The Asian International School
Unit Backward Design
Geography, Upper-Intermediate, 2018-2019

5.1 Your Island home

Stage 1 - Desired Results

Established Goals:

- To stimulate students' interest in the natural and human forces that shape the surface of our planet
- To develop skills of identifying physical features by comparing different maps

Understandings:
Students will understand that…

- The British Isles consist of two main islands, and over 6000 smaller ones!
- They have been shaped by many different processes, natural and human. (And apart from glaciation, these processes are still going on.)
- The result is different physical features, and different landscapes

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know……

- at least four upland areas
- at least four rivers in the UK
- where they are on the map

Skills:
Students will be able to…

- say what is meant by 'British Isles'
- name at least four upland areas, and at least four rivers, in the British Isles, and say where they are on the map
- describe where the British Isles is, on the Earth

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 63, questions 1-6
- Workbook, p 31. **Your Island Home**
- Teacher's Handbook, p 102. Further Suggestions for Class and Homework, Activity # 3, **Write a Blurb**
- Teacher's Handbook, p 86. Ideas for Starter, Activity # 1
- Teacher's Handbook, p 87. Ideas for Plenary, Activities # 1,3

Other Evidence:

- To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%). Accounting for the assigned percentage of the overall course grades.
- The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- In –class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
- Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

The British Isles. They were shape by hot currents inside the Earth. And by Ice, rivers, wind and waves.
Key. Mountainous, hilly, quite flat
Main physical features. Mountainous, hilly, quite flat

- Compare different maps and identify physical features
- Study photographs to draw conclusions about location and the forces of change at work

▪Brainstorm pros and cons of living on an island to explain how physical geography affects the development of societies

5.4 Who are we?

Stage 1 - Desired Results

Established Goals:
- ▪To understand and be able to classify different kinds of migrants
- ▪To understand that there are a variety of push and pull factors and be able to name and explain them

Understandings:
Students will understand that…
- ▪an immigrant is a person who moves here from another country, to live.
- ▪7000 years ago, Britain was practically empty – so all British people are descended from immigrants.
- ▪over the centuries, people have moves to these islands from all over the world, and for a variety of reasons.

Essential Questions:
- ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- ▪How does geography influence lifestyle and point of view?
- ▪How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…
- ▪at least five groups of people who came to the UK, including at least one recent group
- ▪reasons why people want to leave their country and factors that attract people to certain countries

Skills:
Students will be able to…
- ▪define the following terms: immigrant, emigrant, economic migrant, settler, invader, refugee, asylum seeker
- ▪give an example to match each definition
- ▪name at least five groups of arrivals in the UK over the centuries, including at least one recent group
- ▪draw a timeline
- ▪list push and pull factors in human migration

Stage 2 - Assessment Evidence

Performance tasks:
- ▪Student book. **Your Turn**, p. 69, questions 1-5
- ▪Workbook, p 34. **Who Are We?**
- ▪Teacher's Handbook, p 103. Further Suggestions for Class and Homework, Activity # 17, **Cultural Contributions**
- ▪Teacher's Handbook, p 92. Ideas for Starter, Activity # 2,3,4
- ▪Teacher's Handbook, p 93. Ideas for Plenary, Activities # 1,2 & 7

Other Evidence:
- ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
- ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
- ▪**Read and learn:**
- ▪**The Long March.** an immigrant is a person who moves here from another country to live
- ▪**All mixed up.** So we carry the genes of past immigrants in our body cells

- Draw, label and analyze a timeline showing different groups of immigrants to Britain
- Define different terms for migrants and classify examples of immigrants to match those terms
- Brainstorm a list of push and pull factors and display the information on a poster showing 2 different imaginary countries

5.5 Where do we live?

Stage 1 - Desired Results

Established Goals:
- Learning how to interpret a choropleth map of population density
- Understanding the concept of population density, and how physical geography affects the pattern of population density

Understandings:
Students will understand that…
- some parts of the British Isles are quite empty – and some are very crowded. This is largely influenced by relief (with mountainous areas most empty).
- the population density is low in rural areas and high in urban areas.

Essential Questions:
- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…
- where the most crowded and the least crowded parts of the UK are, and give some reasons to explain the pattern
- the UK's 10 largest cities and mark them in roughly the correct positions on a blank map

Skills:
Students will be able to…
- explain the following terms: population density, square kilometer, rural, urban
- answer simple questions about the information shown on a choropleth map
- point out where the most and least crowded areas are in the UK and give some reasons to explain the pattern

Stage 2 - Assessment Evidence

Performance tasks:
- Student book. **Your Turn**, p. 71, questions 1-7
- Workbook, p 35. **Where Do We Live?**
- Teacher's Handbook, p 103. Further Suggestions for Class and Homework, Activity # 24, & 27 **Population Pyramid, Population Growth**
- Teacher's Handbook, p 94. Ideas for Starter, Activity # 1,2,3
- Teacher's Handbook, p 95. Ideas for Plenary, Activities # 1,2 & 4

Other Evidence:
- To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

Population density. about 64.5 million people live in the British Isles
The UK's 10 largest cities. Names and population in millions

- Analyze and compare photographs of rural and urban areas to infer about population density
- Analyze a choropleth map to gather information about population density
- Compare a choropleth map showing population density to a relief map and a climate map of the same country
- Synthesize information from maps, pie chart and population table to write a report on the population density of the UK

5.6 What kind of work do we do?

Stage 1 - Desired Results

Established Goals:

- Understanding and being able to describe and list examples of the four sectors of economic activity
- Understanding and being able to explain how and why the employment structure changes over time

Understandings:

Students will understand that…

- economic activity is any kind of work that people get paid for.
- it can be divided into four different types or sectors: primary – gathering materials from the earth, secondary – making or building or processing things, tertiary – providing services for others, and quaternary – advanced research
- most people in developed countries earn their living by providing services.
- the employment structure continues to change over time

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:

