

<b>Curricular Connections</b>	
Big Ideas -----> Essential	
Questions	
<b>Understand</b>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Analyzing data from a variety of sources allows us to better understand our globally connected world.</li> <li>• Demographic patterns and population distribution are influenced by physical features and natural resources.</li> <li>• Human activities alter landscapes in a variety of ways.</li> <li>• A geographic region can encompass a variety of physical features and/or human interactions.</li> </ul>
<b>Do</b>	<p><b>Core Competencies</b> Which core competency or competencies will be focused on in this unit?</p> <ul style="list-style-type: none"> <li>✓ <i>Communication</i></li> <li>✓ <i>Creative Thinking</i></li> <li>✓ <i>Critical Thinking</i></li> <li>✓ <i>Positive/Personal/Cultural Identity</i></li> <li>✓ <i>Social Responsibility</i></li> <li>✓ <i>Personal Awareness and Responsibility</i></li> </ul> <p><b>Curricular Competencies</b> Which process skills will students be applying in order to learn the content? (those that will be assessed)</p> <ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> <li>• Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation)</b></li> <li>• <b>Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)</b></li> <li>• <b>Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)</b></li> <li>• <b>Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)</b></li> <li>• <b>Identify and assess how human and environmental factors and events influence each other (interactions and associations)</b></li> <li>• <b>Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</b></li> <li>• <b>What are the most significant environmental issues for Indigenous peoples in Canada today?</b></li> </ul>
<b>Know</b>	<p><b>Content</b> <i>What knowledge will students learn and be assessed on?</i></p> <ul style="list-style-type: none"> <li>• <i>Demographic patterns of growth, decline, and movement</i></li> <li>• <i>Relationships between cultural traits, use of physical space, and impacts on the environment</i></li> <li>• <i>Relationship between First Peoples and the environment</i></li> <li>• <i>Global agricultural practices</i></li> <li>• <i>Industrialization, trade, and natural resource demands</i></li> <li>• <i>Factors behind increased urbanization and its influence on societies and environments</i></li> <li>• <i>Relationships between natural resources and patterns of population settlement and economic development</i></li> <li>• <i>Political organization of geographic regions</i></li> <li>• <i>Natural resource use and development locally, regionally, nationally, or globally</i></li> </ul>
	<p><b>First Peoples Principles of Learning</b> <i>Which principle of learning will I embed?</i></p> <ul style="list-style-type: none"> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> </ul>

**What is my DRIVING QUESTION** *Why would students want to know about this?*

*Why is human-environment interaction an important part of geography?*

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**Action Plan** *How will I engage/connect students to new learning?*

- Use criteria to rank the most important people, locations, events, or developments in the current unit of study.
- Compare how different groups assess the significance of people, locations, events, or developments.
- Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.
- Examine what sources are available and what sources are missing and evaluate how the available evidence shapes your perspective on the people, locations, events, or developments studied.
- Compare how different groups benefited or suffered as a result of a particular change.
- Assess whether the results of a particular action were intended or unintended consequences.
- Evaluate the most important causes or consequences of various events, decisions, or developments.
- Explain how the beliefs of people on different sides of the same issue influence their opinions.
- Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people and evaluate whether their actions were justified given the historical context.
- Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

**Assessment**

**FOR Learning**

**Formative** *How will information be gathered about what students already know? What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise, and improve?*

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.

	<p>—Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.</p>
<p>AS Learning</p>	<p><b>Reflective</b> <i>What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g. self/peer evaluations, partner talk, goal setting, journaling, etc.)</i></p> <ul style="list-style-type: none"> <li>✓ <i>self/peer evaluations</i></li> <li>✓ <i>partner talk</i></li> <li>✓ <i>ticket out the door</i></li> </ul>
<p>OF Learning</p>	<p><b>Summative</b> <i>How will students demonstrate their understanding of the curricular connections listed above (e.g. performance task, project, portfolio, test, etc.) How will the assessment criteria be communicated to or created with students?</i></p> <ul style="list-style-type: none"> <li>✓ <i>Individual/Group Projects</i></li> <li>✓ <i>Debates</i></li> <li>✓ <i>Quizzes</i></li> <li>✓ <i>Unit Test</i></li> </ul>

<b>Unit at a Glance</b>	
<p><b>Planning Essentials:</b></p> <ul style="list-style-type: none"> <li>• Extensions and adaptations</li> <li>• Aligns with assessment</li> <li>• Timelines</li> </ul> <p><b>Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Cross-curricular connections</li> <li>• Aboriginal perspectives</li> <li>• Inquiry</li> <li>• Technology</li> <li>• Place-based, community learning</li> <li>• Sustainability and environmental awareness</li> <li>• Visual literacy</li> </ul> <p><b>Other Considerations:</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning</li> <li>• Student grouping</li> <li>• Student voice and choice</li> <li>• anxiety</li> </ul>	<p><b>Nature and Perspectives</b></p> <p>-Define geography as it applies to:</p> <ul style="list-style-type: none"> <li>➤ location</li> <li>➤ place</li> <li>➤ scale</li> <li>➤ space</li> <li>➤ pattern</li> <li>➤ nature and society</li> <li>➤ networks</li> <li>➤ regionalization</li> <li>➤ globalization</li> </ul> <p><b>Landscape Analysis</b></p> <p>- How does landscape analysis help understand the following:</p> <ul style="list-style-type: none"> <li>➤ location of people</li> <li>➤ location of place</li> <li>➤ location of regions</li> <li>➤ location of events</li> <li>➤ human-environment relationships</li> <li>➤ interconnections between and among places and regions</li> </ul> <p><b>Spatial Thinking</b></p> <p>-How does spatial concepts help to interpret and understand the following:</p> <ul style="list-style-type: none"> <li>➤ population and migration?</li> <li>➤ cultural patterns and processes?</li> <li>➤ political organization of space?</li> <li>➤ agriculture?</li> <li>➤ food production?</li> <li>➤ rural land use?</li> <li>➤ industrialization?</li> <li>➤ economic development?</li> <li>➤ cities?</li> <li>➤ urban land use?</li> </ul> <p><b>Maps Represent and Identify Spatial Patterns Processes at Different Scales</b></p> <p>Uses for the following types of maps:</p> <ul style="list-style-type: none"> <li>➤ reference (physical and political)</li> <li>➤ thematic choropleth</li> <li>➤ dot</li> <li>➤ graduated symbol</li> <li>➤ isoline</li> <li>➤ cartogram</li> </ul>


**Resources**

- **The Cultural Landscape: An Introduction to Human Geography: James Rubenstein**
- **Articles**
- **Journals**
- **Video Series**
- **Enrichment Activities**