Social Studies/Arts Ed 7:

Interdependence/Cultural Relationships

**Canada**

**&**

**Pacific -Neighbours**

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2018

Personalized Learning Project-Based Unit

**Social Studies/Arts Ed - Canada and Pacific Neighbours - Unit Overview**

**Timeframe:**

* 3 weeks (15 classes)

**Outcomes to be covered:**

* IN 7.1: I can investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries
* IN 7.2: I can examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.
* IN 7.3: I can analyze the relationship of technology to globalization
* DR 7.1 I can analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.2 I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.3 I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
* AE CR 7.1 I can study, research and make an opinion on professional art work (dance, drama, music and visual art)
* AE CR 7.2 I can investigate and list ways that art can communicate a sense of place.
* AE CR 7.3 I can examine and describe how different time and place reflect the experience, values and beliefs of the artist.

**Resources Used:**

* Pretest
* Geography review: <https://www.youtube.com/watch?v=_pOKoIAnybg>
* Important Terms
* Worksheet
* Videos : Mapping Skills <https://www.youtube.com/watch?v=gRYSSNq5GSc>
* Types of Maps: <https://www.youtube.com/watch?v=dwWrrjFgH3o>
* Longitude and Latitude Review: <https://www.youtube.com/watch?v=MDRIXoZKEEo>
* *Mapping Skills* p. 46, p. 59, 60
* Benchmark page
* Map practice
* Project Materials and Supporting Resources
* Project Form
* Rubric
* Scan sample Ecuador project
* Physical Map resource: <http://www.pkearthandspace.com/article/537/physical-mapslogin?username=thealberta&password=library>
* Poverty in Ecuado: <https://www.nationsencyclopedia.com/economies/Americas/Ecuador-POVERTY-AND-WEALTH.html> <https://www.google.ca/search?q=poverty+in+ecuador&source=lnms&tbm=vid&sa=X&ved=0ahUKEwjh0Or3irfdAhVpqlQKHcx-A_8Q_AUIDCgD>
* Ecuador earthquake: <https://www.youtube.com/watch?v=EK0Rsud4dRY> and <https://www.youtube.com/watch?v=bNU9xLKNFIQ>
* United Nations explained <https://www.youtube.com/watch?v=XNO8c8ROBqY>
* <https://kids.kiddle.co/Globalization> - kid definition, explanation and for and against
* Videos: <https://www.youtube.com/watch?v=JJ0nFD19eT8>
* <https://www.youtube.com/watch?v=Xc0bR9tiDyU>
* <https://www.youtube.com/watch?v=LtmvksvSvtc>
* <https://www.youtube.com/watch?v=oh03fuIlQNI>
* <https://www.youtube.com/watch?v=Li4TfR1xtZM>
* <https://www.anywhere.com/ecuador/travel-guide/music-and-art>
* Art example from Ecuador with practice pages

**Personalizing Learning:**

* Students will be provided opportunities to learn this unit with how they learn best:
  + Path:
    - Students will choose if they want to work independently or with a partner (once that decision is made the partner will be chosen by the instructor)
    - Students will have a series of choices for projects to choose from and parameters on number of project for outcomes
  + Place: Students will be able to work where they work best, providing they show evidence of self-regulation
  + Pace:
    - Students will be able to work through the project at their own pace with regular teacher check-ins and a hard deadline

