

Grade 7: Geography

Strands:

The Themes of Geographic Inquiry
Patterns in Physical Geography
Natural Resources and Industry

Curriculum topic: Grade 7 Geography: B.NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

Big Idea: How do particular roles, occupations or resources within a Canadian society contribute to cultural identity?

** How do human behaviours, occupations, physical environments or resources within a province contribute to Canadian identity?**

Culminating Task:

- Students will be taking on the role of a new inhabitant of Canada and they will choose a province to move to.
 - They will consult multiple sources to understand how they will thrive in the province
 - They will answer a series of inquiry questions concerning: home life, human behaviours, recreational activities, physical environment, major industries and natural resources
- Students will produce a brochure based on what they have learned
- Explain to students that this brochure will be given to other individuals who are planning on moving to their location.
- They will prepare a short oral presentation to accompany their brochure and participate in a gallery walk

Teaching and Learning Inquiry Cycle (Adapted from the TLCP)

CURRICULUM AREA: Social Studies-Geography **GRADE:** 7

Teachers: Rebecca J., Angela L., Celina L., Drake L. & Lucas L.

Date: Monday, March 9, 2015

Data: - Student assessments (i.e. previous report cards) - Diagnostic tests - Individual Education Plans - Prior knowledge of the students - Ontario Student Record (OSR) - The Ontario Social Studies Curriculum: Grade 7 Geography	Curriculum Expectations: Grade 7 Geography: B.NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY Overall: <i>By the end of grade 7, students will...</i> Describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources; Use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources; Describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment	Success Criteria I am able to understand how industry and national resources in Canada contribute to the overall regional and national identity of Canadians I am able to reflect on specific industries and natural resources that contribute to the collective Canadian identity. I am able to compare and contrast regions in Canada and explain why some regions are different and some are similar. I am able to research the regional and smaller scale implications of Canadian industries. I am able to make connections between industries in Canada on a national and global scale. I am able to explain how the development of Canadian industry and environmental protection work together.
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“Big Idea” How do human behaviours, occupations or resources within a Province contribute to a collective Canadian identity?	Learning Goal (s): K/U: Students will be able to understand how industry and national resources in Canada contribute to the overall regional and national identity of Canadians Thinking: Students will be able to reflect on specific industries and natural resources that contribute to the collective Canadian identity. Why are some regions different? Why might they be similar? Students will begin by looking at the regional and smaller scale implications of industry,	Daily Learning Goals - I will understand how culture is shaped by its geographic location - I will recognize how people are influenced by their culture - I will appreciate how people across Canada contribute to our global community - I will comprehend how citizens create their identity to help me develop my Canadian Identity	Culminating Task/Project - (The overall teaching should prepare students to complete this task) Scenario: Students move to another province to start a new life. They will be focusing on the home, culture, recreational activities and job etc. Using what they have learned as the basis for their projects, students will discover how their location affects their lives in terms of resource management and Canada as a whole. Accommodations: Gifted: student live on a reserve or in a
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	and then make larger connections in a national and global context. Can the development of Canadian industry and environmental protection work together? Communication: Students will be able to communicate how geographic region and culture influences the people living in those areas which helps shape their Canadian identity. Application: Students will apply the knowledge they have learned about the geography of Canada and how it influences the culture of those areas and how it contributes to creating the Canadian identity.		different country LD: student able to take on a role in Ontario Student's focus: -How does your job or consumer choices affect others and/or all of Canada→ what is the importance to society? -Why we need several jobs and people doing different things to meet the needs of society -How natural environment affect available jobs and affect society?
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Summary (DESCRIPTION) of the Inquiry Cycle	Rationale (Why it matters to student, why it matters to community, why it matters to world, how it connects to social studies, geography, history VISION and GOALS)
The inquiry cycle is designed to stimulate student understanding of industry and economics in Canada, in relation to, natural resources and the country's physical geography. A nation as large as Canada has quite diverse natural resources, and this inquiry assignment aims to provide students with a deeper understanding of the interconnected Canadian economy and the various roles within it. Students will begin by understanding the stereotypes that are associated with certain regions of Canada, and will debunk these by exploring these areas further. Afterwards, each of the subtasks is designed to build on the knowledge of Canadian natural resources, industry, and other business that contributes to the Federal, Provincial, and Municipal economy. Ultimately, students will work towards the culminating/summative activity which builds on the skills developed in the subtasks. The culminating activity will have students "move" to another province to start a new life focusing on home, culture, recreational activities and job etc. Students will conduct intensive research about specific occupations and industry in their chosen region, how they affect local and national economics, and how they might be connected to the larger natural environment. Overall, this activity aims to provide a better understanding of Canadian identity through our natural resources, industry and local communities. The study of grassroots industry and resources are encouraged, along with a deeper understanding of Provincial and Federal economies.	Our task is invaluable when getting students to understand how Canada and Canadians are connected to the larger world around us. In a global perspective, understanding the resources that Canada has and which industries our nation specializes in is an essential skill when understanding the larger political and economic framework of the globalized world and interconnected economic system. What does Canada provide and bring to the table? How are local communities connected to larger global economic development and trade? The aim of social studies, and our culminating task, is to show how local communities contribute to the larger Canadian identity, and eventually the international community. By getting students to focus on a specific region in Canada, we can build towards making larger connections throughout other regions in Canada and eventually other countries/continents. The overall objective is for students to realize that each region contributes to the larger puzzle that is Canadian identity and economic prosperity. Each region has a role to play, and provides a different need. This role helps shape the regional and national identity of Canadians. Communities are based around industry, and this contributes to their sense of belonging in our society.

