

CGC1D Unit 1 Assignment: Concepts of Geographic Thinking

Choice Board Assignment Pick 1 box from each column to complete.		
Spatial Significance	Interrelationships	Geographical Perspectives
Draw a map of a location of importance. This can be a location of your choosing. In the drawing label natural features and human features of the location. <u>Sample Map</u>	Watch the video: ▶ 6 Animals Living Their Best Lives in Citi... Complete the template "Interrelationships"	Watch the following video ▶ Money, crime and the future - The Salvation Ar... Make a podcast script highlighting the different perspectives on the issue of building a homeless shelter in a neighborhood.
Make a mind map depicting the spatial significance of Toronto or Montreal. Make sure to include all the steps to determine the spatial significance of a city.	Watch the video: ▶ Ski resort under fire for using helicopter ... Complete the template "Interrelationships"	Watch the following video ▶ How Puffins Have Divided This Canadian Town Write a newspaper article showing the different perspectives regarding the construction of houses across a puffin ecological reserve. (Who?What?When?Where? and Why?) Format options: Google doc or Canva
Make a Venn Diagram, compare & contrast the human features/natural features of Ottawa and Vancouver.	Watch the video: ▶ Air Pollution 101 National Geographic Complete the template "Interrelationships"	Watch the following video and create a comic strip that depicts the multiple perspectives. ▶ The life and death struggle of Western toads an... Entities involved: <ul style="list-style-type: none"> • Ecologist/Biologist • Urban Planner • Ryder Lake Resident • Economist (Forest Industry)

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		Format options: drawn, or digital. Bookcreator code: QHBR5JQ
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Rubric

Strand	Level 1	Level 2	Level 3	Level 4
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography	Appropriate terminology is not used. Student has trouble communicating their ideas, arguments, and conclusions.	Rarely uses proper terminology. Student can communicate their ideas, arguments, and conclusions using various formats and styles with moderate effectiveness.	Uses appropriate terminology when communicating the results of their investigations. Student can communicate their ideas, arguments, and conclusions using various formats and style with considerable effectiveness.	Always uses appropriate terminology when communicating the results of their investigations. Student can communicate their ideas, arguments, and conclusions using various formats and styles with excellent effectiveness.
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.	Student can apply the concepts of geographic thinking when analyzing current events involving geographic issues with low effectiveness.	Student can apply the concepts of geographic thinking when analyzing current events involving geographic issues with moderate effectiveness.	Student can apply the concepts of geographic thinking when analyzing current events involving geographic issues with considerable effectiveness.	Student can apply the concepts of geographic thinking when analyzing current events involving geographic issues with excellent effectiveness.