

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)
- ✓ To be open to the diversity of societies and their territories (C4)

Objectives

- ✓ Investigate and understand elements of the province of British Columbia including: First Nations groups, landforms, urban centers, natural resources/industries, recreational activities.

Assessment criteria

- ✓ To demonstrate knowledge of the Haida First Nations (culture, identity, history, traditions)
- ✓ To locate and identify British Columbia on a map of Canada (including capital and major cities/regions)
- ✓ To know and understand the various landforms in BC and how they relate to the use of natural resources and recreational activities in the province
- ✓ Know the bodies of water on the coast of the province and the borders (including US)

Culminating task

- Students can create a packing list and travel itinerary for a week long trip to Vancouver with a 2-day stop over in Haida Gwaii. Get students to think about what kind of clothes they might need (how is the temperature different in BC than Nunavik?) Have students research different activities to do while on their trip
- ✓ Suggested criteria for the itinerary: One visit to learn about the use of BC's natural resources (ex: wind/water plant, coal mine, etc...), 2 cultural activities in an urban setting (visiting a museum for example), two recreational activities in the region (ex: skiing, kayaking, etc.), plans for visiting Haida Gwaii (what to do when they are there?)

Overview of lessons				
<p>Topic 1: Haida First Nations</p>	<p>Topic 2: BCs landscapes and recreation</p>	<p>Topic 3: Urban centers in BC</p>	<p>Topic 4: Natural resources and industries in BC</p>	
<ul style="list-style-type: none"> - Who are the Haida? - Culture - History - Language - Art - Are there similarities and differences between the Haida and the Inuit? 	<ul style="list-style-type: none"> - What are some of the landscapes in BC? (mountain regions, coastal regions) - How do these landscapes influence the recreational activities of those in the region? 	<ul style="list-style-type: none"> - What are the major cities in the province? - What are the demographics of these cities? - What are some things to do in the cities? 	<ul style="list-style-type: none"> - What are the main industries in BC? - What impact does this have on the community? - Are these industries good/bad for the environment? 	

Cross-curricular connections				
<p>Arts:</p>	<p>Math: - Budgeting for a trip</p>	<p>Science: - Natural resources</p>	<p>Language: - Procedural writing</p>	<p>Others:</p>

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To be open to the diversity of societies and their territories (C4)

Objectives

- ✓ To build understanding of Northern Communities throughout Canada
- ✓ To develop a sense of community action with regards to Climate Change and its affects on the North
- ✓ To know and understand the physical geography of Northern Canada

Assessment criteria

- ✓ Students can compare and contrast two or more communities
- ✓ Students are able to locate these Northern regions on a map of Canada, including capitals, major cities/regions, bodies of water, borders, etc....
 - Students can identify and discuss impacts of global warming on the people, animals and land of the north

Culminating task

- ✓ Project on the status of the North amidst global warming: create a poster, advertisement, research project, opinion writing piece, etc...
- ✓ Suggested prompting questions to guide students:
 - What is global warming?
 - Who is at fault?
 - Can we stop it? How?
 - What areas are most at risk?
 - Who has been most impacted by global warming?
 - Does it matter? Why or why not?

Overview of lessons				
Topic 1: Nunavik and Nunavut	Topic 2: Northwest Territories and Yukon	Topic 3: What is climate change?		
<ul style="list-style-type: none"> - Location of Nunavik and Nunavut on a map - Bodies of water in both regions - Learn about the animals in both regions - Compare 2 communities in both regions - Landscapes - Cultures: similarities and differences between Nunavimmiut and Nunavummiut 	<ul style="list-style-type: none"> - Bodies of water - Landscapes - Animals - Beliefs/traditions of Inuit and other First Nations groups in the Yukon and Northwest Territories 	<ul style="list-style-type: none"> - Introduce concept of pollution (what is it, what does it look like, why does it happen) - Investigate the cause of climate change over the last 100 years 		

Cross-curricular				
Arts:	Math:	Science: <ul style="list-style-type: none"> - Arctic ecosystems and habitats - Temperature changes - Climate change - Pollution 	Language: <ul style="list-style-type: none"> - Persuasive writing - Research skills 	Others:

Competencies

- ✓ To understand the organization of a society in its territory (C2)
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Objectives

- ✓ To investigate the concept of urbanization and the growing population of Ontario's city centers and the impacts this has on the environment, jobs, housing and land.
- ✓ To be introduced to the levels of government in Canada
- ✓ To gain knowledge and understanding of the geographical features of the province (including bodies of water, borders, land formations)

