INTRODUCTION TO *GEOGRAPHY IN ACTION*

About *Geography in Action*

Geography in Action: Inquiry and Issues From Canadian Perspectives is an innovative text designed to support an issue-focused, inquiry-based approach to the Ontario Grade 9 geography course: Issues in Canadian Geography.

In addition to accommodating the needs, interests, abilities, and learning styles of students as they carry out geography-based inquiries, think critically about and respond to geography-based issues, and develop Geographic Thinking Concepts (see p. TR-3), *Geography in Action* also provides many opportunities to integrate a variety of teaching strategies that promote active engagement in the curriculum.

This engagement is further encouraged by the structure of *Geography in Action,* which is based on an inquiry model (see p. TR-2) that guides students through their inquiries, beginning with modelled inquiries and gradually releasing control over their learning to the students.

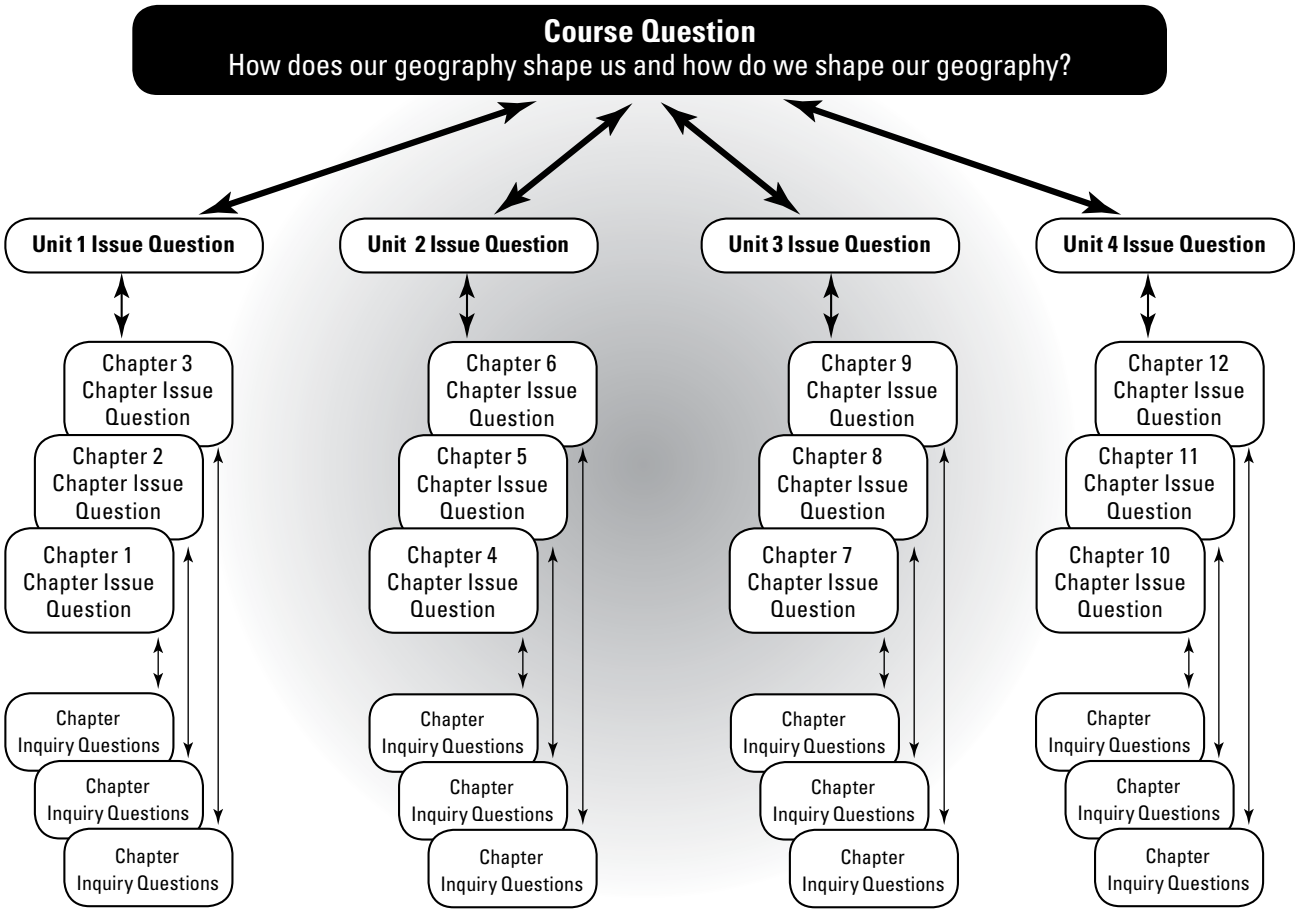
Pedagogical Structure of *Geography in Action* and the Inquiry Approach

Geography in Action is structured around one overall issue question: How does our geography shape us and how do we shape our geography?

To help guide students' inquiries of possible responses to the overall question, four unit issue questions evolve from—and feed into—this question. Within each unit, three chapter issue questions—each built around an issue that evolves from, and feeds into, the unit issue—guide students as they progress toward meeting the overall and specific expectations identified in the curriculum.

To help students develop the foundation of knowledge necessary to respond to the issue questions, each chapter includes three or four Inquiry Questions that provide a focus for the content and help guide students' exploration, interpretation, analysis, and evaluation of topics relating to the chapter issue question, the unit issue question, and the overall course issue question.

The following diagram illustrates how the various questions are integrated.



THE INQUIRY MODEL

The foundation of *Geography in Action* is inquiry. Inquiry is key to students' understanding of an issue because good inquiry always starts with a question, a challenge, or a problem. It often involves working with others to find the best solutions or answers. To carry out geographic inquiry effectively, students need to have, and be able to show, knowledge of the major concepts and ideas of the discipline and to develop research and communication skills. Properly conducted inquiry helps students develop plans of action and reach supportable conclusions and decisions.

Students are introduced to the Inquiry Process in the Introduction (see *Geography in Action* p. 7). The inquiry process has five components:

- Formulate a Question
- Gather and Organize
- Interpret and Analyse
- Evaluate and Draw Conclusions
- Communicate Your Findings

A case study on pp. 8–13 of *Geography in Action* models the process for students in the form of a case study. Each step is described, along with the thought process involved. Students are shown than when using this process, they can restart or backtrack along the way. For example, a student may have some data to interpret but then discover the data lead him or her to ask a question that requires gathering more information. The Inquiry Process does not always follow a straight path from one step to the next. It is more like a road trip that involves finding an alternative route, detouring, circling back, and retracing steps.

After the Inquiry Process is modelled for students, they are guided through the process throughout *Geography in Action*. The puzzle-piece inquiry logo is used throughout

Geography in Action as a signpost to guide students through the Inquiry Process (see p. TR-39). As students are introduced to the issues and concepts of geography, they begin to see how geographers and researchers use the Inquiry Process, and will gradually be able to model the process in their own inquiries, culminating in the unit and course Inquiry Task (see pp. TR-5, 35) in which students conduct independent inquiries using what they have learned about the Inquiry Process along the way.

Geographic Thinking Concepts

Introduced in the revised Canadian and World Studies curriculum, 2013, four major concepts—the Concepts of Geographic Thinking—are the foundation for thinking and learning about Canadian geography and are embedded through *Geography in Action*:

Spatial Significance: Space and place together are one of the most important aspects of geography. Everything and everyone has a location. What makes a particular place or region important? Developing a sense of place is important for geographic understanding and in students' everyday lives.

Patterns and Trends: In a pattern, characteristics that are similar repeat themselves in a natural or human environment. Patterns can be formed of physical features, or they can be economic or environmental patterns. In a trend, characteristics or traits are consistent in a particular setting over a particular period. It is important for students to recognize patterns and trends and to understand the connections between aspects of our physical and human systems.

Interrelationships: The physical environment affects humans and humans affect the environment. The interconnections are important to understand for many reasons, such as planning for disasters, minimizing pollution, making crop choices in agriculture, and planning long-term forest management. Students need to look for connections and critically analyse what is happening between and within the physical and human environments to understand the impacts each has on the other.

Geographic Perspective: Issues in geography can usually be seen from several perspectives: social, economic, environmental, and political. Students need to develop their ability to examine issues from multiple perspectives.

Students are given many opportunities to explore these concepts throughout *Geography in Action.*

Each chapter has a focus on one or two of the Geographic Thinking Concepts. The feature, Thinking Geographically (see p. TR-8) explores an important geographic issue through the lens of one of the concepts and gives students the opportunity to "think like a geographer" and use the concepts in their own investigations.

The Geographic Thinking Questions (see p. TR-5) are questions framed in one of the concepts and are regular opportunities for students to pause and think about an issue or topic.

Students are also given opportunities to use the concepts in Chapter Review questions (see p. TR-6).

There are multiple opportunities for assessment of students' understanding and application of the concepts in the teaching strategies in this guide.

Assessment and Evaluation in *Geography in Action*

Geography in Action provides many opportunities for you to assess and evaluate students' progress. The activities included in each chapter are integrated to scaffold learning by presenting material in manageable chunks that provide students with many opportunities to practise skills, engage in critical reflection, and think geographically. This improves their chances of achieving success in developing Geographic Thinking Concepts and meeting the curriculum expectations.

Assessment FOR Learning, Assessment AS Learning, and Assessment OF Learning

Assessment works best when its purpose is clear and when it is carefully designed to fit that purpose. There are three different purposes of assessment: assessment for learning, assessment as learning, and assessment of learning.

Assessment for Learning

Assessment for learning is "The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction, and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning" (adapted from Assessment Reform Group, 2002) (*Growing Success* 144).

Diagnostic refers to exercises carried out prior to instruction for the purpose of determining students' attitudes, prior knowledge, and/or skill level. This will help determine the nature of instruction. This is a form of assessment, not evaluation.

Formative refers to assessment (not evaluation) designed to support students' improvement in performance by giving feedback and guidance.

Assessment as Learning

Assessment as learning involves students becoming active participants in their learning journey. Students come to understand the purpose of their work, generate personal learning goals that align with the curriculum standards they are working toward, actively reflect on their progress, and regularly engage in self- and peer-assessment. Self-assessment is the process by which students gather information about and reflect on their own learning.

Assessment of Learning

Assessment of learning is "The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning" (*Growing Success* 144).

Summative is generally evaluative in nature and occurs at the end of a period of instruction. The purpose is to measure students' end performance and to provide data for grading purposes.

