

## What do students need to know and do?

### Skills and Content

- read images and maps
- Concept of thinking—interrelationship
- Some background knowledge on deforestation, overharvesting, land use and infrastructure construction, pollution

### Success Criteria: (I will know I am successful when I can...)

1. read a map and/or image to identify where humans have interacted with a space and/or a species
2. use a graphic organizer to make inferences about the impact of humans on a space and/or species
3. develop a supported opinion about the impact humans have had on a space/species

## Notes

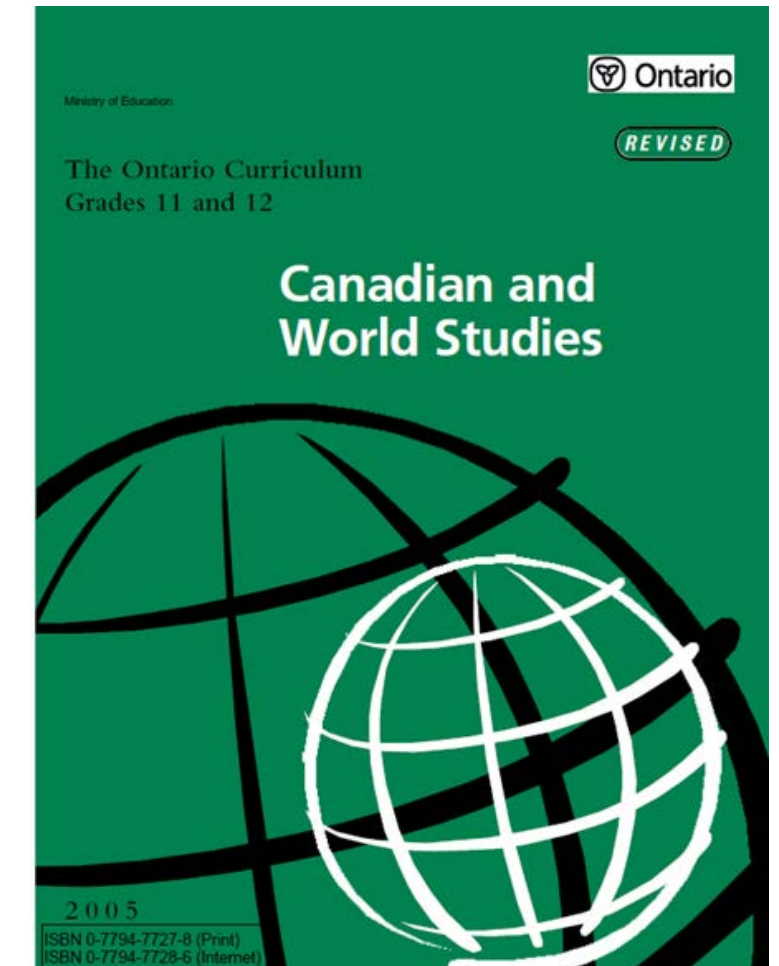
## DESIGNING THE LEARNING

### Discipline:

Geography

### Course:

CGR4E—Living in a Sustainable World



## DESIGNING THE LEARNING

## Starting with the Curriculum Look to the Overview Pages

### Overall Expectation and Concept(s) of Thinking

**D2. Impacts of Human Activities:** analyse impacts of human activities on ecological processes and plant and animal species (**FOCUS ON: Spatial Significance; Interrelationships**)

#### Big Idea:

Human activity can alter and harm natural spaces and species.

#### Learning Goal: (We are learning to... so that...)

We are learning to read visual images and maps so that we can examine the impact that humans have had on a space and/or a species.

## Developing the Learning Achievement

### How will students demonstrate their understanding?

Students will select an issue of their choice from a teacher collection of images and maps

Students will use a “Reading a Visual Image” graphic organizer to write down their observations and their inferences about the impact of humans on space/species

Students will use a “Reading a Map” graphic organizer to jot down the information they have read from the map about the impact of humans on space/species

Students will develop a supported opinion piece about the impact of humans on this specific space /species

### Check In: Are the success criteria addressed in student learning?

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## Connecting to the Chart

### Reminder:

Not all sections of the Achievement Chart need to be addressed in every activity. Balance over the course.

### Knowledge and Understanding

- subject specific content
- comprehension of meaning and significance (concepts, ideas, theories, methodologies, spatial tech.

### Thinking

- critical and creative thinking skills and processes (using inquiry process, application of concepts of disciplinary thinking)

### Communication

- convey meaning in a variety of forms for different audiences

### Application

- uses knowledge and skills to make connections within and between various contexts
- transfers skills and knowledge