Finding Resources and tools used (Think of your “Big Idea”, curriculum expectations, text, zone of proximal development)

Teacher-directed -initial teaching of the Alberta Oil Sands - Students will read an article from the CBC that discusses “Crown Corporations and Provincially Owned Industry”, teacher-directed discussion will follow	Collaborative -Students will work in pairs in creating a news broadcast (Language integration) about industries and resources found in the City of Halifax - Student will work in pairs when discussing Canadian stereotypes	Hands-on - Field trip experience (i.e. welcome song, corn rings and making moccasins)	Independent - Discovering and inquiry through research	Media Literacy - Used a variety of news articles on coal mining in B.C. - Used a variety of news articles on immigration and work in Canada. - Used a variety of media sources (i.e. websites and movies) to show various sides of Alberta Oil Sands - Looking at articles from the CBC on “Crown Corporations” for background knowledge	Cross Curricular - Integrated with language, music, art, math.	Prof. Resources - Ontario Social Studies, Language, Music, Art and Math Revised Curriculum Documents - CBC news website	Parent/ Communication Resources Introduction Letter to Parents: https://docs.google.com/a/mylaurier.ca/document/d/1e4siUBXgFTasxD70QN0wuCicRBywMSbnvTqLz_pbdU/edit?usp=sharing Field Trip Parent Letter: https://docs.google.com/document/d/1Sjml6YNUqR6QxvJKZcheiyYFDq6skt-NI4sbOAmiFt4/edit?usp=sharing	Field Trips, Learning outside the classroom -Woodland Cultural Center -virtual field trip
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Differentiated, Accommodated, Modified and Enriched (What tools, teaching strategies or methods will be used to ensure ALL students are engaged and are learning)

Accommodations - Preferential seating - Instructions are given orally and in written form - Student grouping - Access to iPads or laptop technologies - Use speech to text technologies - Giving students	Modifications for students with specific LD - Complete fewer tasks - Written tasks are shorter (i.e. rather than a one page reflection, students write	Modifications for students that are Gifted - Students are given challenge or extension activities - Students are paired with	BLENDED LEARNING - Students will be posting their thoughts on stereotypes on their individual blogs - Students will create a recording of a fictional	Alternative - Students will be given several opportunities to be creative and complete tasks utilizing their strengths - There will	Learning Environment - Classroom - Field Trip location: Woodland Cultural Center - Online (completing research, virtual field trip and discovering answers/learning)	Human - Strong communication between teacher and Educational Assistants - Variety of resources - Additional programming opportunities	Parent/ Communication Resources -Field Trip form *See subtask #4* -Blog & Twitter about our daily activities/work in the classroom - Introduction letter to parents from the “Social	Other (Game-Based learning, Global projects, STEM, Coding, Robotics) -Collaborative learning environment (whole-class, peer buddy
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extra time on tasks - Work one-on-one with the teacher - Large print on handouts - Students response can be given orally or dictated - Voice recording	half a page) - Alternative goals for students	other students who are gifted or converse with adults on a topic - Extension on final project - More steps or task involved in process - Content modifications	broadcast, this will be shared on Apple TV for the class to view - students will take a virtual field trip to BC	always be multiple ways to accomplish a task or learn a lesson			Studies Staff	system, small groups) - viewing issues locally and globally (i.e immigration and work)
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Tasks, Lessons and Activities may not be linear and may depend student learning