Opportunities for Assessment and Evaluation in *Geography in Action*

In addition to the Inquiry Tasks, which are designed specifically for evaluation, *Geography in Action* includes a variety of activities designed to be used for formative assessment. Any of these activities—the Geographic Thinking questions, Reflect and Respond, Explorations, and the chapter review activities—can also be adapted and used for summative evaluation.

Because *Geography in Action* is designed to encourage students to think critically and geographically, all activities are open-ended. There are no right or wrong answers, as long as students' responses are well-thought-out and justified.

All activities can be adapted to differentiate instruction (see p. TR-28) by accommodating students' needs, interests, abilities, and learning styles. Specific suggestions for differentiating instruction are included in the lessons.

Course Inquiry Task

The course task (pp. 16–17, *Geography in Action*) is introduced at the beginning of *Geography in Action* so that students know, ahead of time, what will be expected of them when they complete the course.

Students work toward the Inquiry Task in which they explore the question, "How can we make aspects if our physical environment, our resource base, and our communities more sustainable?" throughout the Student Text by conducting their inquiries and completing the four Unit Inquiry Tasks: an annotated map, a letter, a web page, and a plan for a sustainable community. This progression is designed to ensure that students have many opportunities to revise their work and achieve success.

The requirements of each Unit Inquiry Task are described at the end of each unit. Students are guided through the Inquiry Process and are given tips to complete each task, so that they can work more independently on their course Inquiry Task. Students are given clear goals and are expected to develop their own success criteria for completing all tasks.

Geographic Thinking Questions

These questions (e.g., p. 31, *Geography in Action*) appear at appropriate points in the narrative. They are placed at natural stopping points and are designed to encourage you and students to pause briefly to discuss specific questions raised by the narrative. On occasion, the Geographic Thinking questions may direct students to examine a map, chart, or graph; to synthesize the information presented; and to link it to the narrative. These activities can also provide an important opportunity for you to assess students' understandings on a continuing basis and, if necessary, design remedial activities.

Reflect and Respond

Within chapters, each section opens with an Inquiry Question and concludes with an opportunity for students to recall, reflect on, and respond to the issues they have explored in the section (e.g., p. 49, *Geography in Action*).

Most of these activities are designed to encourage oral answers, usually in a group or class discussion. You may wish, however, to encourage students to respond in small groups or to design a think/pair/share activity.

These activities can be differentiated to meet the needs and accommodate the learning styles of the students in your class. Written assignments can be shifted to charts or visuals (e.g., photographs, drawings, and clippings), group assignments can be completed by an individual, individual assignments can be completed by a group, and presentations to the whole class can be made to a small group or to you alone.

Explorations

Activities titled Explorations (e.g., p. 27, *Geography in Action*) conclude the major features, such as Case Studies and Thinking Geographically. These activities encourage students to consolidate their knowledge by thinking more deeply about the material presented in the feature and, often, by considering alternative views on an issue.

Chapter Review

These chapter review activities (e.g., pp. 50–51, *Geography in Action*) are designed to encourage critical reflection, sum up the chapter, and scaffold students' learning as they prepare to complete the unit and course Inquiry Tasks. The activities can be integrated into your instruction in a variety of ways and can be completed individually, in small groups, or as a class. Many include a variety of steps and stages that offer differentiation opportunities. Also included with the Chapter Review are questions posed in the form of questions on the Ontario Secondary School Literacy Test (OSSLT) to help students prepare for the test they take in Grade 10.

Because *Geography in Action* offers students many opportunities to explore and analyse a variety of perspectives, to engage in critical reflection, to develop informed opinions in response to the issue questions, and to refine their understanding of the Geographic Thinking Concepts, it is unnecessary for all students to complete every chapter review activity. You may wish to

- choose one or more activities that focus on a skill or process that your formative assessment has revealed requires additional practice

- differentiate instruction by assigning activities to individual students on the basis of their preferred learning style or by modifying activities to meet students' needs
- divide the class into small groups and assign one activity to each group
- choose an activity and move it forward into the chapter so that it functions as an end-of-section activity

Like the activities in Reflect and Respond, the chapter review activities are designed to be assessed, but they can also become the focus of evaluation.

The Achievement Chart

As a province-wide standard for assessing and evaluating students' achievement, the achievement chart included in the curriculum provides a framework that you can use to design assessment and evaluation activities. The overall and specific curriculum expectations provide an outline of the knowledge and skills students are expected to demonstrate. They also help you define and organize the course of study and, ultimately, lesson plans. Though the overall and specific curriculum expectations help define the focus of lessons, students' achievement should be evaluated according to the four categories of the achievement chart: knowledge and understanding, thinking, communication, and application.

Students' performance need not be assessed or evaluated on the basis of each specific expectation; rather, teachers are expected to evaluate and assess clusters of expectations according to the four categories set out on the achievement chart. Unit tests should be designed so that each of the four areas of the achievement chart is evaluated.

Rubrics

The new revised *Canadian and World Studies* curriculum (2013) has changed the manner in which assessment and evaluation occurs in the classroom. Today, many teachers use formative assessments and a summative evaluation as a well-rounded approach to measuring student performance during a unit of study. This is to continue, but with a few qualifying elements.

Since all learning in a unit is sequential and builds upon what came before it, a unit summative is expected to evaluate the overall expectations. Consequently, teachers are to only ***evaluate*** overall expectations. Each strand typically has two to three overall expectations.

The formative assessments throughout the unit ***assess*** specific expectations.

It is with this understanding that we institute a "one rubric per unit" policy (see **BLM G46: Strand A**, **BLM G47: Strand B**, **BLM G48: Strand C**, **BLM G49: Strand D**, and **BLM G50: Strand E**). In a practical sense, this will look like the following: Students will complete two or three formative assignments throughout a unit, such as a population pyramid, ethnic neighbourhoods map, and debate. These formative assignments will be assessed and descriptive feedback will be provided, but no "hard" numerical grade will be provided. The rubrics attached will be used for each of these formative assessments.

More importantly, the success criteria checklist (see **BLM G45: Success Criteria Checklist**) will ensure that students know what is expected of them. This scaffolding of knowledge throughout a unit, will ultimately allow students to embark upon their summative unit evaluation with the knowledge, skills, and attitudes needed to be successful.

Students are expected to use the success criteria built in advance alongside their teacher's and the descriptive feedback provided to them from their formative assessments to illustrate their learning through a summative unit evaluation. This summative evaluation, built upon overall expectations, is what will have a "hard" numerical grade attached to it, ideally divided into the four categories of the achievement chart.

Features of *Geography in Action*

The features of *Geography in Action* are designed to add context to the narrative and to provide additional information that expands students' understanding. Though the

narrative is complete on its own, these features deepen its meaning and increase students' engagement and learning potential.

Introduction

The Introduction introduces *Geography in Action* and creates a context and a metacognitive framework for students' learning. On page 2 of the Introduction, the overall course issue question is introduced by encouraging students to think about aspects of this question. Because no single "correct" answer is required, this activity lays the groundwork for the critical thinking students are expected to engage in as they progress through the course and develop their responses to the issue questions and the Inquiry Tasks.

The Introduction also introduces students to the 4W's—What is where?, Why there?, Why care?, and What to do?—that help students develop their own sense of place, the Concepts of Geographic Thinking, the issues that are important in Canadian Geography, the Inquiry Process including a thoroughly modelled case study that shows how the Inquiry Process works.

Major Features

Geography in Action includes several major features designed to help students explore, interpret, analyse, and evaluate issues in greater depth. In many cases, these features provide insights into specific examples that crystallize issues and provide differing perspectives.

Unit Opener

These four pages (e.g., pp. 18–21, *Geography in Action*) set the stage for each unit by providing, in chart form, the issue and Inquiry Questions that form the foundation of the unit and a brief overview of the material covered in the unit. It also lays out the goals of the unit and provides students the opportunity to look ahead to their Unit Inquiry Task.

Chapter Opener

This two-page spread (e.g., pp. 28–29, *Geography in Action*) begins with a visual image that relates to the chapter issue question. On the facing page is an explanation or overview that sets the stage for the chapter, as well as questions about the image. The questions encourage students to start thinking about various aspects of the chapter issue. This page also includes chapter learning goals, the key Geographic Thinking Concepts of the chapter, the Big Ideas explored, and the key terms.

Thinking Geographically

Thinking Geographically (e.g., p. 25, *Geography in Action*) focuses on a particular Concept of Geographic Thinking and how it relates to an issue within the chapter content. The feature scaffolds students' learning by focusing on an example that provides an opportunity to explore, interpret, analyse, and evaluate an aspect of the issue in greater depth through the lens of a Geographic Thinking Concept. Explorations, the activities that accompany this feature, encourage students to develop their critical-thinking skills and to focus their understanding of the issue and the Geographic Thinking Concept raised in the feature.

Case Studies

There are two types of case studies in *Geography in Action*. The **Inquiry Process Case Study** appears once per unit and models the steps geographic researchers might take during their inquiries. It helps model the Inquiry Process, using real-world issues and information to prepare students for the Inquiry Tasks. **Case Studies** explore important issues and real-life application of key concepts. Each concludes with Exploration questions that allow students explore the issue further.

Spatial Technologies
Spatial Technologies (e.g., p. 58, *Geography in Action*) are hands-on features that show students how they can use technology, such as ArcGIS, in geographic inquiries. The Exploration questions with each feature provide opportunities to practise the skills presented.

Our Sustainable Future
This feature (e.g., p. 90, *Geography in Action*) highlight a practice or initiative that promotes environmental sustainability. The Exploration questions help students think critically and focus their understanding.

Careers in Geography
Each of these features (e.g., p. 79, *Geography in Action*) focus on a specific geography-related career, such as climatologist and urban designer, and discuss the skills and interests needed for the careers.

Multiple Perspectives
This feature (e.g., p. 88, *Geography in Action*) help deepen students understanding of key issues by presenting current—and often controversial—perspectives and alternative ways of looking at an issue.

What to Do?
What to Do? (e.g., p. 95, *Geography in Action*) appears in the last chapter of each unit (i. e., Chapters 3, 6, 9, and 12) and is the culmination of the 4W's questions posed throughout the unit, mainly in the A Sense of Place margin feature (see p. TR-9). This hands-on activity provides practical step-by-step suggestions for taking action to affect change.

Margin Features

The margin features are designed to add context to the narrative, provide additional information about the content, and increase students' understanding of the issues. Though the narrative is complete on its own, these features deepen its meaning and develop additional context. They also provide opportunities for students with differing learning styles to approach the issue in different ways.