**Deadline:**

* Begins: Oct 1
* Hard Deadline Oct 19

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| --- | --- |
| **Step-by-Step Planning Guide: Social Studies/Arts Ed 7**  **Canada and Pacific Neighbours** | |
| Step 1  **Big Idea** | Create a Big Idea to guide the unit   |  |  |  | | --- | --- | --- | | I do | We do | You do | | Teacher looks at outcomes and decides the Big Idea for the unit | Teacher and students work together to come up with the Big Idea | Teacher provides students with outcomes and students come up with the Big Idea |   Big Idea: **Canada and their Pacific Neighbours have global relationships based on their physical geography, people, arts and culture and use their communication, technology, shared resources as well as international organization to cooperate.** |
| Step 2  **Essential Outcomes** | |  |  |  | | --- | --- | --- | | I do | We do | You do | | Teachers use the Curriculum Outcomes to create Essential Outcomes | Teachers and students look at the outcomes or I can statements together and decide what the Essential Outcomes are | Teacher shows students curriculum outcomes or I can statements and students lead the way in deciding what the Essential Outcomes are |   **Essential Outcomes:**  ***Grade 7 Social Studies:***  DR 7.1: Location and Relationships in Canada, Circumpolar Countries and Pacific Rim Countries   * I can analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.   DR 7.2: Physical and Population Geography in Canada, Circumpolar Countries and Pacific Rim Countries   * I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.   DR 7.3: Current and Historical Events in Canada, Circumpolar Countries and Pacific Rim Countries   * I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.   IN 7.1: Human Relationships in Canada, Circumpolar Countries and Pacific Rim Countries   * I can investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.   IN 7.2: Globalization in in Canada, Circumpolar Countries and Pacific Rim Countries   * I can examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.   IN 7.3: Technology and Globalization in in Canada, Circumpolar Countries and Pacific Rim Countries   * I can analyze the relationship of technology to globalization.   ***Grade 7 Arts Ed:***  CR 7.1: Learning about Cultural Artwork from a Place   * I can study, research and make an opinion on professional art work (dance, drama, music and visual art)   CR 7.2: Communicating Place through Art   * I can investigate and list ways that art can communicate a sense of place.   CR 7.3:  Learning about the Artist through Art   * I can examine and describe how different time and place reflect the experience, values and beliefs of the artist. |
| Step 3  **Guiding Questions** | |  |  |  | | --- | --- | --- | | I do | We do | You do | | Teacher has questions prepared and presents them to students | Teacher and Students work together to come up with questions | Students have created the Big Idea and now work to create and decide on the guiding questions for this unit |   *I plan to have some ready and invite students to look at the Essential Outcomes and indicators to see if they can create new questions:*  DR 7.1, 7.2, 7.3 Guided Questions:   * How do you learn about the physical geography of countries from different maps? * Where are the Pacific Rim and Circumpolar Countries? * What is the physical geography, climate, time zone difference between Canada and the Pacific Rim and Circumpolar Countries? * How does the physical geography determine people choosing to live in Pacific Rim and Circumpolar Countries? * What events have happened in Pacific Rim and Circumpolar Countries that may have resulted in changes in the country?   IN 7.1, 7.2, 7.3 Guided Questions:   * How do Pacific Rim and Circumpolar Countries cooperate with each other? * What is globalization and what effect does it have on Pacific Rim and Circumpolar Countries? * How does technology have an effect on Pacific Rim and Circumpolar Countries?   CR 7.1, 7.2, 7.3 Guided Questions:   * What are some professional arts from Pacific Rim and Circumpolar Countries? * How does the art of Pacific Rim and Circumpolar Countries teach the audience or viewer about the culture or country? * How does the art of Pacific Rim and Circumpolar Countries teach the audience about the experiences, values and beliefs of the artist? * What is your opinion of the artwork from Pacific Rim and Circumpolar Countries? |
| Step 4  **Rubric** | |  |  |  | | --- | --- | --- | | I do | We do | You do | | Teacher creates rubric based on the Essential Outcomes  Teacher assesses students using the rubric | Teacher and students create the rubric together based on the Essential Outcomes  Teacher and students assess student growth together | Students take the lead in creating a rubric based on the Essential Outcomes  Student self-assesses |   *Attached below* |
| Step 5  **Planned Learning Activities** | Activities connected:  1) Mapping Skills Review - Task Cards with Sign Up for assistance  2) Identification of Pacific Rim and Circumpolar Countries - Direct Teaching Mini-Lesson  3) Cooperation among Pacific Rim and Circumpolar Nations - Direct Teaching Mini-Lesson  4) Globalization and Interdependence - Direct Teaching Mini-Lesson  4) Project Choice Boards: Choose a Pacific Rim or Circumpolar Nation   * Physical Geography of that country * Cultural and Social Events leading to change in that country * Globalization and Technology in that country * Arts and Culture in that country |
| Step 6  **Final Assess-ment** | PBL Project = Students will choose a Project Path from a Choice Board that will achieve learning in the outcomes for a Pacific Rim or Circumpolar Country:  1) Mapping, Geography and Change - Summative - DR 7.1, 7.2, 7.3  2) Cooperation, Globalization and Technology among countries - IN 7.1, 7.2, 7.3  3) Arts and Culture representing place, artist beliefs and values - CR 7.1, 7.2, 7.3 |

