

The Asian International School Curriculum Mapping

Grade: 12 (TOEFL Intermediate)

Subject: Geography

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Aug	8	3.12.a	<i>Environment and society</i>	5.1 Saturday 30 April, 2050 <ul style="list-style-type: none"> • Molly, Uk • Aban and Numa, Kenya • Captain Hanna, the Arctic Ocean 	<ul style="list-style-type: none"> • Geography skills: reading a map; using geographic information • Literacy skills: comprehension for continuous prose • Thinking skills: identifying and classifying changes; coming up with reasons and explanations 	<ul style="list-style-type: none"> • Read and analyze three accounts from three different places in the world set on the same day in the future • Classify the changes as positive or negative and give reasons • Locate and identify different features on aerial photographs and OS maps • Determine and explain the cause and effects of changes • Write a fictional account of a day in the life of a teenager in Vietnam in 2050 with projected global warming 	<ul style="list-style-type: none"> ➤ ‘Your turn’ questions in the students’ book p.71 ➤ Workbook Unit 5.1 ➤ Teacher’s Handbook, p.94. Ideas for a Starter ➤ Teacher’s Handbook, p.95. Ideas for Plenaries ➤ Teacher’s Handbook, p.104. Further suggestions for class and homework, Activities 1 – 6 ➤ Creative and journalistic writing
		3.12.b					
3.12.c							
3.12.e							
3.12.f							
		3.12.e	<i>Environment and society</i>	5.2 Our changing climate <ul style="list-style-type: none"> • Getting warmer • So, what will the future bring? • It could be like this 	<ul style="list-style-type: none"> • Geography skills: analyzing a map • Literacy skills: giving definitions in own words • Thinking skills: identifying true and false statements; evaluating consequences, and picking out the worst 	<ul style="list-style-type: none"> • Analyze and describe a global temperature map and graph • Read about and rate the seriousness of different consequences of climate change 	<ul style="list-style-type: none"> ➤ ‘Your turn’ questions in the students’ book p.73 ➤ Workbook Unit 5.2 ➤ Teacher’s Handbook, p.96. Ideas for a Starter ➤ Teacher’s Handbook, p.97.

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							<ul style="list-style-type: none"> ➤ Ideas for Plenaries ➤ Teacher's Handbook, p.104. Further suggestions for class and homework, Activities 7 - 15
		3.12.c 3.12.e	Environment and society	<p>5.3 What's causing global warming?</p> <ul style="list-style-type: none"> • The big argument • What's the final verdict? • So what are greenhouse gasses? • Which gases are they? 	<ul style="list-style-type: none"> • Literacy skills: explaining in a given number of words • Thinking skills: coming up with explanations; reaching conclusions; giving reasons; completing statements 	<ul style="list-style-type: none"> • Reading about opinions on a sliding scale • Examining a line graph showing carbon emissions • Making correlations between human activity and climate change • Coming up with explanations, reaching conclusions and giving reasons 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.75 ➤ Workbook Unit 5.3 ➤ Teacher's Handbook, p.98. Ideas for a Starter ➤ Teacher's Handbook, p.99. Ideas for Plenaries ➤ Teacher's Handbook, p.104-105. Further suggestions for class and homework, Activities 16 – 21
		3.12.c 3.12.e	Environment and society	<p>5.4 More about carbon dioxide</p> <ul style="list-style-type: none"> • CO₂, the main culprit 	<ul style="list-style-type: none"> • Numeracy skills: analysing a bar chart; doing some simple calculations • Thinking skills: identifying and classifying daily activities that depend on 	<ul style="list-style-type: none"> • Analyze a bar chart showing CO₂ production • Identify and classify daily activities that depend on fossil fuels • Assessing the extent of 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.77 ➤ Workbook Unit 5.4

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				<ul style="list-style-type: none"> • Different countries, different amounts • The trouble is... • Local actions, global effects 	burning fuels; assessing the extent of dependence on burning fuels; completing statements	dependence on burning fuels	<ul style="list-style-type: none"> ➤ Teacher's Handbook, p.100. Ideas for a Starter ➤ Teacher's Handbook, p.101. Ideas for Plenaries ➤ Teacher's Handbook, p.105. Further suggestions for class and homework, Activities 22 – 29
Sep	8	3.12.c 3.12.e 3.12.f	Environment and society	5.5 So can we stop global warming? <ul style="list-style-type: none"> • Can we stop global warming? • So what are our options? 	<ul style="list-style-type: none"> • Numeracy skills: analysing a line graph; a simple calculation • Thinking skills: assessing possible explanations; ranking options with reasons for the chosen order; matching actions to options; classifying; coming up with a list of things pupils could do, to reduce carbon dioxide emissions 	<ul style="list-style-type: none"> • Read a journalistic report from a scientific publication • Analyze a line graph and make calculations • Assess possible explanations • Rank options, giving reasons for chosen order • Come up with and presenting a list of things that individuals could do to reduce carbon emissions 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.79 ➤ Workbook Unit 5.5 ➤ Teacher's Handbook, p.102. Ideas for a Starter ➤ Teacher's Handbook, p.103. Ideas for Plenaries ➤ Teacher's Handbook, p.105. Further suggestions for class and homework, Activities 30 - 39 ➤ Class presentation