Guiding Inquiry
These features (e.g., p. 49 and p. 71, *Geography in Action*) prompt students to think about how to use the inquiry skills (see p. TR-15) to investigate content in the chapters.

Before You Read/As You Read
These features (e.g., p. 24 and p. 30, *Geography in Action*) prompt students to use their literacy skills (see pp. TR-20–21) to gain an understanding of the chapter.

Map and Globe Skills
This feature (e.g., p. 34, *Geography in Action*) prompts students to enhance their understanding of map and globe skills in geographic contexts.

Geofact
This feature (e.g., p. 28, *Geography in Action*) provides interesting facts, figures, ideas, and contexts that help students make connections and build their understanding of an issue.

Key Terms
Key terms (e.g., p. 24, *Geography in Action*) are highlighted in the text and defined in the margins, as well as in the glossary in *Geography in Action* (pp. 356–360).

A Sense of Place
This feature (e.g., p. 32, *Geography in Action*) provide direction for students' thoughts on the issues on the chapters by asking three questions: What is where?, Why there?, and Why care? The fourth W is addressed in What to Do? in the last chapter of each unit.

Voices
This feature (e.g., p. 44, *Geography in Action*) provides additional perspectives on issues discussed in the narrative. The views presented offer excellent opportunities for class discussions.

Check Back and Check Forward
Check Back (e.g., p. 82, *Geography in Action*) helps students link new knowledge and understandings to issues they have explored previously, while Check Forward (e.g., p. 36, *Geography in Action*) alerts them to the fact that an issue or a similar issue will be raised again in subsequent chapters.

Open for Debate
This feature (e.g., p. 71, *Geography in Action*) is designed to provoke thought, spark discussion, and shine a different light on ideas presented in the chapter.

Maps
The maps (e.g., p. 31, *Geography in Action*) are intended to present geographic information or to present additional information that illuminates an issue.

Charts, graphs, and diagrams
Various diagrams (e.g., p. 30, *Geography in Action*) summarize and present information in a format that is especially helpful to visual learners. Statistical information is often presented in chart or graph form to enhance students' understanding and to enable them to make insightful comparisons, connections, and predictions.

Photographs and other visuals
Photographs (e.g., p. 32, *Geography in Action*)—and their captions—provide important information about events and issues and add new dimensions to the narrative, providing students with a better understanding of the issues and events. Many of the captions include questions that encourage students to consider an issue from a different perspective.

Using Technology With *Geography in Action*

CONNECTschool

CONNECTschool is a digital resource that has been developed to complement the student and teachers' edition of *Geography in Action*. Features of CONNECTschool include downloadable blackline masters, downloadable versions of all images, links to websites, interactive activities, an audio glossary, PowerPoint lessons, test banks, and videos.

The features of CONNECTschool can be used in a variety of ways, such as:

- to enhance class discussions by enabling the whole class to view and interact with a particular section of *Geography in Action*
- to enable individuals, pairs, small groups, and the whole class to view and/or work on particular topics and issues in greater depth
- to enable you to display enlarged versions of particular features as you work with students to develop specific skills (e.g., reading graphs or maps)
- as a follow-up to or review of lessons

Additionally, the CONNECTschool icon appears in the margins through the chapters to indicate opportunities to extend and enhance students' inquiry online, such as with videos and websites via CONNECTschool.

ArcGIS Online

In addition to CONNECTschool, inquiries in *Geography in Action* can be conducted using Esri Canada's ArcGIS Online. A number of activities, which are identified in *Geography in Action* by the Esri logo, can be by conducted by providing the instructions for each

activity, which can be found on CONNECTschool. Instructions for logging into ArcGIS Online are as follows:

Getting Started with ArcGIS Online

1. Go to www.arcgis.com and sign in to your ArcGIS Online account. If you have not been given an account, speak with your teacher. Teachers: for information on joining ArcGIS Online, please visit www.esri.ca/agolaccess.
2. Click **Map** to open a new map canvas.
3. Click and hold the left mouse button and drag ("pan") the map around to change its focus.
4. To change map scale by zooming in and out, use the map's zoom buttons, the mouse's scroll-wheel, double-click the left mouse button, or shift+click and drag.
5. Click on the house icon located to the left of your map to go back to the original extent of the map.
6. Zoom all the way out to the world, and all the way in to your home. Notice the change in map content detail when you zoom in and out.
7. Use the **Search** box in the top right to find the address of a friend, a relative, or search for a place, like a capital city.
8. Click the **Basemap** button and look at each of the different basemaps available within ArcGIS Online. Zoom in and out and notice what happens in each basemap as you do this.

Curriculum Correlation

The following chart provides a curriculum correlation between *Geography in Action* and Issues in Canadian Geography (CGC1D) Ontario Curriculum. You may wish to use this correlation to assist you in lesson planning and when assessing and evaluating student work.

The overall and specific expectations in the Geographic Inquiry and Skill Development strand are covered in the activities and questions throughout the Student Text, with additional opportunities to assess and develop the expectations appearing in this Teacher's Resource. The following page references are not meant to be exhaustive, but they illustrate the coverage provided for this strand.

A. Geographic Inquiry and Skill Development	
Overall Curriculum Expectations	**Student Text Page**
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
Specific Curriculum Expectations	**Student Text Page**
A1. Geographic Inquiry	
A1.1 formulate different types of questions to guide investigations into issues in Canadian geography	30, 49, 51, 72, 73, 85, 99, 106, 108, 131, 188, 191, 196, 207, 231, 240, 269, 270–272, 298–299, 321–322
A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources, ensuring that their sources represent a diverse range of perspectives	26, 37, 50, 51, 57, 63, 70, 72, 73, 85, 89, 91, 110, 117, 125, 128, 132, 142, 152–153, 158, 159, 176–177, 188, 189, 194, 206, 207, 221, 230, 231, 254, 256, 265, 270–272, 290, 298–299, 314, 321–322
A1.3 assess the credibility of sources and information relevant to their investigations	57, 72, 73, 91, 109, 174–175, 188, 214, 240, 270–271, 298–299, 321–322

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry	3–5, 7–13, 16–17, 26–27, 30–34, 37, 39, 49–51, 56, 57, 63, 72, 73, 79, 93, 94, 117, 128–129, 145, 152–153, 159, 176–177, 186, 188, 189, 190, 193, 194, 197, 205–207, 214, 218, 228, 230, 231, 240, 241, 245, 251, 253–255, 270–271, 298–299, 321–322
A1.5 use the concepts of geographic thinking when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada	4–5, 11, 25–27, 29, 30–33, 41, 43, 45, 48–51, 57, 63, 65, 66, 68, 72, 73, 78, 80, 81, 87, 89, 90, 91, 93, 94, 111, 117, 128–129, 152–153, 147–175, 176–177, 187, 188, 193, 197, 198, 216, 222–223, 229–231, 241, 245, 252–255, 264–265, 275, 278, 285, 297, 302, 305, 307–308, 321, 323, 329–330
A1.6 evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating	7, 11–13, 16–17, 25, 27, 43, 46, 49, 50, 51, 55, 57, 63, 65, 70, 72, 73, 85, 87, 89, 90, 91, 93, 94, 117, 128–129, 147, 152–153, 176–177, 188–191, 193, 197, 206, 207, 218, 219, 221, 224, 230, 231, 241, 245, 252–255, 270–271, 297, 298–299, 319, 321–322
A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	27, 41, 49, 50, 51, 60, 70, 72, 73, 85, 89, 91, 93, 94, 117, 123, 129, 152–153, 176–177, 188, 191, 205–207, 214, 216, 221, 228–231, 254–255, 270–271, 298–299, 321–322
A1.8 use accepted forms of documentation to acknowledge different types of sources	51, 73, 98–99, 140, 206, 207, 230, 231, 240, 270–271, 298–299, 321–322
A1.9 use appropriate terminology when communicating the results of their investigations	13, 51, 73, 98–99, 117, 128–129, 152–153, 176–177, 206, 207, 230, 231, 255, 270–271, 298–299, 321–322
A2. Developing Transferable Skills	
A2.1 describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport, that can be transferred to the world of work and to everyday life	24, 26–27, 32, 34, 37, 39, 58, 88, 97, 117, 132, 140, 145, 159, 187, 189, 204, 213, 214, 241, 243, 251, 253–255, 265, 269, 291, 302, 310, 316, 323, 328, 330
A2.2 apply in everyday contexts skills and work habits developed through geographic investigation	18–51, 52–73, 74–99, 128–129, 152–153, 159, 176–177, 178–179, 196, 206, 207, 214, 216, 228, 231, 245, 251–255, 278, 293, 302, 310, 316, 323, 328, 330
A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues in order to enhance their understanding of these issues and their role as informed citizens	4–5, 11, 26–27, 29, 31–34, 41–42, 45, 48–49, 54, 66, 72, 73, 78, 94, 97, 128–129, 152–153, 173–174, 176–177, 178–179, 191, 199, 218, 219, 224, 228–231, 245, 251, 252, 254, 255, 265, 266, 269, 274, 277, 286–287, 294, 297, 300, 303, 306, 307, 310–311, 314, 320, 329, 331–332
A2.4 identify careers in which a geography background might be an asset	79, 88, 119, 196, 272, 281, 319
B. Interactions in the Physical Environment	
Overall Curriculum Expectations	**Student Text Page**
B1. The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: *Interrelationships*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
B2. Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems (FOCUS ON: *Patterns and Trends*; *Interrelationships*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.

