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
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?

Are the success criteria addressed in student learning?

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