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							➤ Review of 'Your goals for this chapter' on page 69 of geog.2 students' book
		3.12.e	<i>Environment and society</i>	6.1 Energy, fuels, and electricity <ul style="list-style-type: none"> • We need energy! • Fuels • Electricity: energy made easy • It doesn't have to be steam • Renewable or not? 	<ul style="list-style-type: none"> • Numeracy skills: analysing a pie chart • Thinking skills: creating a flow chart; classifying; identifying; giving reasons 	<ul style="list-style-type: none"> • Analyzing a pie chart • Creating a flow chart • Identifying and classifying energy sources 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.83 ➤ Workbook Unit 6.1 ➤ Teacher's Handbook, p.108. Ideas for a Starter ➤ Teacher's Handbook, p.109. Ideas for Plenaries ➤ Teacher's Handbook, p.124. Further suggestions for class and homework, Activities 1 – 14
		3.12.e 3.12.f	<i>Environment and society</i>	6.2 A red card for fossil fuels <ul style="list-style-type: none"> • A red card for the fossil fuels • The trouble is... 	<ul style="list-style-type: none"> • Literacy skills: writing imaginative prose • Numeracy skills: analyzing a pie chart • Thinking skills: explaining; classifying; finding links; imagining life without fossil fuels 	<ul style="list-style-type: none"> • Reading about and discussing the problems caused by fossil fuels • Analyzing a pie chart • Finding links between fossil fuels and our everyday activities • Classifying problems 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.85 ➤ Workbook Unit 6.2 ➤ Teacher's Handbook, p.110.

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				<ul style="list-style-type: none"> Is it time to send fossils fuels off? 		<ul style="list-style-type: none"> Writing imaginary prose 	Ideas for a Starter ➤ Teacher's Handbook, p.111. Ideas for Plenaries ➤ Teacher's Handbook, p.124. Further suggestions for class and homework, Activities 15 – 21
Oct	7	Review for Midterm Exam of Semester 1					
		3.12.b 3.12.c 3.12.e 3.12.f	<i>Environment and society</i>	<ul style="list-style-type: none"> 6.3 Energy sources in the UK Lucky us! Our energy sources So where <i>should</i> we get our energy? 	<ul style="list-style-type: none"> Numeracy skills: sketching a rough pie chart to illustrate a preferred energy mix Thinking skills: classifying according to different criteria; assessing possible impact on the environment; explaining; suggesting a way to use wave power to power a car 	<ul style="list-style-type: none"> Analyze a map of the British Isles and its natural energy sources Analyze and sketch a pie chart Classify information according to different criteria Assessing possible impact of different energy sources on the environment Suggesting ways to use wave energy to power a car 	<ul style="list-style-type: none"> 'Your turn' questions in the students' book p.87 Workbook Unit 6.3 Teacher's Handbook, p.112. Ideas for a Starter Teacher's Handbook, p.113. Ideas for Plenaries Teacher's Handbook, p.125. Further suggestions for class and homework, Activities 22 – 24