B3. The Characteristics of Canada's Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them (FOCUS ON: *Spatial Significance*; *Patterns and Trends*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
Specific Curriculum Expectations	**Student Text Page**
B1. The Physical Environment and Human Activities	
B1.1 analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/belief affect the use and protection of Canada's natural assets	37, 42–46, 48–49, 62, 64, 65, 72, 73, 86, 87, 88, 89, 90, 92, 94
B1.2 analyse interrelationships between Canada's physical characteristics and various human activities that they support	24, 27, 42–45, 54, 60, 61, 62, 66, 67, 68, 72, 73, 84, 85, 86, 87, 88
B1.3 assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth's physical processes	25, 47, 48, 49, 54, 55, 59, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 82, 84, 85, 86, 87, 88, 89
B1.4 explain how human activities can alter physical processes and contribute to occurrences of natural events and phenomena	27, 41–42, 46–49, 54, 55, 60, 61, 64, 65, 66, 67, 68, 72, 73, 76, 77, 78, 82, 83, 84, 85, 86, 87, 88, 89, 90, 92, 94
B1.5 analyse the risks that various physical processes and natural events, including disasters, present to Canadian communities, and assess ways of responding to these risks	26, 27–28, 46–48, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 82, 83, 84, 85, 86, 87, 88, 92
B2. Interrelationships between Physical Systems, Processes, and Events	
B2.1 analyse interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems	26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 56, 57, 58, 72, 73, 76, 82, 83, 86, 87, 88, 89, 90
B2.2 describe patterns in the occurrence of a variety of natural phenomena and events in Canada	26–29, 33–34, 35, 36, 37, 38, 39, 40, 41, 56, 57, 64, 65, 72, 73, 80, 81, 88
B3. The Characteristics of Canada's Natural Environment	
B3.1 explain how various characteristics of Canada's natural environment can be used to divide the country into different physical regions	24, 26–41
B3.2 explain how geological, hydrological, and climatic purposes formed and continue to shape Canada's landscape	24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 54, 55, 64, 65
C. Managing Canada's Resources and Industries	
Overall Curriculum Expectations	**Student Text Page**
C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: *Interrelationships*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
C2. The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective (FOCUS ON: *Interrelationships*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
C3. Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors (FOCUS ON: *Spatial Significance*; *Patterns and Trends*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
Specific Curriculum Expectations	**Student Text Page**
C1. The Sustainability of Resources	
C1.1 describe strategies that industries and governments have implemented to increase the sustainability of Canada's natural resources	142, 143, 144, 152–153, 156, 158–160, 161, 162, 163, 164, 165, 166–167, 168–169, 170–171

C1.2 assess the impact of Canada's participation in international trade agreements and of globalization on the development and management of human and natural resources in Canada	121–122, 126–127, 142, 143, 144, 166–169
C1.3 analyse the influence of governments, advocacy groups, and industries on the sustainable development and use of selected Canadian resources	124, 140–141, 142, 143, 144, 152–153, 158–160, 161, 162, 163, 164, 165–169, 170–171, 172–173, 174–175, 176–177
C1.4 analyse the roles and responsibilities of individuals in promoting the sustainable use of resources	157, 159, 161, 163, 165, 172–173, 174–176
C2. The Development of Resources	
C2.1 explain how the availability and spatial distribution of key natural resources, including water, in Canada are related to the physical geography of the country, and assess the significance of their availability and distribution, nationally, and globally	108–109, 110, 113–114, 117, 118–122, 126–127, 132–134, 135, 136–138, 142, 143, 144, 148–149, 152–153, 170–171
C2.2 analyse, from a geographic perspective, issues relating to the development, extraction, and management of various natural resources found in Canada	108–109, 110, 113–114, 126–127, 132–134, 135, 136–138, 139–141, 142, 143, 144, 146–147, 148–149, 150–151, 152–153, 158–160, 161, 162, 163, 165, 166–169, 170–171, 172–173, 174–175, 176–177
C2.3 assess the renewability and non-renewability of various natural resources in Canada	102, 108–109, 135, 142, 143, 144, 146–147, 148–149, 150–151, 152–153, 162, 163, 164, 165, 174–175, 176–177
C2.4 assess the feasibility of using selected renewable and alternative energy sources	148–149, 150–151, 152, 174–175, 177
C3. Industries and Economic Development	
C3.1 compare the economic importance of different sectors of the Canadian economy	106–107, 111–112, 113–114, 116, 117, 118–122, 123, 125, 126, 166–169
C3.2 identify patterns and trends in imports and exports for various sectors of the Canadian economy	118–122, 126–127, 136–138, 143, 166–169
C3.3 assess the national and global importance of Canada's service and knowledge-based industries and other industries based on human capital	111–112, 116, 117, 118–122, 123, 124, 125, 126–128
C3.4 analyse the main factors that need to be considered when determining the location of sites for different types of industries	108–109, 113–114, 115, 116, 117, 124, 126–127, 130–131, 132–140, 141, 136–138, 139–141, 148–149, 150–151, 152–154
D. Changing Populations	
Overall Curriculum Expectations	**Student Text Page**
D1. Population Issues: analyse selected national and global population issues and their implications for Canada (FOCUS ON: *Interrelationships*; *Patterns and Trends*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
D2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: *Spatial Significance*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: *Spatial Significance*; *Patterns and Trends*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
Specific Curriculum Expectations	**Student Text Page**
D1. Population Issues	
D1.1 analyse the impact of selected population trends living in Canadian communities	186–197, 215, 216, 224, 230, 231, 234–241, 246

D1.2 identify global demographic disparities that are concern to people living in Canada, and assess the roles of individuals, organization, and governments in Canada in addressing them	188, 189, 195, 198–205, 213, 228
D1.3 determine criteria that should be used to assess Canada's responses to global issues	195, 201, 206, 228
D2. Immigration and Cultural Diversity	
D2.1 identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada	210–212, 215–219, 222, 223, 230, 231
D2.2 evaluate strategies used to address the needs of various immigrant groups within communities	220–223, 225–229, 230, 231
D2.3 analyse social, political, and economic impacts of Canada's immigration and refugee policies	217–224, 225–229, 230, 231
D3. Demographic Patterns and Trends	
D3.1 describe patterns of population settlement in Canada, and assess the importance of various factors in determining population size, distribution, and density	234–241, 246, 254, 255
D3.2 identify factors that influence the demographic characteristics of settlements across Canada	222, 223, 229, 236, 241, 245, 246, 254, 255
D3.3 analyse the major demographic characteristics of the Canadian population	190, 192–197, 222, 223, 241–245, 254, 255
D3.4 compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world	214–252, 254, 255
D3.5 analyse trends in the migration of people within Canada	222, 223, 242–245, 254, 255
E. Livable Communities	
Overall Curriculum Expectations	**Student Text Page**
E1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: *Interrelationships*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
E2. Impacts of Urban Growth: analyse impacts of urban growth in Canada (FOCUS ON: *Spatial Significance*; *Geographic Perspective*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
E3. Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (FOCUS ON: *Spatial Significance*; *Patterns and Trends*)	Throughout. Also see the teaching notes in this Teacher's Resource for additional opportunities.
Specific Curriculum Expectations	**Student Text Page**
E1. The Sustainability of Human Systems	
E1.1 analyse the effects of food production practices, distribution methods, and consumer choices on the sustainability of Canada's food system	313–322
E1.2 analyse the sustainability of existing and proposed transportation systems, locally, provincially, nationally, and internationally, and assess options for their future development	323–326
E1.3 analyse the effects of individual lifestyle choices on energy consumption and production, and assess the implications for sustainability in Canada	327–328
E1.4 analyse factors that affect the social and economic sustainability of communities	329
E1.5 propose courses of action that would make a community more sustainable	330
E2. Impacts of Urban Growth	
E2.1 assess the impact of urban growth on natural systems	290–293

E2.2 analyse various economic, social, and political impacts of urban growth	294–302
E2.3 describe strategies that urban planners use to control urban sprawl, and analyse examples of their implementation	303–309
E3. Characteristics of Land Use in Canada	
E3.1 analyse the characteristics of different land uses in a community, and explain how these characteristics and their spatial distribution affect the community	262–276
E3.2 explain how the natural environment may influence land-use patterns within the built environment	270, 277–281
E3.3 analyse a land-use map or official plan for a specific community, and describe the spatial significance of the community's land-use pattern	265, 270, 282–285
Map and Globe Skills:	
• extracts information from, analyses, and creates increasingly complex thematic maps, including the following: issue-based maps layering two or more themes	8, 34, 78, 162, 187, 198, 240, 243
• chooses the appropriate data to create a map for a specific purpose	58
• uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics	78, 81
• uses large- to small-scale maps, as appropriate, to investigate a specific area	113
• understands the distortions in various map projections	132
• uses proportional representation for symbols	213, 214, 225
• determines and uses appropriate intervals for data to communicate intended messages	213, 214, 225, 240, 243
• chooses the appropriate data to create a map for a specific purpose	213, 214, 225
• determines and selects layer content required for a specific inquiry	240, 243
• interprets and analyses a GIS generated map	240, 243
• uses a GIS generated map to communicate ideas and recommendations	213, 214, 225
• uses colour to represent common characteristics of an area	269
• extracts information from and analyses remote sensing images	3, 279
• uses large- to small-scale maps, as appropriate, to investigate a specific area	279
• extracts information from, analyses, and creates a graph	302
• selects and uses appropriate base maps for chosen locations and for specific inquiry	327

Teaching and Learning Strategies

Geography in Action and the lessons in this Teacher's Resource draw on a variety of teaching and learning strategies designed to help you provide students with many opportunities to engage with the curriculum, hone their inquiry skills, and develop their understandings of Geographic Thinking Concepts. As students work toward meeting the curriculum expectations, they will become successful, thoughtful, interested, and active learners and critical thinkers.

Critical Thinking

Educators have defined critical thinking in various ways. In *Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically*, for example, Norman Unrau suggested that it is "a process of reasoned reflection on the meaning of claims about what to believe or what to do." The course, unit, chapter, and inquiry questions in *Geography in Action* promote critical thinking by encouraging students to explore, interpret, analyse, and evaluate geographic issues and make reasoned judgments in response.

The activities in the Student Text are specifically designed to provide students with many opportunities to engage in the process of critical reflection by exploring various perspectives on claims and developing their own reasoned judgments in response to these claims.

Activity Strategies

The teaching and learning strategies that follow are especially useful in geography classrooms and can be adapted for a wide variety of uses. Many are incorporated into the lessons in this Teacher's Resource.

Co-operative Group Learning

Co-operative group learning helps students develop skills that are useful both in school and beyond the classroom. Co-operative group learning introduces and reinforces skills such as the ability to work responsibly to achieve common goals within a specified period. It also develops students' organizational and leadership skills.

The structure of co-operative groups enables students to work together, contribute to the group, and learn from others in the group. Heterogeneous groups include students of various ethnicities, backgrounds, genders, needs, interests, abilities, learning styles, and personalities. This mirrors the real world, where students encounter and must appreciate and accommodate many different people.

Within a co-operative group, students become accountable and take on responsibilities to both themselves and the group. As a result, students develop initiative and a sense of responsibility toward both their own learning and the learning of other group members.