Students will know…

- the terms primary, secondary, tertiary and quaternary and give examples of jobs in each sector

the employment structure in the UK and say how it has changed and is changing

Skills

Students will be able to…

- explain the following terms: economic activity, primary, secondary, tertiary, quaternary, service, industry
- give examples of jobs in the four employment sectors
- describe the structure of employment in the UK today

describe how the employment structure has changed in the past, and is still changing

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 73, questions 1-7
- Workbook, p 36. **What Kind of Work Do We Do?**
- Teacher's Handbook, p 103. Further Suggestions for Class and Homework, Activity # 28, **Soapy Work**
- Teacher's Handbook, p 96. Ideas for Starter, Activity # 2,3
- Teacher's Handbook, p 97. Ideas for Plenary, Activities # 1,2,3 & 5

Other Evidence:

- To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
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	academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**

Different kinds of work. economic activity is any work people get paid for

Industry. the word industry means a branch of economic activity

The changing pattern. Today, most of us provide services. But it was not always so

▪Classify different jobs into a table of the four sectors and add more ideas to each sector

▪Analyze a pie chart to describe the structure of employment

▪Identify jobs in each sector in different environmental zone (rural, urban, mountains and sea)

▪Analyze a line graph and use historical knowledge of human societies to explain how the structure of economic sectors has changed over time

5.7 High or low earnings?

Stage 1 - Desired Results

Established Goals:

▪Understanding the geographic factors that influence economy

▪Being able to interpret a choropleth map to identify and explain patterns of economic activity

Understandings:	**Essential Questions:**
Students will understand that… ▪average weekly earnings in a country vary from region to region. ▪there are many reasons for this. Many are to do with the natural advantages of a region (for example good farmland, oil offshore). ▪governments tries to help poorer areas.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪where the main area with the highest average earnings is, and at least two areas with the lowest, and give reasons to explain the differences	**Skills:** *Students will be able to…* ▪answer simple questions about the information given on a choropleth map ▪point out the area in the UK with the highest average weekly earnings, and at least two areas in the lowest band ▪give reasons to explain variations in earnings ▪explain why a new factory or tourist attraction could help a poor area

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 75, questions 1-7 ▪Workbook, p 37. **High or Low Earnings?** ▪Teacher's Handbook, p 103. Further Suggestions for Class and Homework, Activity # 29, **Magic Wand** ▪Teacher's Handbook, p 98. Ideas for Starter, Activity # 2,3,4	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and

▪Teacher's Handbook, p 99. Ideas for Plenary, Activities # 1,2,3,4 & 5	ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**

What people earn. This map shows how much workers earn a week, on average, in different regions.

▪Analyze a choropleth map to gather information about variations in earnings in different regions

▪Brainstorm ideas, and create a spider map to display information about what makes an area wealthy

▪Analyze and compare two photographs and draw conclusions about factors that affect the economy

▪Create a flow chart to explain how a new factory or a new tourist attraction can help a poorer area

9.1 A slice through the Earth

Stage 1 - Desired Results

Established Goals:

▪To understand the layers of the Earth and to introduce the concept of lithosphere which is the foundation to understanding plate tectonics

Understandings: *Students will understand that…*	**Essential Questions:**
▪the Earth is made up of three different layers: crust, mantle and core. ▪the crust (that we live on) is solid; the core is partly solid, partly liquid; and much of the mantle is soft like butter, and even runny in places. ▪there are two types of crust: continental crust (forms the continents, and is mainly granite); oceanic crust (lies under the oceans, and is mainly basalt). ▪the crust and the upper part of the mantle form a hard layer called the lithosphere. This floats on the mantle. ▪the convection currents in this soft hot rock are responsible for changing the face of the Earth.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪The properties of the three layers that make up the Earth	**Skills:** *Students will be able to…* ▪explain the following terms: crust, mantle, core, oceanic crust, continental crust, granite, basalt, trench, lithosphere, convection current ▪name and describe the three layers that make up the Earth ▪draw a simple diagram to show continental and oceanic crust, the lithosphere, the soft rock below it and convection currents

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**

▪Student book. **Your Turn**, p. 121, questions 1-3 ▪Workbook, p 60. **A Slice Through the Earth** ▪Teacher's Handbook, p 149. Further Suggestions for Class and Homework, Activity # 5, **Ocean Mountains and Trenches** ▪Teacher's Handbook, p 152. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 153. Ideas for Plenary, Activities # 1,2,3,5,6	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
The Earth's three layers. The Earth is made up of three layers
How did the layers form? Some time after the Earth formed, it got so hot that everything inside it melted
Hot, hot, hot. It's still very hot inside the earth
More about the crust, and what's below it. The crust under the oceans is a thin layer of heavy rock

▪Study a cross-sectional diagram of the Earth and use the information to complete a table

▪Draw and label a cross-sectional diagram of the lithosphere

9.2 Our cracked Earth

Stage 1 - Desired Results

Established Goals:

▪To understand the theory of plate tectonics and how it explains the global patterns of volcanoes and earthquakes sites

▪To understand and be able to explain how and why the tectonic plates are moving

Understandings: *Students will understand that…*	**Essential Questions:**
▪earthquakes are caused by sudden rock movements. ▪volcanoes are where liquid rock erupts from the Earth's surface. ▪the Earth's hard surface (the lithosphere) is cracked into huge slabs called plates. These float on the soft rock below, dragged by convections currents. ▪earthquakes occur at plate edges, where the plates push into or slide past or pull away from each other. Volcanoes also occur at or close to plate edges. ▪ a map of the earth's main volcano and earthquake sites matches the plate map.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…*	**Skills:** *Students will be able to…*

▪what a plate is and why it moves that earthquake and volcano sites occur along plate edges	▪define the key vocabulary ▪describe in general terms the pattern of earthquake and volcano sites around the world, and explain that this pattern is the result of plate movements ▪explain what plates are, and name at least five of them ▪explain what makes plates move ▪draw a simple labeled cross section of a moving plate (to show the structure of a plate, the soft rock below the plate, and a convection current on the soft rock)

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 123, questions 1-6 ▪Workbook, p 61. **Our Cracked Earth** ▪Teacher's Handbook, p 170. Further Suggestions for Class and Homework, Activity # 8, **Traveling by Plate** ▪Teacher's Handbook, p 154. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 155. Ideas for Plenary, Activities # 1,4,8	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
First, a puzzling pattern. An earthquake is caused by rock suddenly shifting.
Explaining the pattern. The pattern puzzled scientists for years. They found the explanation.
The Earth's place. Some plates carry continents, oceans, others just ocean. They move slowly in different directions
▪Compare a map showing the Earth's volcano and earthquake sites and the Earth's plates and draw a conclusion about the pattern of earthquakes and volcanoes
▪Identify the movement of different continents on their plates
▪Draw a diagram to show what plates are made of and how they move

9.3 How are the plates moving?

Stage 1 - Desired Results

Established Goals:
▪To understand the different ways plates are moving relative to each other and be able to explain the results of each kind of movement.