**Supporting Lessons: Canada and Pacific Rim Neighbours**

***Important to note: This unit is broken into “lessons” but teacher-directed lessons are brief and intended as motivational sets, research skills, vocabulary or information to support the outcome. Any other lessons will be individualized mini-lessons for those struggling.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Topic and Outcome** | **Lesson Format and audience** | **Resources** | **Summary** | **Assessment & Evaluation** |
| Pretest | Testing given to all  25-30 minutes | Pretest | Focus is on personalizing learning based on prior knowledge | Formative Learning Activity: Personalizing Learning based on results |
| Mapping Skills DR 7.1 | Mini-lesson (as needed)  1-2 hours | Important Terms  Task Cards | Focus is on sharing mapping vocabulary and practicing mapping skills | Formative Learning Activity: Mapping Skills Task Cards |
| Identifying Pacific Rim and Circum-polar Countries  DR 7.1 | Direct Teaching Mini-Lesson (All)  15-20 minutes | Maps and Labels | Focus is on learning where the Pacific Rim and Circumpolar Countries are | Formative Learning Activity: Location on Maps |
| PBL Projects  DR 7.1, 7.2, 7.3  IN 7.1, 7.2, 7.3  AE CR 7.1, 7.2, 7.3 | Choice Board  Small group sign-up Lessons | Project Materials and Supporting Resources | Focus is on choosing a Pacific Rim or Circumpolar Nation and learning the Physical Geography, Cultural and Social Events leading to change, Globalization and Technology, and Arts and Culture in that country | Summative Assessment: Project (The Project will begin, while below mini-lessons will be reviewed in Teaching Zone Meetings) |
| Physical Geography to Pacific Rim and Circumpolar Countries  DR 7.2 | Direct Teaching Mini-Lesson | Important Terms | Focus is on identifying the physical geography of a country and how it may determine the people who choose to live there. | Check for Understanding: Physical Geography of Pacific Rim and Circumpolar Countries |
| Cultural and Social Events and People in the Pacific Rim and Circumpolar Countries  DR 7.3 | Direct Teaching Mini-Lesson | Important Terms | Focus is on considering the culture of the people or social events that occur that affect or cause change to the land in those countries | Check for Understanding: Culture and Social Events |
| Cooperation and Conflict in Pacific Rim and Circumpolar Countries  (IN7.1) | Direct Teaching Mini-lessons | Important Terms | Focus is on learning different organizations internationally that are intended to assist with cooperation and safety, as well as learning how to discover major conflict events in those countries | Formative Learning Activity: Cooperation ad Conflict |
| Globalization, Interdepen-dence in Pacific rim and Circum-polar Countries  (IN 7.2, 7.3) | Direct Teaching Mini-Lesson (All) | Important Terms | Focus is on learning the terms globalization and interdependence as they apply to international relationships. | Formative Learning Activity: Understanding of Globalization and Interdependence |
| Responding to Arts and Cultures from a Place  AE CR 7.1, 7.2, 7.3 | Direct Teaching Mini-Lesson (all) |  | Focus is on learning how to respond to Arts from the Pacific Rim and circumpolar countries, specifically how they share about the place and the artist. | Formative Learning Activity: Arts and Cultures from the Pacific Rim and Circumpolar Countries |

**Assessment and Evaluation Overview**

**Formative: For practice!**

* Practicing the outcome
* Feedback given to help individual learning of the outcome
* No mark is given

**Summative: Show What You Know for a rubric score!**

* Assessments that assess independent knowledge of the outcome
* You get feedback if you want to redo
* A Mark is given towards your score for the outcome

**Report Cards/Progress Reports:**

* Progress reports are monthly check-ins to parents updating them on student progress and behaviours
* Reports cards report progress home on Work Habits, Behaviours, and scores for the Outcome