Effective communication is at the heart of co-operative group learning. This talk develops students' ability to explore new ideas and perspectives, clarify their own ideas, and internalize and personalize their own ideas and those of others.

Co-operative Groups and Sample Strategies

Informal groups: In informal groups, students turn to the person beside or behind them to discuss a topic. These small groups may work together briefly on a simple activity or for a longer time on a more detailed activity. You may use these groups at the beginning of a lesson to brainstorm, gather ideas, raise questions, or simply trigger interest in a new topic or issue. In informal groups, students can discuss their ideas before sharing them with the class or discuss issues not dealt with in the class discussion.

Think/pair/share groups: This simple strategy provides structure for the progression from individual, independent learning to group learning in a way that enables students to feel secure in their group learning development. This strategy scaffolds group learning in a step-by-step fashion and provides you—and the students—with opportunities to clearly monitor progress.

Base groups: Base groups provide long-term peer support. You create these groups once you are familiar with students' needs and abilities. Because base groups are support groups, they are usually heterogeneous in ability. Students learn to understand, appreciate, support, and work with students different from themselves.

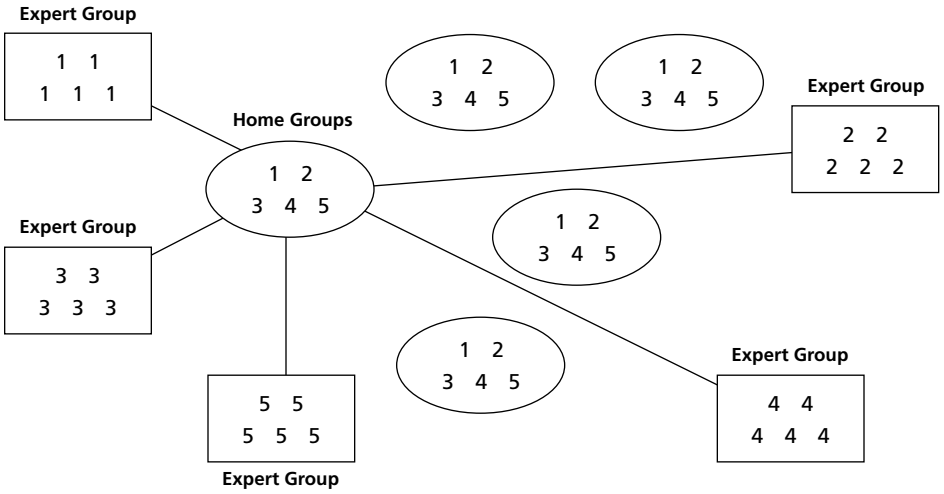
Combined groups: Combined groups are formed when two or more groups join to form one larger group. As they progress through a task, these groups may meet to share and compare material and create a collective database. They may also present information within the group if class presentations are not feasible.

Representative groups: Representative groups consist of a member of each of the groups in the class. A representative of each group may discuss the group's progress or the results of its work. In this way, all groups make their progress or their work public.

Jigsaw activity: Jigsaw activities are sometimes called reconstituted co-operative small-group learning. They are an excellent way of providing opportunities for students to examine and research issues or events from various perspectives, and they enable students to explore a broad base of information in a relatively short time. Jigsaw activities do, however, place a great deal of responsibility on individual students in the expert groups (see the following diagram) to conduct research and report their findings to the home group.

As a result, it is a good idea to begin with pairs, move on to triads, and gradually work up to the jigsaw technique.

Begin a jigsaw activity by placing students in home groups. Students should number themselves 1 through 4 or 5. Home groups should be no larger than six students. Students begin by working on a topic in their home group. They then move on to an expert group to explore specific aspects of the topic in greater detail. All students numbered 1 join the same expert group, those numbered 2 join the same group, and so on. When expert groups finish their explorations, students return to their home group to report their findings. The home group comes to an understanding of the various findings and completes the required assignment.



Placemat activity: This simple activity enables group members to organize information and present ideas. Divide the class into groups of four and distribute a sheet of paper, called a "placemat." Instruct students to divide the placemat into sections, with an area in the centre and four separate areas around the centre (see **BLM G3: Placemat**). The group is asked to label the paper with the topic, such as *sustainability*. The group members arrange themselves around the placemat, and each student is responsible for recording particular information in his or her segment of the mat. When students finish recording their information, they take turns sharing their information with other group members, who work together to record the most important information in the centre.

Three-step interview: This form of group discussion is often used to analyse and synthesize new information. It helps students consolidate their learning by expressing their own ideas and listening actively to the ideas of others. It can also be an effective strategy for encouraging students to think about differing perspectives by playing roles.

Divide the class into groups of four and instruct each group to further divide into two sets of partners. Within each pair, one partner serves as the interviewer and the other as the interviewee. The interviewer asks the interviewee questions related to a topic of study and listens actively to the responses, paraphrasing key comments and details. The partners then reverse roles and repeat the process. Each pair then rejoins their original group of four. Each student summarizes for the group what her or his partner said about the topic.

Carousel activity: Divide the class into groups and assign areas of the classroom to serve as stations. Each station should include a presentation, question, reading, or activity for students to complete. Groups then rotate from station to station until all the groups have visited and completed the activity at every station.

A carousel activity makes an effective organizational structure for engaging students in responding to student activities such as displays. Beforehand, you might brainstorm with the class to create a list of questions that groups can ask the student who created the display.

Student Talk and Class Discussions

The lessons in this Teacher's Resource include many suggestions for small-group and class discussions. Participating in this kind of purposeful talk enables students to explain, clarify, question, consolidate, amplify, assess, and extend their learning. Talk can motivate students, encourage them to take ownership of ideas, help them make connections with the ideas of others, sharpen their critical thinking skills, and enhance their confidence.

It is often a good idea to begin with small-group discussions before involving the whole class. Then the class setting can be used for synthesizing and drawing conclusions from the reports of small groups. In this setting, ideas and information can be compared, amplified, summarized, consolidated, and clarified. You and the students can ask questions that will extend everyone's thinking and learning. Certain conditions are important to establish an environment conducive to purposeful class discussions:

- Only one person may speak at a time.
- When a group presents a report, everyone in the group helps in the presentation. This way, everyone gets practice at presenting, and everyone takes responsibility for and ownership of the report.
- Students must have ample time to express their ideas or give information.
- Students should listen and respond, rather than simply present information.
- Ask questions and help or encourage students to sort out and clarify what they want to say.
- After asking a question, allow time for students to think before answering. On average, teachers wait less than two seconds for a student to answer. Try to wait a minimum of three seconds.
- Encourage students to listen to others, ask questions of you and their peers, support the ideas of others with facts, make connections between ideas, and summarize points and discussions.

A number of activities can provide a framework for class discussions.

Graffiti activity: Prepare questions—four would ensure that groups of students are about the right size—related to an issue and record each question at the top of a sheet of chart paper. Post the sheets of chart paper in different areas of the classroom and divide the class into the same number of heterogeneous groups. Give each group a different-coloured marker and assign one question to each group. Tell group members to gather at the sheet that has their question.

Give each group a specified time to record comments on and answers to the question on their sheet of chart paper. When the time is up, instruct the groups to rotate to the next question, taking their coloured marker with them. Group members should read the existing responses and add new ones of their own. If students can think of no new responses, they can comment on the responses of previous groups. Continue doing this until all the groups have cycled through all the questions.

Inside-outside circles: Divide the class into groups of six. Tell each group to form a circle, with three students facing outward and the other three forming a circle around them, facing inward so that each student faces a partner. Tell each pair to exchange information about a specific topic. This may be about a question or issue related to the day's lesson or a discussion of their responses to a unit or chapter issue. Then tell the students in the centre circle to rotate so they are facing a new partner. Continue until the students have discussed the issue with three different partners.

Debates

A debate is an exercise in speaking and reasoning on a single topic presented by opposing sides. The goal is to convince the audience that a point of view is valid. A number of debate formats can be used effectively in geography classrooms.

Formal debate: The formal debate may be the most effective way of assessing or evaluating each student's ability to think critically, persuasively, and analytically. The following is one way of organizing a formal debate:

1. Pick a topic and state it in the affirmative.
2. Form teams of two to four students each.
3. Choose sides. You may assign sides or allow students to choose the side they wish to represent.
4. Instruct students to begin researching the topic. Encourage students to use *Geography in Action* as the starting point in preparing for the debate. Teams should gather material that can both support and challenge their position. Researching material that challenges their position enables them to prepare to refute the opposing team's arguments.
5. Advise teams to rank their arguments in order of strength. The strongest argument should be stated by the final speaker.
6. Explain the debate format to students. In many formal debates, the structure is broken down as follows:
   - **opening statements** – Each team is allotted a specific time, usually two to five minutes, to present its position.
   - **question-and-answer period** – Opposing teams are given the opportunity to question the position taken by other teams. A time limit should be imposed on the length of the team's response. The other team is then given a chance for rebuttal. Again, a time limit should be imposed.
   - **closing statements** – Each team either restates its position or acknowledges the superiority of the other side's arguments. Members of the two teams should shake hands.
7. The debate takes place.

Students can determine the debate winner in a number of ways. You might, for example, take a vote on the issue before and after the debate. The winning team may be the one with the most votes or the one that convinced the most students to change sides.

Tag debate: The tag debate lends itself to evaluating or assessing student participation, as no more than four students are involved in the debate at one time. Tag debates are often structured as follows:

1. Divide the class in half. Assign each half an opposing view on an issue.
2. Give students time to use their existing notes or *Geography in Action* to obtain a fundamental understanding of the issue in the debate.
3. Instruct students to prepare a minimum of five arguments for the position they have been assigned to support.
4. Four students, two from each side, begin to debate. Either side may start, and from this point on, the two sides take turns refuting the position of the opposing side.
5. Once the debate has started, the remaining students may "tag" into the debate circle by touching the shoulder of a participating member of their team. Or you may simply choose to pause at any time and require that a "tag" take place.
6. After the debate, ask students to reflect on which points were most persuasive and which issues seemed most controversial.

Continuum debate: This kind of debate enables students to move actively and is usually organized in four steps. It enables students to argue a view and modify this view as the debate progresses.

1. Select 8 to 10 students whose positions represent a range of opinions on an issue.
2. Instruct these students to form a line at the front of the classroom—those with extreme opposing views at each end and those with mixed feelings in the middle.

3. Begin the debate at one of the extremes, alternating sides and working toward the middle. As the debate continues, encourage all students in the line to alter their positions if their opinions change.
4. At the end of the debate, instruct students to collectively identify questions that need further clarification and encourage them to justify their reasons for changing their opinions.