Understandings: *Students will understand that…*	**Essential Questions:**
▪the earth's plates can move apart (divergent plate boundary), push into each other (convergent plate boundary) or slide past each other (transform plate boundary)	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the

▪all plate movements cause earthquakes. But they give volcanoes only where they cause rock to get pushed down towards the mantle. This rock then melts and rises. ▪when two continental plates push into each other, rock gets pushed and squeezed up to form fold mountains.	way people live and work?
Knowledge: *Students will know…* ▪that earthquake and volcano sites occur along plate edges ▪the three ways in which plates move relative to each other and explain why each causes earthquakes, and some cause eruptions	**Skills:** *Students will be able to…* ▪define the key vocabulary ▪describe the three ways in which plates move relative to each other and their results with the aid of simple diagrams

Stage 2 - Assessment Evidence

Performance tasks: ▪Student book. **Your Turn**, p. 125, questions 1-3 ▪Workbook, p 62. **How Are the Plates Moving?** ▪Teacher's Handbook, p 170. Further Suggestions for Class and Homework, Activity # 13, **Ocean Trenches** ▪Teacher's Handbook, p 156. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 157. Ideas for Plenary, Activities # 1,2,3,4,5	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
▪**Read and learn:**
Some plates are moving apart. Plates are moving apart under the Atlantic Ocean.
Some plates are pushing into each other. The Nazca plate and the South American plate are pushing into each other…
Some plates are sliding past each other. The pacific plate is sliding past the North American plate

▪Draw simple labeled and annotated diagrams of the three kinds of plate boundaries showing what occurs at each

▪Analyze a map of the Atlantic Ocean's seabed surface and explain the features shown and make inferences

▪Draw a labeled diagram of converging continental and oceanic plates showing why they produce volcanoes

▪Explain facts about the location of earthquakes and volcanoes by comparing a political world map and a map of plates

9.4 Earthquakes

Stage 1 - Desired Results

Established Goals:
▪To understand what earthquakes are, how we measure them and the damage they can do

Understandings: *Students will understand that…* ▪earthquakes are caused by sudden rock movement, when rock under strain gives way.	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view?

▪the strain energy that has been building up in the rock is released and spreads in all directions as seismic waves, and these waves shake the Earth as they travel through it. ▪the magnitude of an earthquake is the amount of energy it releases. ▪magnitude is measured on the Richter scale. An increase of 1 unit on this scale represents a 10-fold increase in the amplitude of the waves (their height in a graph), and around a 30-fold increase in released energy – which means a lot more damage.	▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪what causes earthquakes and why everything shakes ▪examples of earthquake damage ▪what the Richter scale tells us	**Skills:** *Students will be able to…* ▪define the following terms: earthquake, seismic wave, focus, epicentre, aftershocks, seismometer, magnitude, Richter scale, tsunami ▪explain what causes earthquakes, and why everything shakes ▪explain what the Richter scale is, and that the higher the Richter number, the more damage an earthquake can do ▪give examples of earthquake damage
Stage 2 - Assessment Evidence	
Performance tasks: ▪Student book. **Your Turn**, p. 127, questions 1-5 ▪Workbook, p 63. **Earthquakes** ▪Teacher's Handbook, p 170. Further Suggestions for Class and Homework, Activity # 17, **Which Country Had an Earthquake Today?** ▪Teacher's Handbook, p 158. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 159. Ideas for Plenary, Activities # 1,4,5,6	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.
Stage 3 – Learning Plan	
Learning Activities: ▪**Read and learn:** **What is an earthquake**? Any sudden large rock movement will cause an earthquake. **How big?** Earthquakes are measured using machines called seismometers. **The damage it can do.** An earthquake shakes the ground, which then shakes everything on it. ▪Watch video footage of earthquakes ▪Use a photograph as a stimulus to give an eye-witness account of the damage done by an earthquake ▪Examine a diagram and draw conclusions about earthquake damage	

9.5 Earthquake in Pakistan

Stage 1 - Desired Results

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Unit Backward Design
Geography, Upper-Intermediate, 2018-2019

Established Goals:

- To use a real case study of an earthquake to reinforce and apply knowledge taught in the previous unit
- To be able to explain why an earthquake happened where it did and to understand and explain why it caused so much damage

Understandings: *Students will understand that…*	**Essential Questions:**
▪the boundary between the Indo-Australian and Eurasian plates runs up through Pakistan and across northern India. ▪the Indo-Australian plate is pushing hard into the Eurasian plate. So the rock along the boundary is under great strain. It has many cracks (faults) in it, and there is a high risk of earthquakes. ▪the death toll and devastation in Balakot were enormous, because buildings and other structures could not cope with being shaken. They collapsed, crushing people.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…*	**Skills:** *Students will be able to…*
▪what causes earthquakes and why everything shakes ▪examples of earthquake damage what the Richter scale tells us	▪explain the term quake-proof ▪explain why parts of Pakistan, Kashmir and Northern India are, and will continue to be, at high risk of earthquakes ▪describe the effect of the earthquake on Balakot ▪explain the part that poor building work played in its destruction ▪say that Kashmir is split up and controlled by three countries: Pakistan, India and China

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 129, questions 1-7 ▪Workbook, p 64. **Earthquakes in Pakistan** ▪Teacher's Handbook, p 171. Further Suggestions for Class and Homework, Activity # 21, **Why is Italy Prone to Earthquake?** ▪Teacher's Handbook, p 160. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 161. Ideas for Plenary, Activities # 2,6,7	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**

Widespread damage. It affected large area. It even caused deaths in Afghanistan. But the most damage was in northern Pakistan and Kashmir.