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		3.12.e 3.12.f	<i>Environment and society</i>	<p>6.4 More nuclear power?</p> <ul style="list-style-type: none"> • Nuclear fuel • In a nuclear station • The good things about nuclear power • The bad things about nuclear power • The UK's dilemma • The Chernobyl disaster 	<ul style="list-style-type: none"> • Geography skills: identifying some location requirements for a nuclear power station • Thinking skills: completing statements; identifying the key advantage and disadvantage; examining an opinion and agreeing or disagreeing with it, with reasons. 	<ul style="list-style-type: none"> • Read how nuclear power is produced • Read about the Chernobyl disaster • Identify key advantages and disadvantages • Examine an opinion and agree or disagree, giving reasons supported by evidence 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.89 ➤ Workbook Unit 6.4 ➤ Teacher's Handbook, p.114. Ideas for a Starter ➤ Teacher's Handbook, p.115. Ideas for Plenaries ➤ Teacher's Handbook, p.125. Further suggestions for class and homework, Activities 25 - 28 ➤ Class debate
		3.12.b 3.12.e 3.12.f	<i>Environment and society</i>	<p>6.5 A wind farm for Corfe Castle?</p> <ul style="list-style-type: none"> • Wind power: little and large • So should Corfe Castle have a wind farm? 	<ul style="list-style-type: none"> • Geography skills: reading and analyzing an OS map; drawing a sketch map from an OS map, and marking in an access route • Literacy skills: writing a speech for or against • Thinking skills: giving evidence; empathizing; reaching a decision about a proposal 	<ul style="list-style-type: none"> • Examine facts about windpower • Read and analyze an OS map of Corfe Castle • Plan a site to locate a wind turbine • Draw a sketch map from an OS map and plan an access route 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.91 ➤ Workbook Unit 6.5 ➤ Teacher's Handbook, p.116. Ideas for a Starter ➤ Teacher's Handbook, p.117. Ideas for Plenaries ➤ Teacher's

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							Handbook, p.125. Further suggestions for class and homework, Activities 29 - 33 ➤ Group work to plan a construction site and make a persuasive presentation
Nov	9	3.12.b 3.12.c 3.12.e 3.12.f	Environment and society	<ul style="list-style-type: none"> • 6.6 Are biofuels the answer? • What are biofuels? • Why bother? • Will you use biofuels? • Are they <i>really</i> a good idea? 	<ul style="list-style-type: none"> • Geography skills: reading a drawing • Thinking skills: completing sentences; giving reasons; explaining; deciding 	<ul style="list-style-type: none"> • Read a drawing about ethanol production and its impacts • Infer and explain whether ethanol is carbon neutral based on given evidence • Evaluate the benefits of other forms of biofuels 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.93 ➤ Workbook Unit 6.6 ➤ Teacher's Handbook, p.118. Ideas for a Starter ➤ Teacher's Handbook, p.119. Ideas for Plenaries ➤ Teacher's Handbook, p.125. Further suggestions for class and homework, Activities 34 – 37 ➤ Class debate

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		3.12.b 3.12.c 3.12.e	Environment and society	<ul style="list-style-type: none"> • 6.7 Solar power: a winner? • Straight from the sun • Solar power in the UK • Good news for developing countries? 	<ul style="list-style-type: none"> • Geography skills: analyzing a world map of solar radiation; comparing maps; in order to answer questions • Thinking skills: identifying statements as true or false, with the help of photos; identifying advantages and disadvantages; explaining 	<ul style="list-style-type: none"> • Examine a diagram of how a PV cell works • Analyze a world map of solar radiation • Compare maps to find correlations and answer questions • Identify statements as true or false with the aid of photos • Design and present ideas for solar powered devices 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.95 ➤ Workbook Unit 6.7 ➤ Teacher's Handbook, p.120. Ideas for a Starter ➤ Teacher's Handbook, p.121. Ideas for Plenaries ➤ Teacher's Handbook, p.125. Further suggestions for class and homework, Activities 38 - 41 ➤ Group presentations of ideas for new solar powered device
		3.12.a 3.12.b 3.12.c	Environment and society	<ul style="list-style-type: none"> • 6.8 Going solar in Gosaba • Where's Gosaba? • Where Gosaba got its energy 	<ul style="list-style-type: none"> • Geography skills: answering questions about where an area is, in the world; explaining its physical characteristics • Numeracy skills: analyzing data in a table; displaying data in a suitable graphical 	<ul style="list-style-type: none"> • Identify an area on a map and describe its location • Describe an area's physical characteristics and identify issues with developing infrastructure • Analyze data in a 	<ul style="list-style-type: none"> ➤ 'Your turn' questions in the students' book p.97 ➤ Workbook Unit 6.8 ➤ Teacher's Handbook, p.121.

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		3.12.e		<ul style="list-style-type: none"> Solar power arrives 	form <ul style="list-style-type: none"> Literacy skills: writing an informal letter to a relative Thinking skills: suggesting reasons; agreeing or disagreeing with a statement, and giving reasons 	table <ul style="list-style-type: none"> Display data in a suitable graphical form Write an informal letter 	Ideas for a Starter <ul style="list-style-type: none"> Teacher's Handbook, p.123. Ideas for Plenaries Teacher's Handbook, p.125. Further suggestions for class and homework, Activities 42 - 47 Review of 'Your goals for this chapter' on page 81 of geog.2 students' book
Club Presentations for Semester 1							
Dec	2	Review for Final Exam of Semester 1					
End of the International Program for Grade 12 (Toefl Intermediate)							

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