Assessment criteria

- ✓ Students will know and be able to list major bodies of water (Bays and Great Lakes)
- ✓ Students will be able to identify causes and effects of urban sprawl and compare and contrast rural and urban territories
- ✓ Students will be able to demonstrate understanding of basic functions of the government in Canada.
- ✓ Students will be able to see connections between the roles of the government and their daily lives

Culminating task

- ✓ Students will create a promotional poster in an attempt to attract people from Ontario's urban centers to a more rural environment (or vice versa)
- ✓ These posters can use images and text to show the benefits of living in either a rural or urban center
- ✓ Students can use statistics about housing, cost of living, jobs and other elements to help them develop their narratives

Overview of lessons				
Topic 1: Bodies of water in Ontario	Topic 2: Other geographical features	Topic 3: Urbanization of Ontario	Topic 4 : Federal government	
<ul style="list-style-type: none"> - Great Lakes - What kinds of resources, population growth, tourism, etc. do the lakes contribute to in Ontario? - Investigate the Hudson's Bay <ul style="list-style-type: none"> ✓ Resources ✓ Impacts on population ✓ Changes over the last 100 years ✓ Animals 	<ul style="list-style-type: none"> - Agriculture in Ontario <ul style="list-style-type: none"> ✓ Is it different than the prairies? - What kinds of landforms are there in Ontario? <ul style="list-style-type: none"> ✓ Does this have a connection to where people live? 	<ul style="list-style-type: none"> - What does urbanization mean? - Is urbanization good or bad? Why or why not? <ul style="list-style-type: none"> ✓ What are the pros and cons ✓ Impacts on the environment - Housing shortages and high cost of living in cities in Ontario <ul style="list-style-type: none"> ✓ Why does this happen? ✓ How can we combat this? 	<ul style="list-style-type: none"> - What is the Federal government? How is it different from KRG? - What kinds of things is the government responsible for? - How do we decide who is in charge? - How does the government impact our lives? <ul style="list-style-type: none"> ✓ Northern subsidies ✓ Connections to residential schooling ✓ Education 	

Cross-curricular				
Arts:	Math:	Science:	Language:	Others:
		<ul style="list-style-type: none"> - Ecosystems and habitats in The Great Lakes - Types of pollution (noise pollution in Toronto) 		

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Objectives

- ✓ To gain knowledge and understanding of Quebec geography (land forms, bodies of water, borders), language, culture and resources and industries (ex: hydro-electricity and maple syrup)
- ✓ To develop primary knowledge of the James Bay and Northern Quebec Agreement
- ✓ To investigate various regions and resources in Quebec using provincial parks of the Gaspésie and Mont-Tremblant
- ✓ To investigate and understand life, culture, traditions and language of various first nations groups in the southern part of the province (specifically the Cree and Anishinaabe) in comparison to the Inuit of Quebec

Assessment criteria

- ✓ Students will be able to locate Quebec on a map of Canada and identify major bodies of water and bordering provinces
- ✓ Students will be able to demonstrate knowledge and understanding of at least one natural resource in Quebec and how it is used including the benefits and consequences
- ✓ Students will demonstrate understanding of Quebec geographical features using information gathered through the investigation of two provincial parks
- ✓ Students will be able to compare and contrast two Indigenous communities of southern Quebec with each other and with the ways of life of the Inuit of Quebec

Culminating task

- ✓ Plan a visit to a provincial park in Quebec (research which one you would like to go to), answer the following questions: how will you get there, how will you get around the park, how long will you stay, where will you sleep, what do you need to bring, what kind of animals will you see, what kind of landscapes will you see
- ✓ This information can be presented in a brochure, pamphlet, poster, journal entry, structured writing, non-fiction book

Overview of lessons				
Topic 1: Geography and language	Topic 2: Resources and JBNQA	Topic 3: Cree and Anishinaabe	Topic 4 : Provincial parks	
<ul style="list-style-type: none"> - Location on a map - Landforms - Capitals and other major cities - Bodies of water <ul style="list-style-type: none"> ✓ Including, St-Lawrence river and Ungava Bay 	<ul style="list-style-type: none"> - Maple syrup industry: how does it work, why is it so popular, what do we use maple syrup for - Hydro-electricity: what is it, where does it come from, what makes Quebec an ideal location for hydro-electric dams - What is the JBNQA, why is it important? What impacts does it have on Inuit in Nunavik? 	<ul style="list-style-type: none"> - The Cree and the JBNQA - Anishinaabe in Quebec - Ways of life, traditions, culture, language of both groups - How are they different from the Inuit? How are they the same? 	<ul style="list-style-type: none"> - Focus on 2 provincial parks <ul style="list-style-type: none"> ✓ Gaspesie ✓ Mont-Tremblant - What are the geographical features of the regions? What are some recreational activities to do there? 	