What caused the earthquake? Like most big earthquakes, this one was caused by plate movements**.**

Why was there so much damage? Earthquakes don't kill. Collapsing buildings do

- Locate the earthquake site on a political world map and on a map of plates to conclude why this earthquake occurred.
- Identify the reasons why so much damage occurred and devise a plan to reduce the damage in future earthquakes
- Use a photo as stimulus to write an empathetic diary entry

9.6 Tsunami

Stage 1 - Desired Results

Established Goals:

- To understand and be able to explain what a tsunami is, why they occur and the damage they do

Understandings:
Students will understand that…

- tsunami are waves set off in the ocean, by an earthquake in the ocean floor. The waves travel out in all directions.
- out in the ocean they travel fast, but are not high. As they approach shallow water, they slow down, and a wall of water piles up, sometimes as high as 30 metres.
- when they hit land, these powerful waves can do enormous damage.

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…

- what causes a tsunami and why it can affect many countries
- the damage a tsunami can do
- three examples each of short- and long-term responses to earthquake and volcano disasters

Skills:
Students will be able to…

- explain what a tsunami is and what causes it
- explain why it can affect many countries
- describe the damage it can do

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 131, questions 1-5
- Workbook, p 65. **Tsunami**
- Teacher's Handbook, p 171. Further Suggestions for Class and Homework, Activity # 21, **Saved By a Schoolgirl**
- Teacher's Handbook, p 162. Ideas for Starter, Activity # 1,2,3
- Teacher's Handbook, p 163. Ideas for Plenary, Activities # 1,2,3,4,5 & 6

Other Evidence:

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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

What is a tsunami? Tsunami is a series of waves, set off by an earthquake in the ocean floor.
Tsunami in the Indian Ocean, 2004. On December 26 2004, there was an earthquake in the floor of the Indian Ocean.

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The day they will never forget. Banda Aceh- Indonesia, Telwatta- Sri Lanka, Khao Lak -Thailand, Cuddalore – India

- Watch video footage of tsunamis
- Analyze maps to explain facts about the 2004 tsunami in the Indian Ocean

9.7 Volcanoes

Stage 1 - Desired Results

Established Goals:

- To understand and be able to explain what a volcano is, why they occur and the damage they do

Understandings:
Students will understand that…

- volcanoes are where magma (melted rock) erupts through the Earth's crust. Once out, the magma is called lava.
- magma can be thin and runny, or thick and sticky (viscous).
- thick, sticky magma causes the most dangerous eruptions because it can't escape from a volcano easily; the pressure builds up and the magma explodes out.
- explosive eruptions produce particles of all sizes, from dust to blocks of rock.
- a cloud of gas and particles from an explosive eruption will collapse and rush down the slopes of the volcano as a deadly pyroclastic flow.

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…

- the different types of volcanoes
- the different parts of a volcano

the damage that volcanoes can do

Skills:
Students will be able to…

- define key vocabulary
- draw a labeled cross-section showing the structure of a volcano
- explain why some eruptions are explosive, and others are "runny"
- list the products from eruptions, and say what damage they do

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 133, questions 1-5
- Workbook, p 66. **Volcanoes**
- Teacher's Handbook, p 171. Further Suggestions for Class and Homework, Activity # 26, **Make a Volcano**
- Teacher's Handbook, p 164. Ideas for Starter, Activity # 1,2,3
- Teacher's Handbook, p 165. Ideas for Plenary, Activities # 2,3,4,5 & 6

Other Evidence:

- To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
- Special class activities, such as Geography club activities, will

	also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**

What's a volcano? Volcano is where liquid rock or magma shoots out and erupt through the ground.

What damage can eruptions do? Volcanic gas causes acid rain. This kills trees and plants over a wide area.

▪Watch video of volcanoes and different kinds of volcanoes

▪Draw a labeled color cross-section of a cone volcano

▪Assess the damage that volcanoes do and arrange in order of danger

▪Analyze a photo of volcanic destruction and explain the damage observed

9.8 Montserrat: living with an active volcano

Stage 1 - Desired Results

Established Goals:

▪To use a real case study of a real volcanic eruption to reinforce and apply knowledge taught in the previous unit

▪To be able to explain why an eruption happened where it did and to understand and explain the damage caused.

Understandings:	**Essential Questions:**
Students will understand that… ▪the Caribbean is a volcanically active region, because the North American, South American and Caribbean plates meet there. ▪Montserrat and other islands were in fact created by volcanic activity. ▪a volcano that is becoming active usually gives out warning signs. So if scientists are monitoring it, they can warn people. People can be evacuated to a safe place. ▪the volcano on Montserrat awoke in 1995. At the start of 2008 it was still showing activity – and no one can predict how long it will remain active.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪how to draw a labeled cross-section of a volcan ▪the products from eruptions and the damage they do	**Skills:** *Students will be able to…* ▪explain the following terms: island arc, vulcanologists, monitor, pyroclastic flow, safe zone, evacuate ▪describe where Montserrat is, and how it is formed ▪give at least four examples of the impact of the volcano's activity

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 63, questions 1-6 ▪Workbook, p 67. **Montserrat: Living in an Active Volcano** ▪Teacher's Handbook, p 171. Further Suggestions for Class	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come

and Homework, Activity # 28, **History of Montserrat** ▪Teacher's Handbook, p 166. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 167. Ideas for Plenary, Activities # 1,2,3,4,5	from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
▪**Read and learn:**
An island paradise. In July 1995, life in Montserrat began to change, forever…
The volcano awakens. The first signs were rumbling noises, and showers of ash, and a strong smell of sulphur.
People on the move. The volcano grew restless, people moved from the south of the island.

▪Analyze maps to explain why Montserrat has an active volcano

▪Explain how the volcanic eruption affected different groups of people

▪Devise a plan to attract tourists back to the island and use a map to plan where to build a new hotel

▪Class debate: Montserrat should be closed down. Argue in favor and against.