Horseshoe debate: This activity is similar to a continuum debate except that it organizes students in a horseshoe shape. Those who agree most strongly with the debate statement sit on one side of the horseshoe, and those who disagree most strongly sit on the other. Those whose positions are in between or who are undecided sit across the top of the horseshoe. The debate progresses in steps similar to those in a continuum debate. Students may alter their positions as they hear persuasive arguments.

Four-corners debate: Also similar to a continuum debate, this simple, active strategy helps students focus their thinking about issues. If students take notes during the discussions, this debate can become an effective strategy for helping them prepare to write a supported opinion piece.

1. Before the debate begins, decide on a statement (e.g., *Diverse neighbourhoods are essential to the development of Canadian cities.*). Then create four signs—Strongly Disagree, Disagree, Agree, and Strongly Agree—and place each in a corner of the classroom. In some cases, you may wish to add a fifth sign: Undecided.
2. Give students time to consider their opinion, and then instruct them to move to the area of the classroom that best represents their position on the statement.
3. Give the groups at each station a few minutes to discuss justifications of their position, and then ask one person from each group to share their group's arguments with the class. Encourage students who have been swayed by the arguments to change position. When all the groups have presented their justifications, discuss which arguments persuaded students to change their position.

Triangle debate: This kind of debate is carried out in small groups.

1. Write a statement on the board (e.g., *Canada needs to do more to protect our environment.*) and divide the class into groups of three. Assign each student in each group the letter A, B, or C to identify their role in the debate. Student A argues in favour of the statement; student B argues against the statement; and student C listens, records, and prepares comments and questions for A and B.
2. Give students time to prepare for the debate. To help them do this, you might distribute a worksheet such as **BLM G6: Triangle Debate Organizer**.
   Explain that students A and B should record their argument in response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.
3. Students A and B present their arguments in turn while Student C listen or note comments on the arguments. Once the arguments have been presented, student C asks questions of the debaters—and listens carefully to their responses. At the end of this stage, student C decides who won the debate by presenting and defending their arguments most effectively.

Presentations

Presentations, which help students take ownership of their learning and draw on their talents and interests, can be an effective strategy for achieving content- and skill-related objectives. An effective presentation requires students to draw on their research; organizational, group, and communication skills; and their creative abilities. The overall Course Inquiry Task and the Unit Inquiry Tasks in *Geography in Action* provide plenty of opportunity for students to develop and refine their presentation skills.

Graphic Organizers

Graphic organizers require students to consider information and make decisions about how to reorganize it. Organizers also help students consolidate information in new ways, a strategy that is especially helpful for visual learners. The student becomes a creator of new information rather than a mere copier of words.

Graphic organizers can take many forms. The blackline masters that accompany this Teacher's Resource include many different kinds of organizers.

Venn, or comparison, diagrams: A Venn diagram is useful for identifying the similarities and differences between two or more people or events. Each person or event is placed in its own circle. Differences are recorded in the outside sections of the circles, while similarities are recorded where the circles overlap.

Mind maps: Concept, or mind, maps are more complex graphic organizers. The purpose of mind mapping is to graphically organize thinking about a specific topic or issue. Mind mapping has a strong appeal for many learners, especially visual learners, and has been shown to increase memory and motivation. Mind mapping can be an individual or group activity. When it is a group activity, it may take on the form and rules for brainstorming.

T-charts: These two-column organizers can be created easily by drawing a large T on a page or folding a page in the shape of a T. These charts can be used in a variety of ways. Students might be asked, for example, to record main ideas in the left column and supporting details in the right. Or they may be asked to record the pros of a course of action in one column and the cons in the other.

Integrating Literacy into the Geography Classroom

For students to engage with the curriculum and learn to think critically and geographically, they must become active readers, viewers, speakers, writers, representers, listeners, and thinkers. Teachers of geography can promote students' learning by scaffolding content instruction on foundational, subject-relevant literacy skills. In this environment, literacy instruction provides a framework that students can build on to engage in authentic, powerful critical and geographical thinking.

The following suggestions promote literacy-rich learning:

- **Introduce one strategy at a time.** It is important not to move quickly through the material in the lessons until students have an excellent grasp of the information. Once a skill is introduced, ensure that students have many opportunities to practise it.
- **Model specific strategies.** Do not expect all students to be able to apply a strategy that they have not seen at work. To teach students how to identify bias in a research source, for example, show them an example and model aloud the thinking strategies you would use to raise questions about the author's point of view.
- **Provide many and varied opportunities for practice.** Do not abandon a strategy once students have learned it. Review and repeat relevant strategies to promote students' engagement and to scaffold new learning.
- **Provide continuous feedback.** Ask students to share their thinking. This kind of "accountable talk" promotes thinking and consolidates learning, so provide frequent opportunities for partner, small-group, or whole-class discussions or quick teacher–student conferences to ensure that students receive continuous feedback and that you have opportunities to check their understanding.
- **Don't assume prior learning.** Students arrive in your classroom with a wide range of backgrounds and experiences. Though they may know many things that you are unfamiliar with, they may not know things that you take for granted. Tools such as anticipation guides, KWL charts, and brainstorming can help students fill in gaps for themselves and provide you with crucial information.

Creating Strategic Readers in the Geography Classroom

Because reading is a thinking activity, geography teachers can enhance students' understanding of content, concepts, and approaches by promoting strategic reading in the classroom. Five strategies that promote students' engagement in and comprehension of text are making connections, questioning, inferring and visualizing, determining important information, and synthesizing.

The Before You Read and As You Read margin features (see p. TR-9) use many of these strategies. More still are featured in the teaching and learning strategies (see p. TR-15).

Preview the Text

Do not assume that all students arrive in your classroom knowing how student texts work. Even academic students can have gaps in their knowledge of texts. Whenever students begin to work with a new resource, or whenever they are likely to encounter new textual features, building relevant knowledge and skill-development components into lessons is a sound idea.

Most texts share common features, such as a title, a table of contents, headings and subheadings, margin features, a glossary, and an index. By drawing students' attention to these features, you can ensure that they know where to look for information as they read.

Various print features also help convey information and emphasize the writer's intended message. These features include maps, charts, illustrations, diagrams, photographs, graphs, captions, and type features (e.g., boldface, type size and weight, italics).

Design features can be taught as part of a lesson that involves previewing the text, but these features can also be taught in the context of the skills needed to understand key concepts in a text. You can promote awareness of these strategies by checking regularly to ensure that students are using them during lessons and by modelling strategies through explicit instruction or "think-alouds."

Use a Think-aloud to Teach Design Features

Pause during the lesson to draw students' attention to a relevant feature of the text, such as boldface type, and model the thought processes that a strategic reader might use. Here is an example:

"When I skim and scan this page, three words jump out at me. For some reason, the writers of this text decided to highlight these words in boldface type. So, right away, I know that these words must be important. I'll pay particular attention to these words when I read the passage, checking that I understand their meaning and that I know why they're important to my understanding of this section of the text."

Use Previewing to Teach Design Features

A preview strategy similar to the one used to teach the features of a text can be used to teach design features. In *Geography in Action*, for example, a number of design features appear on the introductory spread of each chapter. Select one or two spreads that are particularly rich in design features and ask students to examine them and fill in a chart like the following:

Print Feature	Why is it used?	How does it help me understand the writer's message?
Bulleted list		
Sidebar		

Teach Text Structure

Text structure refers to the organizational framework used by a writer. A scientific report, for example, often uses a cause-and-consequence structure, while a diary may use chronological sequence. Common text structures include chronological sequence, comparison and contrast, concept and definition, descriptive, episodic, generalization and principle, process, and cause and consequence. Longer works often use a number of text structures at different points.

Students who understand text structure are more likely to be able to locate specific information, make relevant predictions, and comprehend what they read. Students can also use what they have read to help them organize their own writing.

Use Graphic Organizers to Teach Text Structure

Graphic organizers help make text structures visible to students. As they read, instruct students to jot notes on an appropriate graphic organizer. A Venn diagram, for example, can be used to demonstrate a structure that involves comparing and contrasting, while a flowchart can be used to illustrate a chronological or a cause-and-consequence structure.

Build Vocabulary

Students frequently encounter unfamiliar words and terms in content subjects. When conducting a tour of any text, always include a visit to the glossary and draw students' attention to features that promote learning. The boldface type in *Geography in Action* supports the teaching of important conceptual vocabulary.

Other strategies that support vocabulary development include the following.

Strategy	Description
brainstorm	Working in pairs or small groups, students recall what they know or think they know about key words, terms, concepts, and phrases. They check their predictions during the learning period and then make revisions to consolidate their learning.
create a prediction chart	While students are reading, they use context clues to infer the meaning of key words or phrases. Using a T-chart or notepaper divided into two columns, students write the word or phrase and predict its meaning. After reading, students compare their predictions with definitions.
draw a concept	Students sketch a concept taught in class to activate their visual memory and make their thinking explicit. The meaning of a phrase like *net migration*, for example, could be expressed in a map or drawing showing the movement of people using arrows and stick-figures.
create a graphic organizer	Many kinds of graphic organizers support vocabulary development. A simple word-definition chart provides a built-in personal glossary for students and can be developed as a unit progresses. More complex organizers, such as concept maps, build key vocabulary at the same time as they develop important concepts.

Word Walls

A word wall is an organized collection of words displayed prominently in the classroom so that it can be read easily by all students. These walls support vocabulary and concept development by ensuring that key concepts are highlighted and by providing continuing cues to students as they work through a unit of study. These walls can change often, once students show that they have mastered the concepts, definitions, and vocabulary posted. Or you can continue to use the same wall—or use the same wall and add temporary walls for specific purposes, such as mastering vocabulary and key concepts in a particular chapter or unit.

Word walls can take many different forms, depending on the purpose of the collection. They may include—or combine—the following.

Purpose	Form of Word Wall
key vocabulary for a chapter or unit	Post words in advance so that they can be explicitly taught as a pre-reading strategy. For a particular chapter, this kind of wall might include all the key terms highlighted in the chapter opener. Remind students that they can also look up these words in the glossary.
a cumulative collection	This might begin with a short list of key words or concepts. Encourage students to identify and add new words or concepts that are important to knowledge of content and understanding of issues.
key concepts	Start with a list of foundational concepts and terms relevant to a particular area of study. New words and concepts can be added, and the chart can be reorganized as the unit develops. In some cases, a mind map can provide the framework for the developing wall.
spelling and usage challenges	Brief, contextualized explicit instruction in spelling demons and usage challenges can help students become familiar with geography-related terms.
definitions	These can be built using, for example, construction paper folded like a greeting card. In print that is big enough for all students to read, write the word on the front of the card and the definition inside.