**Rubric Rating Scale:**

* **Level 5 – WOW** – Excelling Far Beyond Grade Level
  + Very difficult to achieve but great for enrichment opportunities
  + Set this as a goal once you feel you have mastered the topic and you want to challenge yourself.
* **Level 4 – YES!** – Excelling at Grade Level
  + If you are able to achieve everything asked of you clearly and are finding the course very manageable
  + You have reached excellence for your grade level.
  + Set as a goal if you are achieving grade level and want to advance
* **Level 3 – Yes, but…** – At Grade Level
  + You are performing right at grade level
  + Ask for help, read feedback,etc when you want to push to the next level.
  + Set this as your goal if you are struggling.
* **Level 2 – Just Beginning** – Just below Grade Level.
  + At this point the teacher will be providing feedback on how to help you: are you rushing, do you need help, etc.
  + A Level 2 is not a passing score and means you have not achieved that outcome
  + It is recommended to make improvements and hand in again
* **Level 1** – **Not there at all** – Red Flag Student
  + At this stage the teacher will be extremely concerned about your work and will be exploring options to get you back on track
  + A Level 1 is not a passing score and a plan will be made for you

**Project: Grade 7** - Canada and Pacific Neighbours

This is my idea to help guide students - I want them to word things their way however (I won’t share this)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | http://1389blog.com/pix/disillusioned.gif**No**  **1** | http://writeteachlaugh.files.wordpress.com/2013/01/emoticon-question-marks.jpg**Not Yet**  **2** | http://ladiesloot.com/wp-content/uploads/2015/05/smiley-face-1-4-15.png**Yes**  **3** | **Yes, and…**  http://www.compusurf.es/wordpress/wp-content/uploads/2014/04/smiley.jpeg**44** | **WOW!**  **5** |
| **DR 7.1 Mapping Skills and Physical Geography of Pacific Rim and Circum-polar Nations** | I can use mapping skills to locate Pacific Rim and circumpolar countries and identify at least 1 clear area of the physical geography with a lot of help. | I can use mapping skills to locate Pacific Rim and circumpolar countries and identify at least 2 clear areas of the physical geography with some help | I can use mapping skills to locate Pacific Rim and circumpolar countries and identify at least 3 clear areas of the physical geography | I can use mapping skills to locate Pacific Rim and circumpolar countries and identify at least 4 clear areas of the physical geography | I can use mapping skills to locate Pacific Rim and circumpolar countries and identify more than 5 clear areas of the physical geography |
| **DR 7.2, 7.3**  **Popula-tion and Change in Pacific Rim and Circum-polar Nations** | I can state how geography and historical events affect the population with a lot of help. | I can state how the geography and historical affect the population with some help | I can connect the geography and history affect population through one clear example | I can connect the geography and history affect population through 2 clear examples | I can use a variety of new and correct research to connect the geography and history affect population through 2 or more clear examples |
| **IN 7.1, 7.2, 7.3**  **CooperationGlobaliza-tion and Technology in Pacific Rim and Circum-polar Nations** | I can name a cooperation, globalization and technology example with a lot of help | I can state the cooperation, globalization and technology through at least 1 clear example each with some help | I can describe the cooperation, globalization and technology through at least 1clear example each | I can describe the cooperation, globalization and technology through at least 2 detailed examples | I can use a variety of new and correct research to share the cooperation, globalization and technology through at least through 2 or more examples |
| **CR 7.1, 7.2, 7.3**  **Pacific Rim and Circum-polar Nation Arts and Culture** | I can state an example of art | I can describe at least 1 example of a professional artwork by connecting the artist, the place, and forming an opinion with help | I can describe at least 1 example of a professional artwork by connecting the artist, the place, and forming an opinion | I can describe and share at least 2 examples of a professional artwork by connecting the artist, the place, and forming an opinion | I can describe and share creatively at least 3 examples a professional artwork by connecting the artist, the place, and forming an opinion |

**Pretest and Introducing the Topic:**

**Outcomes:**

* DR 7.2 I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.3 I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
* I can personalize my starting point on this topic by taking a pretest, noting what I need more assistance at and what I can do independently in terms of Canada and Pacific Rim countries.