9.9 Coping with earthquakes and eruptions

Stage 1 - Desired Results

Established Goals:
▪To understand how we cope with earthquakes and eruptions and why some countries find it harder.

Understandings: *Students will understand that…*	**Essential Questions:**
▪our responses to disasters – whether these are the result of earthquakes, eruptions, floods, hurricanes or other natural hazards – tend to follow a pattern. ▪ in the short term we rush to help the survivors. Help may arrive from governments, aid agencies and individuals around the world, as well as from local communities. ▪in the long term we try to prevent similar disasters. We can't eliminate natural hazards but we can take steps to protect ourselves. ▪the wealthier a country, the more effective it's likely to be in responding to disasters.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪why poorer countries may find it harder to cope with these disasters and protect people	**Skills:** *Students will be able to…* ▪explain the following terms: short-term, long-term, aid agencies, emergency, local, national, international ▪give three examples of short-term responses to a disaster ▪give three examples of long-term responses to a disaster ▪explain why poorer countries find it harder to cope with these disasters

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Stage 2 - Assessment Evidence	
Performance tasks: ▪Student book. **Your Turn**, p. 135, questions 1-5 ▪Workbook, p 68. **Coping With Earthquakes and Eruptions** ▪Teacher's Handbook, p 171. Further Suggestions for Class and Homework, Activity # 31, **Earthquakes and the Aid Agency** ▪Teacher's Handbook, p 168. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 169. Ideas for Plenary, Activities # 1,2, 4,5	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.
Stage 3 – Learning Plan	
Learning Activities: ▪**Read and learn:** **How do we respond to these disasters?** When earthquake and eruptions destroy places, we respond in two ways: **Short – term response.** first, we try to help the survivors **Long - term response.** Then we try to prevent disasters like this happening in the future ▪Classify responses as either long-term or short-term ▪Classify responses as local, national or international ▪Analyze an aerial photo to explain how physical geography can complicate getting help to people after a disaster ▪Identify correlations between development indicators and coping with disasters, and giving reasons	

5.3 What's our weather like?	
Stage 1 - Desired Results	
Established Goals: ▪To understand and be able to explain what causes weather patterns and climate	
Understandings: *Students will understand that…* ▪weather means the state of the atmosphere. For example, how warm wet, or windy it is. ▪the weather can change from day to day, and can be very different in different places of the same country ▪weather is affected by latitude, altitude, prevailing winds, ocean currents, and distance from the sea	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪the definition of weather and read a simple weather map ▪what causes the overall trends in temperature and precipitation	**Skills:** *Students will be able to…* ▪define key vocabulary ▪read a simple weather map ▪explain the causes of weather patterns

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Stage 2 - Assessment Evidence	
Performance tasks: ▪Student book. **Your Turn**, p. 67, questions 1-8 ▪Workbook, p 33. **What's Our Weather Like?** ▪Teacher's Handbook, p 102. Further Suggestions for Class and Homework, Activity # 14, **Make Your Own Weather Symbols** ▪Teacher's Handbook, p 90. Ideas for Starter, Activity # 1,2 ▪Teacher's Handbook, p 91. Ideas for Plenary, Activities # 1,2 & 4	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

Read and learn:

What is weather? weather means the state of the atmosphere. Is it warm? wet? windy?
Our weather is changeable. There are two key points about our weather: it can change from day to day; it can be different in different parts of UK
Which parts are colder? warmer? Although the weather can change from day to day, there are some patterns

▪Brainstorm in groups all the factors that influence weather. Why is it hotter/colder, wetter/drier in parts of our own country?

▪Describe the weather from a simple weather map and discern average rainrall using a choropleth map

▪Analyze a relief map to explain why certain areas receive more rainfall

▪Summarize weather patterns by labeling a sketch map

6.1 The water cycle

Stage 1 - Desired Results

Established Goals:
▪To understand and be able to describe the water cycle
▪To understand and be able to illustrate how rainwater feeds rivers

Understandings: *Students will understand that…*	**Essential Questions:**
▪water circulates continuously between the ocean, the atmosphere and the land. This circulation is called the water cycle. ▪the water cycle has four stages: - evaporation of water from ocean to air as water vapour - condensation of the water vapour to form clouds - precipitation (rain falling) from the clouds to the land - flow of rainwater over and through the land to rivers, and hence, back to the ocean. ▪ This is how rainwater reaches and feeds a river: - some runs over the ground to the river, as surface runoff - some infiltrates (soaks down into) the soil	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?

- some of this then flows sideways through the soil to the river, as throughflow - the rest trickles down to fill up cracks in the rock below, as groundwater - the groundwater flows slowly to the river, feeding it.	
Knowledge: *Students will know…* ▪how the water cycle works how rainwater reaches and feeds a river	**Skills:** *Students will be able to…* ▪define the following terms: evaporation, condensation, precipitation, water cycle, infiltration, surface runoff, permeable, groundwater, impermeable, throughflow, groundwater flow ▪explain what the water cycle is and draw a simple diagram to represent it. ▪draw a diagram to show how rainwater reaches and feeds a river**.**

Stage 2 - Assessment Evidence

Performance tasks: ▪Student book. **Your Turn**, p. 81, questions 1-5 ▪Workbook, p 40. **The Water Cycle** ▪Teacher's Handbook, p 116. Further Suggestions for Class and Homework, Activity # 1, **The Illustrated Water Cycle** ▪Teacher's Handbook, p 106. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 107. Ideas for Plenary, Activities # 1,2,3	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
▪**Read and learn:**
What is the water cycle? Water sloshing around in the ocean this week may fall on you next week – as rain.
The water cycle and us. Without the water cycle we'd be in big trouble.
How rainfall reaches the river. Follow the number in order, to see the ways rain gets to a river
▪Create an illustrated flowchart of the water cycle
▪Draw a cross-sectional diagram showing how rainwater reaches a river
▪Explain facts about rivers and water level using information provided in this unit