Make Connections

Making connections is a key comprehension skill. Students must connect prior knowledge to new learning, familiar text to a new one, and classroom learning to real-life applications. A number of strategies help students do this.

Personal response prompts
Ask students to pause during reading and give them prompts to help them reflect orally or in writing: "This reminds me of … " or "This event makes me feel as if. …" The narrative of *Geography in Action* includes many opportunities to do this.

Comparisons with other sections of the text
The Check Back and Check Forward margin features, for example, either remind students of something they have already read or refer them to something they will read in a later chapter.

Activate Prior Knowledge

Students' previous knowledge plays a key role in their ability to build new learning. A variety of strategies can be used to help them activate this knowledge.

Two-column charts
Instruct students to create two columns in their notebook or to fold a sheet of paper lengthwise. In the left column, tell them to write quotations or facts drawn from the text or to note a visual, such as a photograph. In the right column, students record their responses to the item listed in the left column.

KWL charts
These charts help students make connections by thinking about what they already know about a subject. They also help engage students in their own learning by helping them keep track of information as they read.

K What do I already KNOW or think I know about this topic?	W What do I WANT to know or think I need to know?	L What have I LEARNED about this topic?

Oral responses
Encouraging whole-class or small-group discussions before studying a new topic can activate students' existing knowledge and experience and provide helpful planning and diagnostic information for teachers.

Make Inferences

Making inferences is a complex skill that requires students to read between the lines. During reading, students must build meaning by making inferences in a variety of contexts, such as when "reading" photographs, maps, legends, advertisements, posters, political cartoons, and other visuals, as well as documents. To make inferences, readers must activate their previous knowledge, ask questions, make predictions, make connections between implicit and explicit messages, and draw conclusions.

The following strategies can help students improve their inference-making skills.

Strategy	Description
model your own processes	Regularly select photographs or other visuals, such as maps and charts, and think aloud to model the processes you use to draw meaning from visuals.
identify key words and phrases that reveal an author's attitude or intent	This strategy is particularly important when reading for bias. Think aloud to model the process yourself or encourage a student to model the process.
point out text structures	Phrases such as "as a result," for example, can reveal a cause-and-consequence structure, while "then" can reveal a chronological structure. Once the structure is identified, encourage students to identify questions they would ask the author and help them make logical connections.
question	Making inferences requires a questioning stance on the part of the reader. Model asking effective questions that develop habits of mind that promote critical thinking.

Determine Important Information

When presented with a narrative, students frequently have trouble separating important information from supporting details, supplementary facts, or even irrelevant information. Teachers can encourage reading for comprehension by explicitly teaching strategies that help students determine the important information in a passage.

The following strategies can help students develop their ability to determine important information.

1. **Provide a purpose** – An important question, such as the inquiry questions that introduce the chapter sections in *Geography in Action*, encourages students to think and make predictions about the reading ahead.
2. **Check back** – Remind students of the previously explored material that connects in some way to current or future topics. Also, helping students make connections to their previous knowledge of a topic significantly improves their learning.
3. **Use annotating techniques** – Demonstrate how to appropriately highlight information and use annotations as ways of pulling out important and relevant facts.
4. **Skim and scan** – Have students skim or scan the resources quickly to discover any important details that jump off the page.
5. **The 5W's + H** – Have students answer the 5W's + H questions (who? what? when? where? why? how?) as a means of narrowing down important details.

Most Important–Less Important Information Chart

A most important–less important information chart is a simple graphic organizer that helps students read for meaning, take notes, and summarize their thinking.

Tell students to create a T-chart or to fold a sheet of paper lengthwise to make the chart with headings "Most Important Information" and "Less Important Information." Alternatively, you can provide them with **BLM G11: Most Important–Less Important Information Chart**.

As students read a selected passage, encourage them to pause periodically to record the most important information in the left column and the information they consider less important in the right column. Once students have completed the reading assignment,

instruct them to summarize the main idea in a single sentence. Because many students have trouble separating key ideas from less important details, you may wish to encourage them to work in pairs until they have had plenty of opportunities to practise this strategy.

Synthesize

Synthesis is a highly complex comprehension strategy that requires readers to merge various sources of information to construct a coherent whole. When readers synthesize, they draw on their background knowledge at the same time as they ask questions, make inferences, predict, integrate, make connections, generalize, and draw conclusions to create new knowledge. Each Unit Inquiry Task in *Geography in Action* requires students to synthesize what they have learned as they respond to the unit issue question.

The following strategies can help support students' efforts to synthesize information:

1. **Pause regularly when reading** – Take this time to check their learning and ask questions. The Geographic Thinking questions in *Geography in Action* are designed to accommodate this strategy.
2. **Use before, during, and after strategies** – Skimming, DRTAs, exit slips, and other strategies throughout the reading process provide ways to consolidate learning.
3. **Scaffold learning** – Graphic organizers, such as 5W's + H charts, provide important scaffolding for learning.
4. **Model your thinking** – Think aloud to show students your thinking process as you synthesize information you have read.
5. **Provide opportunities for practice** – Allow students to summarize their learning using a variety of strategies, such as think/pair/share, graffiti walls, and comparison charts.

Exit Slips

Exit slips are an easy, entertaining way to help students summarize their learning. You can also use exit slips to check students' understanding and identify areas of confusion or difficulty that might require further instruction.

At the end of a lesson, give each student an index card. On one side of the card, students write a response to the prompt "The big idea I learned from today's lesson is. …" On the other side of the card, students write a response to the prompt "One question I have about the text is … because. …"

Creating Strategic Writers in the Geography Classroom

Organization in writing is a sophisticated skill that must be learned over time. Teachers can help students develop important organizational skills through explicit instruction and by providing students with opportunities to practise skills, by planning collaborative learning opportunities, and by offering continuous feedback. A few simple strategies, used regularly in the geography classroom, can support students' comprehension and improve their writing skills.

Outline Notes and Structured Note-taking

To teach outline note-taking, select a passage from the pages that formed part of the day's lesson. Display the subheadings on the page to build a framework of points that identify the main ideas. Then ask students to complete the chart by adding points under the main idea. They must express each point in a maximum of five words.

Limiting the number of words students can use helps prevent copying of passages and ensures that students exercise critical thinking skills to identify the main points.

Structured note-taking involves using graphic organizers. When you begin using this strategy with students, model the use of various graphic organizers, one at a time, giving students many opportunities to practise. Eventually, students will be able to independently match the appropriate organizer to a task.

Read the passage selected for instruction. Select a graphic organizer that matches the learning purpose and model the organizer's use. Then, as the theme progresses, provide students with opportunities to practise in groups, in pairs, and on their own. Graphic organizers often used for structured note-taking include most important–less important information charts, compare-and-contrast charts, Venn diagrams, mind maps, word webs, cause-and-consequence charts, and sequence-of-events charts. A timeline also makes an excellent framework for taking structured notes.

A Summary Paragraph

Summary writing requires students to integrate a number of reading and writing strategies. They need plenty of practice summarizing information and expressing their knowledge clearly and concisely. Students who struggle with either reading or writing need extra time, opportunities, and support to develop these important skills.

Summarizing helps students understand content, develop important study skills, and learn strategies they can use to conduct research and explore topics of relevance and personal interest.

You can help students develop summarizing skills by

- modelling, in read- and think-aloud sessions or during shared reading, the strategies you use to identify the main idea of a passage and the key supporting details
- using graphic organizers (e.g., most important–less important charts, Venn diagrams, mind maps)
- using text-annotation strategies (e.g., bookmarks, sticky notes) to identify key ideas and supporting details
- explicitly demonstrating how a summary paragraph works
- engaging students in informal speaking activities that ask them to relate what they have learned to a partner or small group

A Supported Opinion Piece

Writing a clear, convincing, well-supported opinion statement can be challenging for any writer. It requires students to exercise a high level of critical thinking, take a clear position on an issue, synthesize and organize information, and construct a clear, coherent position statement that makes sense and convinces a specific audience.

To argue persuasively, students must usually consider an issue from various perspectives. They must be able to separate opinion statements from statements of fact and structure an extended piece of writing according to its purpose and audience. In addition, they must make clear transitions between ideas and anticipate possible counter-arguments. Developing these sophisticated skills takes a great deal of practice and considerable support.

Repeatedly practising various opinion-forming and opinion-communicating skills supports comprehension and critical thinking in important ways. The following strategies help students practise their opinion-writing skills.

Strategy	Description
two-column opinion–proof charts	Students make two columns by folding a page lengthwise or drawing a line down the middle of a page. In the left column, students write opinion statements. In the right, they jot facts that support their opinion on a passage, video, website, or any other learning activity.
fact–opinion charts	Students use either notepaper or a folded graphic organizer to practise identifying fact and opinion statements they encounter while reading or viewing.
modelling your own thinking	Think aloud to model how you would analyse, interpret, and evaluate an opinion paragraph.
oral activities	Activities such as think/pair/share and structured debates can help students think through their opinions and search for facts that support or refute their thinking.

Use Point-Proof-Comment Organizers

A point-proof-comment organizer is a structured guide that helps students plan and organize a supported opinion piece. Students begin by recording a point that they believe supports—or challenges—their opinion. They then record a proof to support the point, as well as a comment on the validity, authority, and reliability of the proof.

Writing for Research

Conducting research and communicating the results are challenging tasks for many students. Students can become frustrated when they can't find information—or they can be overwhelmed by too much information. Students often have trouble putting things into their own words, and research sources are often written at a level that is beyond the reading skills of many adolescents.

Nevertheless, research writing also offers opportunities for students to pursue topics they have selected themselves and to become experts on an aspect of the course content. You can help students become more effective researchers by using strategies such as modelling and thinking aloud and by providing plenty of feedback and guided practice.

Writing a research essay is only one way students can communicate research-based learning. Other research-based products include reports, summaries, presentations, opinion paragraphs, graphs and charts, mind maps, learning logs, explanations, brochures, flowcharts, diagrams, storyboards, and speeches. Pages 336–339 of *Geography in Action* provide additional information about communicating research findings.

Preparing Research

Developing research skills requires access to models and opportunities to practise. You can model research skills by using think-alouds or a shared writing lesson that explicitly models the steps students can take to locate and record information.