**Assessment:**

* Formative Learning Activity: Personalizing Learning based on results - on the pretest it will have a box saying “I will need to sign up for a conference on this”. Analyze the results - and group the class accordingly for sign-ups where needed. If the majority of the class needs it - then it is a class mini-lesson

**Approximate Time Frame:**

* 25-30 minutes

**Resources**:

* Pretest
* Geography review: <https://www.youtube.com/watch?v=_pOKoIAnybg>

**Focus of the Lesson: Mission:**

* Focus is on personalizing learning based on prior knowledge

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going learn about the connection between Canada and the countries that are along and across the Pacific Ocean from us. We call these Pacific Rim countries all the way up to the North. We will see what we already know about mapping skills to find those countries and what you might already know.
* Introducing the topic: Now that you are older you can understand that there is more to the world than just where you live. Many of you have been lucky enough to travel and may have seen parts of the world yourself! If you haven’t travelled much you may have seen parts of the world in movies or images.
* We are going to take a pretest to see what you already know. Let’s talk about why we take pretests? First of all they are NOT to make you feel bad about yourself. They are to help you know what you do and don’t need extra support in so that in the end you learn what you need to learn to do this project successfully! I am weak in physics. If I took a pretest in physics it would be pretty blank. BUT my teacher then would know how to help me so I do learn and I can enjoy the project!
* Pretest - Canada, Pacific Neighbours and Mapping Skills
* Intro video: Geography Review: Let’s take a look at this video to learn the parts of our world to understand how to locate places. <https://www.youtube.com/watch?v=_pOKoIAnybg>

**Mapping Skills:**

**Outcomes:**

* DR 7.1 I can learn about parts of the world by understanding physical and political maps

**Assessment:**

* Formative Learning Activity: Mapping Skills Task Cards

**Approximate Time Frame:**

* 1-2 hours

**Resources**:

* Important Terms sheet
* Worksheet
* Videos : Mapping Skills <https://www.youtube.com/watch?v=gRYSSNq5GSc>
* Types of Maps: <https://www.youtube.com/watch?v=dwWrrjFgH3o>
* Longitude and Latitude Review: <https://www.youtube.com/watch?v=MDRIXoZKEEo>
* *Mapping Skills* p. 46, p. 59, 60
* Benchmark page

**Focus of the Lesson: Mission:**

* Focus is on sharing mapping vocabulary and practicing mapping skills

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to review the skills you need to read maps and tables to understand countries around the world.
* Introducing the topic: The world is such a big place. It can be hard to envision what it is like in other places in the world. Maps help connect us to those places.
* Motivational Set – Let’s watch a video to give an idea on how to read maps. <https://www.youtube.com/watch?v=gRYSSNq5GSc>

**Task:**

* Your Mission Tasks: There will be a series of skills you will need to check off on the benchmark page. There will be a hard deadline of when you will have to move on so don’t delay! If you are having struggles you will be able to sign up for conferences to help!

1. Types of Maps video and worksheet - <https://www.youtube.com/watch?v=dwWrrjFgH3o>

2. Mapping Vocabulary - Read and Respond

3. Mapping the World - View the Map and Label the Worksheet

4. Longitude and Latitude - Read the instructions, watch video IF needed and respond to the worksheet. <https://www.youtube.com/watch?v=MDRIXoZKEEo>

5. Scale - Read and Respond

**Closure:**

* Review anytime a skill needs to be reviewed in small groups or if it is a whole class concern

**Identifying Pacific Rim and Circumpolar Countries:**

**Outcomes:**

* DR 7.1 I can analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

**Assessment:**

* Formative Learning Activity: Location on Maps

**Approximate Time Frame:**

* 15-20 minutes

**Resources**:

* Important Terms Countries
* Map practice

**Focus of the Lesson: Mission:**

* Focus is on learning where the Pacific Rim and Circumpolar Countries are

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to learn what countries surround the Pacific Ocean
* Introducing the topic: Canada has many connections across the Pacific Ocean. British Columbia is the province closest to the Pacific Ocean. We travel, trade goods, etc across the ocean. What countries are across the Pacific?
* Motivational Set: I am going to give you a map and in the next 10 minutes see if you can find the Pacific Rim countries
* Important Terms: Pacific Rim and Circumpolar Countries
* Project Leading: What country are you interested in researching? What Big Questions could we ask about geography of the country we choose? How can we research that topic?