6.2 A river on its journey

Stage 1 - Desired Results

Established Goals:
▪To learn the names of different parts and features of a river
▪To learn how to calculate the area of a river's drainage basin from a map

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Understandings: *Students will understand that…* ▪rivers have different parts and features, and each has a special name. ▪ a cross section along the length of a river is called its long profile. The long profile curves downwards like the side of a saucer, as the river flows down towards sea level.	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪the different parts and features of a river (source, drainage basin, tributary, channel, bed, banks and so on)	**Skills:** *Students will be able to…* ▪define, name and identify the parts and features of a river: source, mouth, watershed, drainage basin, confluence, tributary, flood plain, channel, river bed, river bank, long profile ▪count squares to find area
Stage 2 - Assessment Evidence	
Performance tasks: ▪Student book. **Your Turn**, p. 83, questions 1-6 ▪Workbook, p 41. **A River On Its Journey** ▪Teacher's Handbook, p 116. Further Suggestions for Class and Homework, Activity # 10,12 **Your Local River; Cities and Rivers** ▪Teacher's Handbook, p 108. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 107. Ideas for Plenary, Activities # 2,3,4	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.
Stage 3 – Learning Plan	
Learning Activities: ▪**Read and learn:** **The parts of the river.** The source is the starting point of the river. It could be a spring, a lake, a melting glacier, or marshy area where a lot of rain collects. **The river's long profile.** A river curves like a saucer. AS you go down the river, its slope gets flatter, and its bed gets smoother. **The river Coquet and its drainage basin.** The river is in Northumberland ▪Draw a sketch of a river, labelling all of its parts ▪Analyze a map of a river and identify features ▪Calculate the rough area of a river and estimate the length of the river ▪Identify which part of a river's course is steepest and explain using reasons ▪Compare a photo and a map of the same river to identify features and orientation	

6.3 Rivers at work

Stage 1 - Desired Results

Established Goals:

▪To understand and be able to explain the processes of erosion, transport and deposition and where along a river's course

they are most likely to occur.

Understandings: *Students will understand that…*	**Essential Questions:**
▪a river continually shapes and smooths its bed and banks by eroding, transporting and depositing material. So the river bed and banks are always changing. ▪erosion is where the river picks up material. Erosion is the result of a combination of processes: abrasion, attrition, hydraulic action and solution. The faster it flows and the more water it has, the faster the river can erode. ▪transport is where the river carries material away. Soluble material is transported in solution, the smaller particles as suspension, and the rest bounces and rolls along the river bed. The faster it flows and the more water it has, the more material the river can transport. ▪As the river moves onto flatter land it loses energy, so it deposits its load. It drops the heaviest material first.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* how erosion, transport and deposition take place	**Skills:** *Students will be able to…* ▪explain the following terms: erode, deposit, transport, abrasion, attrition, hydraulic action, solution, suspension, load, bedload, sediment ▪describe how erosion, transport and deposition take place ▪recognize that erosion will predominate in the upper stretch of a river, and wherever it is flowing fast; and deposition predominates when it slows down ▪recognize signs of fast flow and deposition from photos

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 85, questions 1-5 ▪Workbook, p 42. **Rivers at Work** ▪Teacher's Handbook, p 117. Further Suggestions for Class and Homework, Activity # 24, **Design a Demonstration** ▪Teacher's Handbook, p 110. Ideas for Starter, Activity # 1,2 ▪Teacher's Handbook, p 111. Ideas for Plenary, Activities # 1,2	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**

What work does a river do? A river never sleeps. It works non-stop, day and night, cutting and shaping and smoothing the land

Erosion. This shows the different ways erosion take place (weathering, abrasion, attrition, hydraulic action, solution)

Transport. The material the river carries is called its load

Deposition. When it reaches flatter land, the river slows down

- Analyze photos and draw conclusions about the processes at work and give explanations
- Come up with reasons and explain the action of rivers

6.4 Landforms created by the river

Stage 1 - Desired Results

Established Goals:

- To learn about the different features of river and be able to explain, with the aid of labeled diagrams, how they form

Understandings:
Students will understand that…

- rivers create distinctive landforms when they erode and deposit material – for example, V-shaped valleys, waterfalls, meanders and oxbow lakes.
- a waterfall develops when a river flows over a layer of hard, resistant rock with softer rock below.
- as a waterfall retreats, a gorge will form.
- The outer curves of rivers erode faster because the river is flowing faster and on the inner curves, where the river flows more slowly, deposition occurs
- a meander may get cut off and become an oxbow lake.

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…

- what a V-shaped valley, a waterfall, a meander and an oxbow lake is and how each was formed

Skills:
Students will be able to…

- define the following terms: landform, V-shaped valley, downward erosion, waterfall, plunge pool, gorge, meander, oxbow lake
- recognize a V-shaped valley, a waterfall, a meander and an oxbow lake and explain how each was formed

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 87, questions 1-4
- Workbook, p 43. **Landforms Created by Rivers**
- Teacher's Handbook, p 117. Further Suggestions for Class and Homework, Activity # 26;31, **Rivers on an OS Map; Research Some Other River Features**
- Teacher's Handbook, p 112. Ideas for Starter, Activity # 1,2
- Teacher's Handbook, p 113. Ideas for Plenary, Activities # 1,4

Other Evidence:

- To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas.
- Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
A V-shaped valley? The river cuts down through the land like a saw called downward erosion.
A waterfall. The water tumble over a ledge of hard rock
How a meander develops. A meander starts as a slight bend.
How an oxbow lake develops. An oxbow lakes starts as a big meander.

- ▪Make a table and classify river landforms as being created by either erosion or deposition
- ▪Draw labeled diagrams to show a 4-step process of how a waterfalls forms
- ▪Draw labeled diagrams to show a 4-step process of how an oxbow lake forms
- ▪Analyze a photograph of a meandering river and describe the processes happening at different parts. Predict and sketch how the river may look in 100 years' time

6.5 Rivers and us

Stage 1 - Desired Results

Established Goals:
- ▪To understand and be able to explain the many different ways we all depend on rivers, and how we also abuse them

Understandings:
Students will understand that…

- ▪water is essential to life and an extremely useful substance – so we make a great deal of use of rivers as they flow on their journey.
- ▪ for example we use them as a source of our domestic water supply, for generating electricity, for washing and cooling things in industry, and for transport.
- ▪we also abuse rivers, mainly by dumping things in them that harm or kill off the animals and plants that live in them. For one thing, we put our used water back into the river. We clean it up first, but it still contains harmful chemicals.