Pre-Assessment (Diagnostic) Students will be asked to brainstorm what it means to be Canadian to them and what resources are part of the Canadian Identity.	Subtask #1 (Rebecca) Canadian Stereotypes https://docs.google.com/document/d/1w0ou51NBiSlxb1hulicdnI3B_EdxJqfx1uHuP7i9QJU/edit?usp=sharing Assessment Question: Can the students discuss cultural identity in the context of Canadian stereotypes, using research concerning the physical characteristics and human activities of Canadian regions to support their thoughts and describe the geographical attributes that contribute to varied perceptions of our Country?	Subtask #2 (Rebecca) B.C Mining Industry https://docs.google.com/document/d/1Qo_r1B9-8Bas9EOjDxdB4IFYCgg5qJRaq2CvOPy9-0/edit?usp=sharing Assessment Question: Are students able to explain how different perspectives on the mining industry in British Columbia contribute to Canadian identity and shape understandings of Canada as a whole?	Subtask #3 (Angela) Different Sides to the Alberta Oil Sands https://docs.google.com/document/d/16YurwAvNubDHH4HSMEKgcdIII7DnitMoYvUtWEjxcpl/edit?usp=sharing Assessment Question: Are students will be able to understand and express aboriginal injustices related to the Alberta Tar Sands? Are students able to explain how different perspectives on the Oil sands in Alberta contribute to Canadian identity and shape understandings of Canada as a whole?	Subtask #4 (Angela & Celina)- Field Trip to Woodlands Cultural Centre https://docs.google.com/document/d/1Sjml6YNUqR6QxvJKZcheiyYFDq6skt-NI4sbOAmiFt4/edit?usp=sharing Assessment Question: Are students able to comprehend the lives of Native peoples both in the past and present and empathize with the experiences that individuals have been subjected to through Residential Schooling and stereotyping?
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Subtask #5 (Angela)	Subtask #6 (Celina)	Subtask #7 (Celina)	Subtask #8 (Lucas)	Subtask #9 (Lucas)
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Immigration and Work https://docs.google.com/document/d/17BWtUX28biGgdfqWmKX3e6WGrIfc2aDLMLtEVgNNTG0/edit?usp=sharing Assessment Big Question Are students able to explain the role immigration plays within Canada's economy both locally and globally and how this contributes to Canada's cultural identity?	Integrated Task: Totem Poles https://docs.google.com/document/d/13hDrGeN4qp0XglQuZC_N7F3y2PLu4zPbAsVM1Q20PaW/edit?usp=sharing Assessment Big Question How can information be abstracted from visual artifacts and how well can they represent individuals' stories?	Critical Literacy: 100 Photos That Changes Canada https://docs.google.com/document/d/1APXftL0C6pa3j71wMkPxHxSrMWuIWUzfBuJ0DhQ_Ixc/edit?usp=sharing Assessment Big Question: What are the lasting effects of individuals or singular events in shaping Canadian society today? How can one understand Canadian identity better by looking at it through another individual's eyes?	“Crown Corporations: Federal and Provincially owned industry” https://docs.google.com/a/mylaurier.ca/document/d/198t_jei2zRWjc7yUrmAYcoRXbZ2frBbOfRvP7HBAol/edit?usp=sharing Assessment Big Question: Students will focus on Hydro Quebec, Hydro One, GO Transit, BC Transit, and Ontario Lottery and Gaming Corporation (OLG) Do these corporations benefit the economy of the provinces and nation as a whole? How might these impact local communities? Can you think of an industry in your community that employs a large number of people? (Ex: Car manufacturing, Local steel mill, university or college etc.)	“Regional Economies: A Case Study of the Municipality of Halifax” https://docs.google.com/a/mylaurier.ca/document/d/1egen0yc-yjmcTOo6uYWSzl7hijqh0clFQfUe68Oggzk/edit?usp=sharing Assessment Big Question: This case study lesson is designed to introduce students to a similar task in connection to the final culminating. This will provide students with an understanding of focusing in on a certain city (Halifax) in Canada, and the industries within that area. What industries and resources make up the core of the Halifax community? What challenges can you think of that might make life more difficult? What benefits might make life easier and more prosperous? How might these industries be connected to the local identity and culture?
Subtask #10 (Drake) “Virtual Field Trip” https://docs.google.com/	Subtask #11 (Drake) “Culture Shapes Music”	Culminating Task: “Brochure Summative Assignment”		

document/d/1oc1fU7sqbtN2VI3_gOisg7ETrx4p_tBbGsX5r7in82Y/edit?usp=sharing Assessment Big Question: How do geographic regions affect the culture? What makes the geographic regions different and what effect does it have on their community today?	https://docs.google.com/document/d/121691G31tH6ixSea_FLbY3znNs0UeyLuWkUR0QZHPJ0/edit?usp=sharing Assessment Big Question: What aspect influence folk music across Canada? How does music reflect culture? What are the biggest factors that influence music in that region?	https://docs.google.com/document/d/1Qd8IBQOF89fada32A2g8fp2W8ru3-tjhnytsCtHdNqY/edit?usp=sharing Culminating Rubric: (PDF File)		
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