**Closure:** Question for understanding

**Canada and Pacific Neighbours Project:**

**Focus:**

* IN 7.1: I can investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries
* IN 7.2: I can examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.
* IN 7.3: I can analyze the relationship of technology to globalization
* DR 7.1 I can analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.2 I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.3 I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
* AE CR 7.1 I can study, research and make an opinion on professional art work (dance, drama, music and visual art)
* AE CR 7.2 I can investigate and list ways that art can communicate a sense of place.
* AE CR 7.3 I can examine and describe how different time and place reflect the experience, values and beliefs of the artist.

**Assessment:**

* Summative Assessment: Rubric - Project (The Project will begin, while below mini-lessons will be reviewed in Teaching Zone Meetings)

**Approximate Time Frame:**

* Introduce - 20 minutes
* Project itself - 10-12 days

**Resources**:

* Project Materials and Supporting Resources
* Benchmark page
* Project Form
* Rubric
* Scan sample Ecuador project

**Focus of the Lesson: Mission:**

Focus is on choosing a Pacific Rim or Circumpolar Nation and learning the Physical Geography, Cultural and Social Events leading to change, Globalization and Technology, and Arts and Culture in that country

**Whole Class Interaction: Teaching Zone Meeting**

***Introducing the Project:***

* Your Mission Tasks: You are going to become more familiar with a Pacific Rim or Circumpolar country and it’s connection to Canada. You will be spending the next several classes researching and creating a project that shares what you have learned. You will have a choice board to choose which way you would like to present your findings.
* Begin Projects Today:
  + Choosing a country: give your 1, 2, 3 choice - we can only have 2 people max doing each country - indicate if you want to research with a partner or independently
  + Stuff You Should Know: Each day we meet I will do a quick overview on an area that connects to our projects during our Teaching Zone Meetings. These topics are typically things that I feel may be new to you that may help you complete the project. There will be resources to assist you and opportunities for you to sign up for conferences for topics you are stuck on
  + Research Review: You will need to know how to research, create jot notes and cite sources
  + Project Forms: You will be choosing a country and choosing a path.
  + Soft and Hard Deadlines - Soft Deadlines give you a rough idea where you should be at to finish on time or to ensure you aren’t rushing. Hard Deadlines you may not go past. You must hand in what you have completed by that date.
  + Begin the Projects! We will go through the Big Project Form - this is one of the students’ first projects so we will go through it together, walking through the essential questions, etc.

**Closure:** Remind students that each day we will have a mini-lesson that will introduce skills they will require

**Physical Geography of Pacific Rim and Circumpolar Countries**

**Outcomes:**

* DR 7.2 I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

**Assessment:**

* Formative Learning Activity: Physical Geography of Pacific Rim and Circumpolar Countries

**Approximate Time Frame:**

* 10 minutes

**Resources**:

* Important Terms
* Physical Map resource: <http://www.pkearthandspace.com/article/537/physical-mapslogin?username=thealberta&password=library>

**Focus of the Lesson: Mission:**

* Focus is on identifying the physical geography of a country and how it may determine the people who choose to live there.

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to learn how to identify the landforms and geography of a country and how it may impact the people who choose to live there.
* Introducing the topic: People choose to live in many different places. Have you ever wondered why someone would want to live in arctic countries? Why doesn’t everyone live in hot, beachy places? The type of land and climate a country has can affect the people who choose to live there, the jobs they have and how they spend their time.
* Motivational Set: Think about Kenaston: what is the land like? What is the climate? What geographical features do we have? Why do people choose to live in Kenaston?
* Important Terms: Identifying Physical Geography of a Country

**Task:**

* Continue Projects

**Closure:** Question for understanding

**Cultural and Social Events and People in the Pacific Rim and Circumpolar Countries**

**Outcomes:**

* DR 7.2 I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.
* DR 7.3 I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