Essential Questions:

- ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- ▪How does geography influence lifestyle and point of view?
- ▪How do geography, climate and natural resources affect the way people live and work?

Knowledge:
Students will know…

- ▪ways in which we use rivers
- ▪ways in which we harm fish and other river life

Skills:
Students will be able to…

- ▪recognize that rivers are very important to us (even if we don't live near one)
- ▪give at least five ways in which we use rivers
- ▪give at least three ways in which we harm fish and other river life
- ▪recognize that we will continue to put used water back into rivers – so we need to make sure it is well cleaned up

Stage 2 - Assessment Evidence

Performance tasks:

- ▪Student book. **Your Turn**, p. 89, questions 1-6
- ▪Workbook, p 44. **Rivers and Us**
- ▪Teacher's Handbook, p 117. Further Suggestions for Class and Homework, Activity # 38 & 41, **Where Do We Get Our Water Supply; What Happens to Our Waste Water**

Other Evidence:

- ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades.
- ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.

▪Teacher's Handbook, p 114. Ideas for Starter, Activity # 1,2,3 ▪Teacher's Handbook, p 115. Ideas for Plenary, Activities # 1,2,3,4 & 5	▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
How we use rivers. For our water supply, for making electricity, for farming, for industry**,** for transport, for leisure and pleasure, as a dump
… and how we abuse them. Rivers are full of living things. So how do we look after all these?

- Create an illustrated spider map showing all of the ways we use rivers
- Write a dialogue between two river fish, complaining about the way humans treat their home
- React to an opinion about using rivers as a dump

7.1 Tewkesbury under water

Stage 1 - Desired Results

Established Goals:
▪To introduce floods and consider the many kinds of damage and disruption they cause

Understandings:	**Essential Questions:**
Students will understand that… ▪floods can bring a place to a standstill. ▪they can do a great deal of damage to homes. ▪there are several things you should do to ensure personal safety and minimize flood damage, when there's a warning that floods are on the way.	▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪at least five organizations that helped out during the floods in Tewkesbury in 2007 ▪at least five steps to take to prepare for floods ▪at least three design features that would make homes flood-proof	**Skills:** *Students will be able to…* ▪describe the kinds of damage floods can do to homes ▪explain how insurance works ▪list at least five important things people should do to protect themselves and their homes, when a flood warning is given

Stage 2 - Assessment Evidence

Performance tasks:	**Other Evidence:**
▪Student book. **Your Turn**, p. 93, questions 1-4 ▪Workbook, p 46. **Tewkesbury Under Water** ▪Teacher's Handbook, p 132. Further Suggestions for Class and Homework, Activity # 2; 6, **Flooding at Home; What To Do After the Flood**	▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.

▪Teacher's Handbook, p 120. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 121. Ideas for Plenary, Activities # 2,3,4	▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
Some holiday. In summer 2007, floods hit many parts of the UK. Here you can find out about the floods that hit Tewkebury in Gloucestershire.
How insurance works. Guess what they're talking about.

▪Identify actions from a text and compiling a list giving reasons for the actions

▪Decide on and explaining personal priorities in time of a flood

▪Devise a plan of action to take in the event of an imminent flood

7.2 What causes floods?

Stage 1 - Desired Results

Established Goals:
▪To understand and be able to explain the causes of flooding

Understandings: *Students will understand that…* ▪floods occur when a river receives more water than its channel can hold. So the water overflows the banks. ▪floods are usually the result of heavy rain or melting ice or snow ▪other factors contribute to flooding: -impermeable rock (rain can't soak through); many tributaries (so the total area drained by the rivers may be very large); very wet soil (no more rain can soak through soil; runs quickly over surface); steep slopes (rain runs down slopes and quickly swells the river); loss of trees (trees intercept rain and their roots take in lots of water); built up areas (rain can't soak through concrete so it runs into drains and reaches the river quickly); the flat flood plain (the water easily washes over the river banks) ▪most of these factors contribute to flooding by promoting surface run-off, which fills the river quickly.	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪what a flood is, and give heavy rain as the main cause ▪four natural factors that contribute to flooding, and for each, explain why ▪two human activities that contribute to flooding, and for each, explain why	**Skills:** *Students will be able to…* ▪define the following terms: flood, flash flood, impermeable, tributaries, built-up area, flood plain ▪explain what a flood is, and give heavy rain as the usual cause ▪give four natural and two human factors that increase flood risk, and for each, explain why

The Asian International School
Unit Backward Design
Geography, Upper-Intermediate, 2018-2019

Stage 2 - Assessment Evidence	
Performance tasks: ▪Student book. **Your Turn**, p. 94, questions 1-4 ▪Workbook, p 47. **What Causes Floods?** ▪Teacher's Handbook, p 132. Further Suggestions for Class and Homework, Activity # 8, **Do Your Own Flooding Sketch** ▪Teacher's Handbook, p 122. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 123. Ideas for Plenary, Activities # 2,3,4	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.
Stage 3 – Learning Plan	
Learning Activities: ▪**Read and learn:** **What causes floods?** Most floods are caused by heavy rain. The rain quickly finds its way to the river. **Flash floods.** A burst of heavy rain can cause a sudden flood called a flash flood. **Adding to the flood risk.** Heavy rain is the main cause of floods. ▪Arrange sentences in a logical sequence to explain why flooding occurs ▪Create an illustrated spider map showing the causes of flooding. Classify each cause as human or natural ▪Analyze a diagram and a drawing and devise a plan of action to prevent flooding damaging homes	