Assessing Secondary Sources

Many students have limited experience in considering issues from varying perspectives. Television and other media, for example, do not always provide a balanced view, and talk shows frequently highlight conflict rather than debate. As a result, students may have difficulty understanding bias in writing and how it works.

The Internet offers student researchers a wealth of interesting and valuable information. But unlike libraries and research institutions, people who create websites need no particular qualifications or expertise. Helping students develop a critical approach to Web-based information is an important role for teachers of social studies.

Differentiated Instruction

Differentiated instruction is an approach to teaching that differentiates among and accommodates students' preferred learning styles and provides opportunities for students to use the learning styles that best suit their needs. Some major learning styles are summarized in the following chart.

Some Major Learning Styles	
Style	**Characteristics**
auditory	Students learn by listening.
interpersonal	Students learn by interacting with others.
intrapersonal	Students learn be working alone.
kinesthetic	Students learn by touching, moving, and manipulating objects.
linguistic	Students learn by using language.
logical-mathematical	Students learn by reasoning and using numbers.
visual-spatial	Students learn by responding to images.

Each lesson presented in this Teacher's Resource includes suggestions for differentiated instruction. Differentiation can be achieved in a number of ways—by modifying content, product, and process.

Content

You can differentiate based on content by assigning material that appeals to students' interests. Every chapter of *Geography in Action* presents many activities, explorations, and questions. Rather than ask all students to complete all these activities, you might encourage them to choose those they are more interested in.

Product

Asking students to develop different learning products is another way of differentiating instruction. A student who learns best through language, for example, may work most successfully on products that involve listening, speaking, reading, and writing. These products may include journals, diaries, magazines, newsletters, newspapers, and puzzles. A student who learns best kinesthetically might develop products such as games, charades, skits, and dances. A visual learner may excel at assignments that involve creating products such as posters, mosaics, models, and videos.

Process

Differentiating by process involves using different means to achieve similar goals. You might, for example, change the complexity of questions to match students' strengths and enable those with varying abilities to participate at their own level. High-level questions ask students to evaluate and synthesize, middle-level questions involve some analysis and application, while lower-level questions ask questions such as how, what, and where.

Other Strategies for Supporting Students with Diverse Needs

In addition to diverse learning styles, students may also arrive in your classroom with other needs. The following chart summarizes basic teaching tips for accommodating the needs of a variety of students.

Strategies for Supporting the Diverse Needs of Students	
Learning Need	**Tips for Instruction**
English language learner Recent immigrants may speak English as a second language or not at all. In addition, the customs and behaviour of people in the majority culture may be confusing and create conflicts for some of these students. Cultural values may inhibit some ELL students from participating fully in class activities.	• Remember that a student's ability to speak English does not reflect his or her academic ability. • Talk to knowledgeable colleagues or members of the student's community to gain an understanding of how the student's cultural needs will affect your geography classroom. • Try to incorporate the student's cultural experiences into your instruction. • Include information about differing cultures in your teaching. Avoid cultural stereotypes. • Encourage students to share cultural information and perspectives.
Behaviour disorders Students with behaviour disorders deviate from certain standards or expectations of behaviour. These students may also be gifted or have a learning disability.	• Provide a clearly structured environment with regard to scheduling, rules, room arrangement, and safety. • Clearly outline objectives and how you will help these students reach these objectives. • Seek input from these students about their strengths, weaknesses, and goals. • Reinforce appropriate behaviour and model it for students. • Do not expect immediate success. Work for long-term improvement. • Balance individual needs with the needs of the class.

Strategies for Supporting the Diverse Needs of Students	
Learning Need	**Tips for Instruction**
Gifted Although no formal definition exists, these students can be described as having above-average ability, task commitment, and creativity. Gifted students rank in the top five per cent of their class. They usually finish work more quickly than other students and are capable of divergent thinking. They can also become bored and disruptive or struggle to respect less gifted students.	• Make arrangements for students to finish selected subjects early and work on independent projects. • Encourage students to express themselves in art forms such as drawing, creative writing, and acting. • Ask "what if" questions to develop high-level thinking skills. • Establish an environment that is safe for risk taking and creative thinking. • Emphasize concepts, theories, ideas, relationships, and generalizations. • Do not assume that these students will make good tutors for others—but encourage the interaction if the student expresses an interest.
Learning disabilities All students with a learning disability have an academic problem in one or more areas, such as academic learning, language, perception, social-emotional adjustment, memory, or attention.	• Provide support and structure with clearly specified rules, assignments, and duties. • Establish learning situations that lead to success. • Use games and drills to help maintain students' interest and provide frequent practice in necessary skills. • Allow students to record answers and allow extra time to complete tests and assignments. • Provide outlines or tape lecture material. • Pair students with peer helpers and provide class time for the pairs to work together. • Be prepared to work with family members or outside tutors to promote academic achievement.
Physically challenged Students who are physically challenged fall into two main categories—those with orthopedic impairments and those with other health impairments. Students whose use of one or more limbs is severely restricted will likely be using orthopedic supports, such as wheelchairs, crutches, or braces.	• Openly discuss with the student any uncertainties you have about when to offer aid. • Ensure that you and at least one other student know how to deal with any devices that may be complicated. • Ask parents or therapists and the student what special devices or procedures are needed and whether any special safety precautions need to be taken. • Ensure that the entire class knows how to recognize and deal with an emergency, even if this simply means knowing who to call. • Allow physically disabled students to do everything their peers do, including participating in field trips, special events, and projects, to the extent that it is possible and beneficial for the student. • Help students and adults who are not disabled understand students with physical disabilities.
Visually impaired Students who are visually impaired have partial or total loss of sight. Individuals with visual impairments are not significantly different from their sighted peers in ability range and personality, though full or partial blindness may affect cognitive, motor, and social development, especially if early intervention is lacking.	• As with all students, help the student become independent. Some assignments may need to be modified. • Help classmates learn how to serve as guides. • Limit unnecessary noise in the classroom. • Encourage these students to use their sense of touch. Provide tactile models whenever possible. • Describe people—and events—as they occur in the classroom. • Provide taped lectures and reading assignments. • Team the student with a sighted peer when necessary.

Strategies for Supporting the Diverse Needs of Students	
Learning Need	**Tips for Instruction**
Hearing impaired Students who are hearing impaired have partial or total loss of hearing. Individuals with hearing impairments are not significantly different from their hearing peers in ability range and personality, though the chronic condition of deafness may affect cognitive, motor, and social development if early intervention is lacking. Speech development may also be affected.	• Seat these students where they can see your lip movement easily and avoid visual distractions. • Avoid standing with your back to a window or a light source. • Use an overhead projector so you can maintain eye contact while writing. • Seat these students where they can see speakers. • Write all assignments on the board or hand out written instructions. • If the student has an interpreter, both the student and interpreter should select the most favourable seating arrangements.

Using This Teacher's Resource

In addition to describing the pedagogical foundation of *Geography in Action*, suggesting teaching and learning strategies that can help students successfully meet the course expectations, and providing tools to help you assess and evaluate students' learning, this Teacher's Resource includes specific suggestions for developing lessons that help you organize the course content.

Suggested Teaching Activities

The suggested teaching activities included in this Teacher's Resource are presented in four units that correspond to the units of *Geography in Action*. The Teacher's Resource is designed to help you not only to develop an issue-focused, inquiry-based approach that promotes critical thinking and integrates Geographic Thinking Concepts, but also to cover the entire course in the time available. Each unit includes three chapters; within each chapter, the suggested teaching activities have been organized to enable you and students to cover the course material in a total of 13 lessons comprised of 3 or 4 inquiries that will take approximately a total of 6 75-minute classes. The total estimated time to complete the activities is 6000 minutes, or 100 hours. The additional hours in the course can be used for exploring subjects of particular interest to your class, homework completion, work on summative assessment tasks, and anything else that meets the specific needs of your class.

These lessons are intended as a guide only. The amount of time scheduled for each lesson—and for activities within each lesson—will be governed by the needs, interests, abilities, and learning styles of students, as well as your own teaching style and your school's schedule.

In some cases, for example, you may wish to devote more time to a particular issue or activity; in other cases, you may wish to adapt lessons to include strategies you have used successfully in the past or to incorporate a more detailed exploration of an issue that is currently in the news.

The Lessons

The lessons in this Teacher's Resource have been developed to support text content. The teaching/learning strategies include a variety of activities to support students' learning, foster discussion, and encourage critical-thinking skills. To help students achieve success, each lesson is organized as follows:

About This Chapter and Background: These provide an overview of the content of the chapter and some of the questions that students will investigate.

Prior Learning: This sets out the previous learning that students will draw from and build on as they complete the activities in each lesson.

Specific Curriculum Expectations: The expectations covered in the chapter, are listed with page references provided in chart format.

Resources: A list of things you need to do ahead of time to prepare for each lesson. It includes websites, books, videos, and other resources that may be useful references for you or students.

Teaching Strategies: These strategies provide step-by-step instructions for using various strategies, such as a four-corners debate or a think/pair/share activity, to guide students through the lesson and help them prepare to engage in discussions, answer questions, and complete curriculum expectations. Differentiation techniques are embedded that include suggestions for accommodating the needs of students with a wide range of interests, abilities, and learning styles. Some suggestions are designed to support struggling students, while others may be used for enrichment or deeper exploration of the content covered in that lesson.

Assessment as/for/of Learning Charts: These charts provide assessment for and as learning opportunities for each chapter that demonstrate the design-down paradigm. The Possible Assessment of Learning Task allows you to assess students' learning, and allow students to use the feedback you provide to revise their work or improve their skills and understandings.

Possible Responses to Questions in the Student Text: Suggested responses to each of the questions are provided.

How to Use the Lessons

The suggested teaching activities in the lessons may be used effectively in a variety of ways. Many of the lessons include more steps than you and students will reasonably be able to complete in the time available. As a result, the steps are suggestions only. You will need to tailor the lessons to suit the needs, interests, abilities, and learning styles of the students in your classes, as well as the constraints imposed by the timetable at your school.

For example, you may wish to do the following:

- work your way, step by step, through the activities
- choose the strategies you find most appropriate
- mix and match strategies from a number of lessons
- use selected blackline masters and draw on the lesson suggestions to design your own lessons, as well as assessment and evaluation tools
- adapt various lessons and blackline masters, as well as assessment and evaluation activities, to suit students' needs, interests, abilities, and learning styles