – 9
Apr	5	3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i>	<p>OPTION 1:</p> <p>4.2 The tropical rainforests</p> <ul style="list-style-type: none"> The vegetation The animals Biodiverse Full of treasures 	<ul style="list-style-type: none"> Literacy skills: completing statements using information from the text Thinking skills: arranging in logical sequence; responding to an opinion 	<ul style="list-style-type: none"> Read about and examine the features and adaptations of the rainforest Complete statements using information from the text Arrange sentences in a logical sequence to create a flowchart describing the cycle of nutrients in the rainforest Sketch and label a cross-section of the rainforest to show the layers of vegetation and their 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.57 Workbook Unit 4.2 Teacher's Handbook, p.78. Ideas for a Starter Teacher's Handbook, p.79. Ideas for Plenaries Teacher's Handbook, p.90. Further suggestions for class and homework, Activities 10 – 15 Class discussion

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						features	
		3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i>	<u>OPTION 2:</u> 4.5 The Arctic tundra <ul style="list-style-type: none"> • What is it like there? • Plants of the tundra • Animals of the tundra 	<ul style="list-style-type: none"> • Geography skills: comparing maps; reading a climate graph • Thinking skills: using a climate graph to answer questions about e.g. the growing season, and animal behavior; giving reasons 	<ul style="list-style-type: none"> ▪ Read about and examine the features and adaptations of the Arctic tundra ▪ Compare an ecosystem map and a political map to identify countries that share the Arctic tundra ▪ Arrange sentences in a logical sequence to create a flowchart describing the cycle of nutrients in the rainforest ▪ Read a climate graph to gather information and make logical deductions 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.63 ➤ Workbook Unit 4.5 ➤ Teacher's Handbook, p.84. Ideas for a Starter ➤ Teacher's Handbook, p.85. Ideas for Plenaries ➤ Teacher's Handbook, p.91. Further suggestions for class and homework, Activities 24 – 26 ➤ Class discussion
		3.12.a 3.12.b 3.12.c 3.12.e	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i>	<u>OPTION 1:</u> 4.3 What are we doing to the forests? <ul style="list-style-type: none"> • First, where are they? • What's happening to them? • Indonesia's rainforests 	<ul style="list-style-type: none"> • Geography skills: analyzing a map; saying which continents countries are in; using a map to deduce geographical facts • Numeracy skills: interpreting a bar graph • Thinking skills: explaining; making a connection; responding to 	<ul style="list-style-type: none"> ▪ Read a text about the plight of the world's rainforests and a case study of Indonesia's rainforests ▪ Analyze a map, saying which continents countries are in ▪ Use a map to deduce 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.59 ➤ Workbook Unit 4.3 ➤ Teacher's Handbook, p.80. Ideas for a Starter ➤ Teacher's Handbook, p.81. Ideas for Plenaries

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		3.12.f	<i>Environment and society</i>	at risk	different points of view	geographical facts <ul style="list-style-type: none"> ▪ Interpret a bar graph and describe trends ▪ Make connections and explain by displaying information in a cartoon flow chart ▪ Respond to opinions using facts and reasonable arguments 	<ul style="list-style-type: none"> ➤ Teacher's Handbook, p.91. Further suggestions for class and homework, Activities 16 & 17 ➤ Class debate
		3.12.a 3.12.b 3.12.c 3.12.d 3.12.e 3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i> <i>Environment and society</i>	<ul style="list-style-type: none"> • <u>OPTION 2:</u> • 4.6 Humans in the Arctic tundra • Who lives there? • The indigenous people of the tundra • The first arrivals • The indigenous people today • How their lives are changing • The later arrivals • Settlements in the tundra 	<ul style="list-style-type: none"> • Geography skills: analyzing a photo; using geographical imagination • Numeracy skills: working out and comparing population densities (involving decimals) • Literacy skills: writing a short paragraph, comparing; writing an e-mail • Thinking skills: explaining, empathizing; giving reasons; deciding about a job offer 	<ul style="list-style-type: none"> ▪ Read about life for different groups of people in the Arctic tundra ▪ Analyze photos and use geographical imagination to describe the challenges of life in the tundra ▪ Calculate and compare population densities in different regions of the world ▪ Write an email explaining why you would choose to accept or decline a job 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.65 ➤ Workbook Unit 4.6 ➤ Teacher's Handbook, p.87. Ideas for a Starter ➤ Teacher's Handbook, p.88. Ideas for Plenaries ➤ Teacher's Handbook, p.91. Further suggestions for class and homework, Activities 27 & 28

The Asian International School Curriculum Mapping

Grade: 11 (TOEFL Beginner)

Subject: Geography

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						offer in the arctic tundra	
May	3	3.12.a 3.12.b 3.12.c 3.12.e 3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i> <i>Environment and society</i>	<u>OPTION 1:</u> 4.4 New hope for the rainforests? <ul style="list-style-type: none"> Protesting in vain But now...global warming What has it got to do with the rainforests? A new approach to saving the rainforests 	<ul style="list-style-type: none"> Geography skills: analyzing a satellite image Literacy skills: giving a definition, completing sentences Thinking skill: empathizing; explaining; writing an action plan; identifying who'll benefit 	<ul style="list-style-type: none"> Read and examine texts about the destruction of the rainforests and the consequences Read and examine a case study of Indonesia's rainforests Complete sentences to explain processes involved in the carbon cycle and global warming Empathize and explain points of views and actions Analyze and identify features from a satellite photo to make deductions about a situation Write and present an action plan to protect a local area of rainforest Examine, explain and evaluate the scheme to protect Indonesia's 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.61 Workbook Unit 4.4 Teacher's Handbook, p.82. Ideas for a Starter Teacher's Handbook, p.83. Ideas for Plenaries Teacher's Handbook, p.91. Further suggestions for class and homework, Activities 18 – 23 Review of 'Your goals for this chapter' on page 53 of geog.2 students' book

The Asian International School Curriculum Mapping

Grade: 11 (TOEFL Beginner)

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						rainforests	
		3.12.a 3.12.c 3.12.e 3.12.f	<i>The world in spatial terms</i> <i>The physical characteristics of a place</i> <i>Environment and society</i>	<p><u>OPTION 2:</u> 4.7 Tundra under threat</p> <ul style="list-style-type: none"> Under threat – from what? Hunting Extraction of oil, gas, and metal ores In Alaska, USA In Russia The biggest threat of all: global warming 	<ul style="list-style-type: none"> Geography skills: studying a photo Thinking skills: empathizing; explaining; arranging in order of importance; responding to a point of view; giving examples 	<ul style="list-style-type: none"> Read and examine a text and news reports about the threats to the Arctic tundra Study a photo, empathize and explain opinions Rank threats to the tundra by order of importance with reasons Respond to other opinions and form a debate Classify results as either local or global and explain 	<ul style="list-style-type: none"> ‘Your turn’ questions in the students’ book p.67 Workbook Unit 4.7 Teacher’s Handbook, p.89. Ideas for a Starter Teacher’s Handbook, p.90. Ideas for Plenaries Teacher’s Handbook, p.91. Further suggestions for class and homework, Activities 29 – 34 Class debate Review of ‘Your goals for this chapter’ on page 53 of geog.2 students’ book
Review for Final Exam of Semester 2							

Note: the number of days allotted per month is based on last year’s schedule and there may be some variation depending on when Tet Holiday occurs and the dates assigned for exams and festivals throughout the year.