7.3 So – why did Tewkesbury flood?

Stage 1 - Desired Results	
Established Goals: ▪To reinforce learned knowledge, synthesize different pieces of data and evidence and explain why a particular area was flooded on a particular date.	
Understandings: *Students will understand that…* ▪heavy rain is the main cause of flooding. ▪other factors contribute: for example, prolonged wet periods, the number of tributaries that feed a river, the relief of the land.	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪what a flood is, and give heavy rain as the main cause ▪four natural factors that contribute to flooding, and for each, explain why	**Skills:** *Students will be able to…* ▪describe what Tewkesbury is like ▪give at least three reasons to explain why it flooded in July 2007 ▪recognize that if a settlement is built beside a river, on its flood plain, then it's at risk of flooding, so the real problem is not the floods, but where we've built
Stage 2 - Assessment Evidence	
Performance tasks:	**Other Evidence:** ▪To measure student progress made in academic learning, this

▪Student book. **Your Turn**, p. 96, questions 1-7 ▪Workbook, p 48. **So - Why Did Tewkesbury Flood?** ▪Teacher's Handbook, p 133. Further Suggestions for Class and Homework, Activity # 13, **Tell Me More About Tewkesbury** ▪Teacher's Handbook, p 124. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 125. Ideas for Plenary, Activities # 1,2,3,4	course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:

▪**Read and learn:**
▪**Be a flood detective**. Why did it flood so badly?
▪**Wet, wet, wet.** The months May to July of 2007 were very wet, in the UK
▪**About Tewkesbury.** It is a town in Gloucestershire. It stands at the confluence of two rivers.

▪Synthesize information gathered from three different kinds of maps and rainfall data to explain why a flood occurred

▪Compare an aerial photo and an OS map and locate features

▪Explain using contour lines on an OS map why certain areas were damaged in the flood and some escaped unharmed

7.5 Flooding – the consequences

Stage 1 - Desired Results

Established Goals:
▪To understand and be able to explain the many different consequences of flooding and that the consequences don't only affect the area directly affecting by the flood waters

Understandings: *Students will understand that…* ▪severe flooding has consequences for all of us, even if we don't live in a flooded area. For example, when the government gives money to help a flooded area, it has less to spend on other things. ▪it's predicted that flooding will become more frequent and more severe around the world, thanks to global warming. ▪as a result, there are several big issues we need to think about as a society. For example, should we stop building in flood plains? Should everywhere at risk of flooding get flood defenses? And how will we pay for these?	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪at least four countrywide consequences of the floods in the UK in 2007	**Skills:** *Students will be able to…* ▪explain key vocabulary ▪give examples of different ways of classifying the

▪that global warming is expected to cause more serious flooding in the UK	consequences of flooding, including short-term and long—term ▪give at least four national consequences of floods ▪recognize that global warming is expected to increase serious flooding around the world understand that this would mean having to spend billions on flood defenses

Stage 2 - Assessment Evidence

Performance tasks: ▪Student book. **Your Turn**, p. 101, questions 1-4 ▪Workbook, p 50. **Flooding: The Consequences** ▪Teacher's Handbook, p 133. Further Suggestions for Class and Homework, Activity # 24, **Report on Another Flood** ▪Teacher's Handbook, p 128. Ideas for Starter, Activity # 1,2,3,4,5 ▪Teacher's Handbook, p 128. Ideas for Plenary, Activities # 1, 2,3,4	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
▪**Read and learn:**
The flood damage in the UK, 2007. Tewkesbury was not the only place to suffer, in the wet summer of 2007,
The consequence. The problems caused by flooding don't stop when the water goes.
Could they happen again? Scientists predict worse storms and floods in the UK in the future, thanks to global warming

▪Explain why so many major settlements are built on flood plains

▪Classify consequences of flooding as national, local, personal, financial, social, long-term, and short-term

7.6 Protecting ourselves from floods

Stage 1 - Desired Results

Established Goals:
▪To understand and be able to assess and propose methods of flood protection

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Understandings: *Students will understand that…* ▪there are four main approaches to preventing or controlling floods: - control the water level (dams, pumping stations) - build barriers to keep water in or out (embankments, flood walls) - make the river's channel larger, to hold more water (dredge it) - control land use around the river (prevent further building, plant trees) ▪ preventing floods is an expensive business.	**Essential Questions:** ▪Which is more powerful, humans' impact on an environment or an environment's impact on humans? ▪How does geography influence lifestyle and point of view? ▪How do geography, climate and natural resources affect the way people live and work?
Knowledge: *Students will know…* ▪at least five steps to take to prepare for floods ▪at least three design features that would make homes flood-proof ▪four approaches to protecting places from floods, and give examples	**Skills:** *Students will be able to…* ▪define key vocabulary ▪describe the four approaches to preventing or controlling floods ▪recognize that a method of flood control may suit one place but not another, and may be very costly

Stage 2 - Assessment Evidence

Performance tasks: ▪Student book. **Your Turn**, p. 103, questions 1-5 ▪Workbook, p 51. **Protecting Ourselves from Floods** ▪Teacher's Handbook, p 133. Further Suggestions for Class and Homework, Activity # 26, **Flood Control in Your Area** ▪Teacher's Handbook, p 130. Ideas for Starter, Activity # 1,2,3,4 ▪Teacher's Handbook, p 131. Ideas for Plenary, Activities # 1, 2,3	**Other Evidence:** ▪To measure student progress made in academic learning, this course will include two achievement tests, midterm (30% and final (50%), accounting for the assigned percentage of the overall course grades. ▪The remaining percentages (40%) of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪In-class assessments (quizzes, projects and examinations) will cover text material assigned, presentation of knowledge and ideas. ▪Special class activities, such as Geography club activities, will also be the tools to measure student progress in their academic learning.

Stage 3 – Learning Plan

Learning Activities:
▪**Read and learn:**
How can we prevent floods. 1. Control the water level, 2. Build flood defenses, 3. Make the river channel bigger, 4. Improve street drainage, 5. control land use around river
Protecting our own homes. The problems caused by flooding don't stop when the water goes.
▪Interpret a drawing and explain and assess how each method of flood defence works
▪Compare approaches and evaluate proposals for flood defence
▪Design and give a presentation a 'flood-proof' home/settlement