Cross-curricular connections				
Arts:	Math:	Science:	Language:	Others:
	<ul style="list-style-type: none"> - Budgeting 	<ul style="list-style-type: none"> - Renewable energy - Water cycle 	<ul style="list-style-type: none"> - Formal/informal writing 	

Competencies

- ✓ To understand the organization of a society in its territory (C2)
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Objectives

- ✓ Geographic knowledge and understanding of the various provinces (location, capitals, bodies of water, borders)
- ✓ Innu and Mi'Kmaq First Nations (culture, language, history, beliefs, traditions)
- ✓ Natural resources of the area (specifically fishing) and its connection to tourism

Assessment criteria

- ✓ Demonstrate understanding of the geography of the Maritime provinces by locating them on a map, listing their capitals
- ✓ Effectively compare and contrast the ways of life of the Innu and Mi'Kmaq First Nations and that of the Inuit of Quebec
- ✓ Investigate and report on the natural resources of the region

Culminating task

- ✓ Write a news report on the status of the fishing industry in the Maritimes
OR
- ✓ Write a news report on a specific tourist attraction in the Maritimes (report on its relevance, location, history, etc...)

Overview of lessons				
Topic 1: geography	Topic 2: Resources and tourism	Topic 3: Innu First Nations		
<ul style="list-style-type: none"> - Where are the Maritimes? - List of provinces and capitals - Landforms of the area - Bodies of water 	<ul style="list-style-type: none"> - What are the natural resources of the area? - What kind of tourism is in the region? Why do people go there? - What are some main attractions 	<ul style="list-style-type: none"> - Who are the Innu? - Who are the Mi'kmaq - Where do they live? - Beliefs, cultures, traditions and language - Similarities and differences to the Inuit 		

Cross-curricular				
Arts:	Math: <ul style="list-style-type: none"> - Mapping/graphing fishing trends 	Science: <ul style="list-style-type: none"> - Water pollution - Ocean habitats 	Language: <ul style="list-style-type: none"> - Research and writing 	Others:

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Objectives

- ✓ To gain knowledge of the geographic landscapes of the prairie provinces of Canada (Alberta, Saskatchewan, Manitoba) and their connection to renewable energy
- ✓ To gain knowledge and understanding of the mechanics of Canadian agriculture and crop farming and how this contributes to the Canadian economy (jobs and resources)
- ✓ Briefly investigate the establishment and removal of the residential school system in Canada

Assessment criteria

- ✓ Students will be able to articulate opinions regarding the residential school system in Canada
- ✓ Students will be able to identify and locate the prairie provinces and their capitals on a map
- ✓ Students will understand the connection between the Canadian economy and agriculture (jobs, resources, technology etc...)
- ✓ Students will have a basic understanding of renewable energy resources in Canada yesterday and today

Culminating task

- ✓ Write a letter to a farmer from one of the prairie provinces (can be a real or fake person)
- ✓ Include questions that demonstrate learning about agriculture in Canada's west and to gain insight into the lifestyles of others

Overview of lessons

Topic 1: The Prairies	Topic 2: Agriculture	Topic 3: Landforms and renewable energy	Topic 4: Residential schools in the Prairies	
<ul style="list-style-type: none"> - Which provinces make up the Prairies? - Investigate their capitals, bodies of water, borders, cities, etc. - What kind of lifestyle do most people live in? What does the population distribution look like? Why? 	<ul style="list-style-type: none"> - What kind of agriculture do they practice in the Prairies? <ul style="list-style-type: none"> ✓ Animal ✓ Crop - What does this mean for Canadians? <ul style="list-style-type: none"> ✓ Connection to food and jobs 	<ul style="list-style-type: none"> - What do the Prairies look like? - What are the landscapes we can see there? - What is renewable energy? - Is renewable energy important? 	<ul style="list-style-type: none"> - What are residential schools? - Who were affected by them? - Why were they bad? What are we doing now to help with this trauma? 	

Cross-curricular

<p>Arts:</p>	<p>Math:</p>	<p>Science:</p> <ul style="list-style-type: none"> - Renewable energy - Plan and animal life cycles 	<p>Language:</p> <ul style="list-style-type: none"> - Letter writing 	<p>Others:</p>
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