**Assessment:**

* Formative Learning Activity: Culture and Social Events

**Approximate Time Frame:**

* 10 minutes

**Resources**:

* Important Terms
* Poverty in Ecuado: <https://www.nationsencyclopedia.com/economies/Americas/Ecuador-POVERTY-AND-WEALTH.html> <https://www.google.ca/search?q=poverty+in+ecuador&source=lnms&tbm=vid&sa=X&ved=0ahUKEwjh0Or3irfdAhVpqlQKHcx-A_8Q_AUIDCgD>

**Focus of the Lesson: Mission:**

* Focus is on identifying how politics (government), economy (money), natural disasters, and technology can affect the physical geography of a country and the people who originally inhabited that land.

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to be able to identify how politics (government), economy (money), natural disasters, and technology can affect the physical geography of a country and the people who originally inhabited that land.
* Introducing the topic: Many of us have heard of issues in politics (for example - Trump), economy (for example - taxes), natural disasters (Hurricanes) and technology (Ubers), but have you ever thought of how changes can actually affect the country itself? If not the land itself, what about the people who have been living there that whole time. These things can be both positive and negative. Let’s think about technology in farming. Land was in place in Saskathewan long before it was ever called Saskatchewan, by the First Nation people who were using the land for survival. Once the Europeans came, the land was changed and farmed, with settlements and homesteads. The positive was…how we live today! We have our Village and farms because of this change! The downside was the First Nations people were mistreated and many cheated out of their land, causing many political issues today. The land has changed, with many trees cleared, land tilled, etc.
* Motivational Set: Let’s take a look at Ecuador. Ecuador has a high level of poverty. We are talking about geography and current/social events. What big question might we want answered? *What has led to poverty in Ecuador? How has it contributed to the physical geography of Ecuador?* Let’s analyze this video and this site <https://www.nationsencyclopedia.com/economies/Americas/Ecuador-POVERTY-AND-WEALTH.html> <https://www.google.ca/search?q=poverty+in+ecuador&source=lnms&tbm=vid&sa=X&ved=0ahUKEwjh0Or3irfdAhVpqlQKHcx-A_8Q_AUIDCgD>
* Important Terms: Current and Social Events.
* Project connection: What Big Questions could we ask about these topics? Politics, Economy, Immigration, Natural Disasters, Human Catastrophe?

**Task:**

* Continue Projects

**Closure:** Question for understanding

**Cooperation and Conflict in the Pacific Rim and Circumpolar Countries**

**Outcomes:**

* IN 7.1: I can investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries

**Assessment:**

* Formative Learning Activity: Cooperation and Conflict

**Approximate Time Frame:**

* 10 minutes

**Resources**:

* Important Terms
* Ecuador earthquake: <https://www.youtube.com/watch?v=EK0Rsud4dRY> and <https://www.youtube.com/watch?v=bNU9xLKNFIQ>
* United Nations explained <https://www.youtube.com/watch?v=XNO8c8ROBqY>

**Focus of the Lesson: Mission:**

* Focus is on learning different organizations internationally that are intended to assist with cooperation and safety, as well as learning how to discover major conflict events in those countries

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to be learning about different worldwide organizations, like UNICEF and the UN, that are intended to help with cooperation and safety, as well as learning how to discover major conflict events in those countries
* Introducing the topic: Throughout history there have been conflicts. There have been wars and battles. There have been starvation, slavery, and scandals. There been natural catastrophes like hurricanes, horrific accidents, and earthquakes. When these things happen, countries have to pull together to rebuild to survive successfully. Some countries do and some don’t, depending on their level of care in the world. There are organizations out there that intend to help.
* Motivational Set: Let’s take a look at Ecuador. 2 years ago Ecuador was hit with an intense earthquake. Let’s watch <https://www.youtube.com/watch?v=EK0Rsud4dRY>. Canada is across the Pacific Rim and worked with the Red Cross to help. <https://www.youtube.com/watch?v=bNU9xLKNFIQ>. What were some supports provided?
* Important Terms: Conflict and Cooperation
* Project connection: What Big Questions could we ask about these topics? Conflict and its impact on the country? Organizations in place to help with cooperation among nations?

