

## GEOGRAPHY

### **Grade 7 – The Themes of Geographic Inquiry**

identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement.

use a variety of geographic resources and tools to gather, process, and communicate geographic information.

analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry.

Through *[specific evidence, such as a slide show]*, *[Name]* identified and explained the themes of geographic inquiry as they relate to our school. For example, *[he/she]* explained that movement at school includes the pizza being delivered on Thursdays, students walking or getting a ride to school, etc.

*[Name]* had some difficulty identifying and explaining the themes of geographic inquiry (location/place, environment, region, interaction, and movement) when we *[specific task, such as applied them to our school]*. *[He/she]* could take home *[his/her]* notes on this topic and discuss these concepts with someone at home.

### **Grade 7 – Patterns in Physical Geography**

identify patterns in physical geography and explain the factors that produce them.

use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns.

explain how patterns of physical geography affect human activity around the world.

Through *[specific task, such as class work and a summative assessment; or a presentation to the class]*, *[Name]* identified patterns (such as where earthquakes occur on earth) in our world and explained them (e.g., boundaries between continental plates separating, moving together or sliding alongside or one another). These explanations were supported by information gathered from maps and media sources.

*[He/she]* can explain how patterns in our world affect what we, as humans, do or are able to do around the world (e.g., skiing is possible in certain parts of Canada because of the mountain ranges that exist, but not in other parts where the land is flat).

*[Name]* identified some patterns of our earth, such as *[specific evidence, such as where the Ring of Fire is located]*, but struggled to identify the cause of these patterns. *[He/she]* would benefit from exploring maps and the information they provide. Exploring maps, an atlas, a globe, or Google Earth on the internet for 20 minutes a week would benefit *[Name]*. *[He/she]* can look to discover where mountain ranges are located, where earthquakes are most prevalent, or look for other patterns; *[he/she]* should find out why those patterns exist in that area.

### **Grade 7 – Natural Resources**

describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources.

Through *[specific evidence, such as class work and a presentation]*, *[Name]* described the ways in which humans around the world acquire, manage, and use the resources we find in nature (e.g., water, petroleum, trees). *[He/she]* identified the things that humans do

*[Name]* struggled with describing ways in which humans around the world acquire, manage, and use the resources we find in nature (e.g., water, petroleum, trees). Conversations about where various household items originate (e.g., the water from

<p>use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources.</p> <p>describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.</p>	<p>that have an affect (positive and negative) on these resources, and how we can help ensure our resources do not disappear. To emphasize these impacts, <i>[Name]</i> gathered information from many sources including thematic maps.</p>	<p>the tap comes from ground water which is part of the water cycle; the wood used for the kitchen chair comes from lumber which came from a tree in a forest) will help <i>[Name]</i> understand the importance of natural resources to our way of life.</p>
<p><b>Grade 8 – Patterns in Human Geography</b></p> <p>identify the main patterns of human settlement and identify the factors that influence population distribution and land use.</p> <p>use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.</p> <p>compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.</p>	<p><i>[Name]</i> identified the main patterns of human settlement (whether an area has people settling in a linear, scattered or clustered pattern). By observing scatter graphs (those that show population distributions) and maps, <i>[Name]</i> was also able to give reasons why a particular area had the settlement pattern that it did. <i>[He/She]</i> <i>[took part in a role play activity that]</i> compared living and working conditions in countries with different patterns of settlement, and examined how various factors could affect <i>[his/her]</i> own life in the future.</p>	<p><i>[Name]</i> had some difficulty identifying and explaining the main patterns of human settlement. <i>[He/she]</i> needs to be a more active participant in the conversations and activities (such as role play) during geography to help ensure <i>[he/she]</i> understands the concepts being discussed.</p>
<p><b>Grade 8 – Economic Systems</b></p> <p>describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.</p> <p>use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems.</p>	<p>By <i>[specific evidence, such as creating a brochure, completing the interactive activity “If I were an Apple Farmer”]</i>, <i>[Name]</i> described the characteristics of different kinds of economic systems and what it is that influences each type. <i>[Name]</i> <i>[worked in a group where each person was from a different country and]</i> compared the economies of different places, including the influence that factors such as industries and access to markets have on an economy.</p>	<p><i>[Name]</i> had difficulty with our study of Economic Systems. <i>[He/she]</i> was able to identify different kinds of economic systems; however <i>[Name]</i> struggled with comparing the economies of different places around the world. <i>[He/she]</i> was unable to communicate clearly why various communities within a country would have varying economic systems. Conversations about the factors that influence the economy of a place (including access to resources and markets) will help <i>[Name]</i> understand that the economy varies in different places for specific reasons.</p>

<p>compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.</p>		
<p><b>Grade 8 – Migration</b></p> <p>identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society.</p> <p>use a variety of geographic representation, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities.</p> <p>connect the real experiences of Canadians to information about the causes and effects of migration.</p>	<p>By <i>[specific task, such as creating a slide show of a fictitious (but based on research) journey from a developing country to Canada]</i>, <i>[Name]</i> identified several factors that affect migration. <i>[He/she]</i> described patterns and trends of migration in Canada, and identified the effects of migration on Canadian society in <i>[specific task, such as a fictitious podcast of a News Show]</i>. After <i>[specific task, such as exploring the migrational roots of the members of the class]</i>, <i>[Name]</i> related the cultural development of Canada to <i>[his/her]</i> life in <i>[specific evidence, such as a reflective journal entry]</i>.</p>	<p><i>[Name]</i> identified a few factors that affect migration, but needs to expand <i>[his/her]</i> understanding of the wide variety of factors that may be involved. <i>[He/she]</i> would benefit from ensuring all notes are up to date, and submitting assignment drafts on time so <i>[he/she]</i> may benefit from feedback before the assignment is due.</p>