

<b>SUBJECT and GRADE</b>	<b>GEOGRAPHY – GRADE 11</b>	
<b>TERM 3</b>	<b>Week 2 Lesson 4</b>	
<b>TOPIC</b>	<i>Factors affecting development, rural and urban community-based development</i>	
<b>AIMS OF LESSON</b>	To investigate the factors which affect development and to determine what is community-based rural and urban development.	
<b>RESOURCES</b>	<b>Paper based resources</b>	<b>Digital resources</b>
	Lesson on page 2-3 Activity on page 4 Lessons 1-3 of week 1 Refer to your textbook	Search on the internet for examples and case studies of both rural and urban development.
<b>INTRODUCTION</b>	<p><b>You should know from grade 9</b></p> <ul style="list-style-type: none"> <li>• What is development?</li> <li>• Different factors influencing development.</li> <li>• Differences in development around the world.</li> <li>• Reasons for the differences in development.</li> <li>• Opportunities for development.</li> </ul>	
<b>CONCEPTS AND SKILLS</b>	<p><b>You must know</b></p> <ul style="list-style-type: none"> <li>• Concepts such as development</li> <li>• Factors that influence development</li> <li>• Community development</li> <li>• Rural community development</li> <li>• Urban community development</li> </ul>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li>• apply knowledge and concepts on various geographic sources.</li> <li>• read and interpret graphs, maps, world maps, infographics, diagrams.</li> <li>• answer data response questions.</li> <li>• write a paragraph.</li> </ul>
<b>ACTIVITIES/ ASSESSMENT</b>	Complete the activity below as well as those in your textbook.	
<b>CONSOLIDATION</b>	<ul style="list-style-type: none"> <li>• Study these topics by asking the key Geography topics such as: What is it? What is the impact? How does it differ?</li> <li>• This information is important to understand how development is affected and where does community-based development occur.</li> </ul>	

# Grade11 Geography Scope

**David Marshak**



## **Grade11 Geography Scope:**

Instructional Strategies for Middle and High School Social Studies Bruce E. Larson, 2025-01-22 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies for pre service social studies teachers This fully updated text includes new topics and assessment examples expanded discussions of the teaching methods and guidance on differentiating lessons for multiple learning levels Part 1 offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the learning environment Part 2 delivers a range of comprehensive strategies for providing instruction that is appropriate for meeting learning targets helping all students learn and fostering a classroom learning environment Features of the third edition include A list of goals before each chapter presenting an overview of the chapter s content focus and providing an outline for the chapter review New discussions of emerging topics such as generative artificial intelligence AI remote learning social and emotional learning social media culturally responsive teaching and culturally sustaining pedagogies Expanded discussion of diversity equity inclusion and justice anti biased teaching and student identities including LGBTQ racial and ethnic identities A Reality Check feature providing directions for integrating field based experiences into the chapters and contextualizing the ideas in the book for a classroom setting Each chapter in Part 2 Chapters 5 11 has been expanded to include ideas for motivating students to learn and advice around supporting emerging multilingual learners Chapters 5 11 include the feature Making Your Lesson More Meaningful for Multilingual Learners which provides updated ideas based on current research and theories about learning language for engaging multilingual learners specific for each instructional strategy Expanded discussion of Inquiry Learning and the Inquiry Design Model IDM New examples of assessments and suggestions for differentiating instruction for different learning levels Combining learning theories with practical strategies this fully updated new edition is the go to all inclusive guide to the social studies classroom for pre service and in service teachers Online Support Materials include additional lesson plan and unit plan examples additional information about the Inquiry Design Model state requirements for the social studies and further reading suggestions

**Instructional Strategies for Middle and Secondary Social Studies** Bruce E. Larson, Timothy A. Keiper, 2011-03-17 Written explicitly for pre service social studies teachers this exciting methods based text integrates an in depth look at seven distinct teaching strategies with appropriate management and assessment techniques **Research in Education** ,1971 *Resources in Education* ,2001-04 **The McGraw-Hill Homeschooling Companion** Laura Saba, Julie Gattis, 2002-06-24 An all inclusive guide for the parents of the 1 5 million homeschooled children Homeschooling once an alternative to conventional education is experiencing a boom all across America and has become a highly valued option for more and more mainstream parents The McGraw Hill Homeschooling Companion provides

parents with a complete authoritative truly balanced guide to every aspect of homeschooling from the primary years through high school This all in one manual covers the different approaches to homeschooling as well as the specific methods for setting up the home learning environment including legal requirements supplies and lesson plans Individual chapters examine the stages of homeschooling what curriculum planning involves the indispensable tools for the home classroom computer use and tips and techniques on teaching all the core curriculum requirements Special features include comprehensive treatment of standardized testing state by state practical counsel on integrating homeschooling and living in the outside world 10 favorite homeschool suppliers websites and homeschooling laws for all 50 states     The School Journal ,1908     *The Bulletin of the National Association of Secondary School Principals* National Association of Secondary School Principals (U.S.),1961     **Design for Learning** Northrop Frye,1962-12-15 This important book is the result of a study of school curriculum undertaken by a joint committee of the University of Toronto and the Board of Education for the City of Toronto Three sub committees dealing with English Social Science and Physical Science here present preliminary reports which indicate the need for perpetual study if the school curriculum is to be kept abreast of modern developments in each discipline Committee members responsible for the reports are themselves elementary secondary or university teachers of experience Their recommendations embracing all grades up to and including Thirteen are specific stimulating and controversial They are unanimous only in their concern that necessary changes be made and that study of the curriculum be continuous and objective The reports are prefaced by a discerning essay written by Northrop Frye Principal Frye points out that the real barriers to break down were those between the three major divisions of education the primary secondary and university levels each of which tends to become a self enclosed system congratulating itself on its virtues and blaming whatever deficiencies the educational process as a whole may have on the other systems This book will be of interest to teachers at all levels to officials responsible for policy in our public education to trustees to parents and to the increasing number of general public who care about education The Chairmen of the three committees were English Mary Campbell Parkdale Collegiate Institute Social Science C B Macpherson Department of Political Economy University of Toronto Physical Science Charlotte M Sullivan Department of Zoology University of Toronto The Editor Northrop Frye is Principal of Victoria College University of Toronto     **Bulletin** Louisiana. Department of Education,1946     Course of Study in History, Civics, and Geography, Grades I to VIII Baltimore County (Md.). Board of School Commissioners,1921     *Improving Teaching in the High School Block Period* David Marshak,2001 Are you one of the tens of thousands of high school teachers making the transition to block scheduling With this book you can learn how to adjust and improve your teaching skills in the block period Eleven high school teachers in public high schools compiled studies based upon their experiences The result Practical research studies that focus on the transition from short periods to block periods innovative and complex uses of time within the period structural innovations in programs and utilizing an instructional coach to improve teaching and learning in block

periods      *Education (Scotland)*. Great Britain. Scottish Education Department,1915      *Journal of Educational Method*  
 ,1926      **The Classroom Teacher** Milo Burdette Hillegas,Thomas Henry Briggs,1929      *Public School Methods* ,1909  
             **North Carolina Education** ,1922      **The Scottish Educational Journal** ,1921      **Easy Homeschooling**  
**Techniques** Lorraine Curry,2004 Power packed thorough resource for home schooling the easy time saving low cost or even  
 free way      A Guide to Curriculum Development in Social Studies ,1992      *Bulletin* Virginia. State Board of Education,1920

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### **Grade11 Geography Scope Introduction**

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