**Task:**

* Continue Projects

**Closure:** Question for understanding

**Globalization and Interdependence in Pacific Rim and Circumpolar Countries**

**Outcomes:**

* IN 7.2: I can examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.
* IN 7.3: I can analyze the relationship of technology to globalization

**Assessment:**

* Formative Learning Activity: Globalization and Interdependence

**Approximate Time Frame:**

* 10 minutes

**Resources**:

* <https://kids.kiddle.co/Globalization> - kid definition, explanation and for and against
* Videos: <https://www.youtube.com/watch?v=JJ0nFD19eT8>
* <https://www.youtube.com/watch?v=Xc0bR9tiDyU>
* <https://www.youtube.com/watch?v=LtmvksvSvtc>
* <https://www.youtube.com/watch?v=oh03fuIlQNI>
* <https://www.youtube.com/watch?v=Li4TfR1xtZM>
* Important Terms

**Focus of the Lesson: Mission:**

* Focus is on learning the terms globalization and interdependence as they apply to international relationships.

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to learn what globalization and interdependence are and how these countries have relationships with each other.
* Introducing the topic: Imagine 20 years ago…when I started teaching. If I wanted to gather information from around the world I had to look in old books called Encyclopedias. These were giant books that have tons of information…but they were only published every few years. The information may or may not be up to date. Now, 20 years later, when I want to gather information for you I can give you websites, online videos created all over the world to share the most current information. Technology is an example of globalization. As teachers we count on each other to share information so we can help each other teach our students. I can share lessons and resources with others. We can also gather lessons from Pinterest and other places online. This concept is known as interdependence, where groups are depending on each other to contribute to something, such as education.
* Motivational Set: Globalization can be a tough concept to understand. Let’s watch <https://safeshare.tv/my/add/safeview?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DLtmvksvSvtc> What did you learn about globalization?
* Important Terms: Globalization and Interdependence
* Project connection: What Big Questions could we ask about these topics? How does the economy of countries benefit from globalization? How are the nations dependent on each other? What role does technology play?

**Task:**

* Continue Projects

**Closure:** Question for understanding

**Arts and Culture in Pacific Rim and Circumpolar Countries**

**Outcomes:**

* AE CR 7.1 I can study, research and make an opinion on professional art work (dance, drama, music and visual art)
* AE CR 7.2 I can investigate and list ways that art can communicate a sense of place.
* AE CR 7.3 I can examine and describe how different time and place reflect the experience, values and beliefs of the artist.

**Assessment:** Formative Learning Activity: Arts and Culture

**Approximate Time Frame:**

* 25 minutes

**Resources**:

* Important Terms
* <https://www.anywhere.com/ecuador/travel-guide/music-and-art>
* Art example from Ecuador with practice pages

**Focus of the Lesson: Mission:**

* Focus is on learning how to respond to Arts from the Pacific Rim and circumpolar countries, specifically how they share about the place and the artist.

**Whole Class Interaction: Teaching Zone Meeting**

* Setting Purpose: Your Mission: You are going to research arts and culture from the country you chose and learn how to respond to that art, showing how the arts share information about the country, the time, and an educated way to share if you like it or not.
* Introducing the topic: Art is a way of expressing yourself through visual creations, dance, drama or music. Often when artists create, their creations are representative of the places they are from. They can teach us about what the land is like, what the culture is like, what is going on socially or politically, and they can teach us about the past of that country. When we view art or listen to art we naturally respond to it. We say we like it or we don’t. However it isn’t fair to judge art based on a first impression. There are three ways to respond so that you can form an opinion about what you are seeing or hearing. A formal response is when you share what you are seeing, hearing, feeling, etc. Contextual responses are when you do a little research about the art before making a judgment. Creative responses are when people create their own version of the art.
* Motivational Set: We are going to do a little activity to practice responding to art.
* Important Terms: Responding to Art
* Project connection: What Big Questions could we ask about these topics? What is the art like in the country I chose? How does it teach us about the place?

**Task:**

* Continue Projects