UNIT A — GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

- Analyze some significant interrelationships between Earth’s physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future.
  - Physical environments (climate, landforms, soil types, vegetation, natural resources)
  - Types and trends of settlement patterns (linear, scattered, clustered)
  - Possible features of a sustainable community in the future and challenges in creating it

- Use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective.
  - Issues between human settlement and sustainability (social, economic and environmental perspectives)
  - Construct maps to indicate population density/distribution and the loss of green space
  - Look at photographs of potential land-use conflicts

- Demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment.
  - Identify significant land use issues (competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas, land claims by indigenous groups, development in ecologically sensitive areas)
  - Describe ways in which human settlement has affected the environment describe various ways in which human settlement has affected the environment (e.g., water pollution from industry, agriculture, human waste; air pollution from vehicle and industrial emissions; soil contamination from pesticides, industrial byproducts, garbage dumps; deforestation and loss of habitat from expanding settlement; loss of agricultural land to urban sprawl; light pollution from large cities; disruption of migratory routes of different species; desertification from unsustainable agricultural practices)
  - Describe ways to make human settlements more sustainable (e.g., reducing water use, increasing recycling and composting, limiting the construction of housing on land that could be used for agriculture, using public transit, planting and maintaining trees)
UNIT B – GLOBAL INEQUALITIES: ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

• Analyze some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities

  - Factors that contribute to the quality of life (lack of access to clean water leads to an increase in water-borne diseases and to high death rates overall as well as high infant mortality rates; a country that has equal access to education for all will have higher literacy rates and will most likely have higher employment rates, a lower fertility rate and birth rate, and better maternal health)
  - Factors that have affected the economies of developed and developing countries around the world
  - Examine programs and policies aimed to improve the quality of life in various countries (governmental and non-governmental programs to provide clean water, improve literacy rates, provide drugs for people with HIV/AIDS, reduce the spread of malaria, reduce violence against women, reduce child labour or the use of child soldiers, promote fair trade, or develop alternative income programs)
  - Look at media sources to see their affect on changing the quality of life

• Use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective

  - Global development vs. quality of life
  - Construct digital and print maps as part of their investigations into issues related to global development and quality of life
  - Examine photographs to discuss quality of life (“What do these photographs tell you about the quality of life of the people in the picture? What are the social and economic implications of what you see? Are these implications supported by information or data you have obtained from other sources?” “What does this population pyramid showing a rapidly growing population suggest about quality of life issues for this country?)

• Demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world

  - Identify indicators of the measure of quality of life (ex: national literacy rate)
  - Create scatter graphs to display correlations of global development and quality of life
  - Identify groups that attempt to better quality of life
  - Identify different types of economic systems (e.g., traditional, command, market, mixed), and describe their characteristics
  - Explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development
  - Describe various factors that can contribute to economic development
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<th>Lesson Topics</th>
<th>Assessments</th>
<th>Library Inquiry Plans</th>
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| February 2nd | - Intro. to Geography  
- Vocabulary Posters                                                          | - Participation in brainstorming and introductory discussions                 | Big Ideas Questions Activity |
| February 9th | - Population Distribution vs. Density  
- Examining changes in population                                                | - Participation in class discussions, small in-class activities  
- Where Would You Want To Live? Assignment Introduced                          | Inquiry #1 - Exploring       |
| February 16th | - Physical Environment (climate, landforms, soil types, vegetation, natural resources) vs. Settlement Patterns (linear, scattered, clustered)  
- Current trends in settlement (local perspective)                              | - Participation in class discussions, small in-class activities  
- Process work on Inquiry #1                                                   | Inquiry #1 - Investigating    |
| February 23rd | - Current trends in settlement (global perspective)  
- Land use conflicts (use photographs to make inferences)                      | - Making inferences from photographs of land use conflicts  
- Process work on Inquiry #1                                                   | Inquiry #1 - Processing /Starting Report                                      |
| March 2nd    | - Identify significant land use issues (competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas, land claims by indigenous groups, development in ecologically sensitive areas) | Inquiry #1 - Where Would You Want To Live? Report DUE                          | Inquiry #1 - Completing Report                                              |
| March 9th    | - Map and Graph Examination and Creation  
- Calculating and determining data                                               | - Constructing maps to indicate population density/distribution and the loss of green space | - Map and Graph Inferencing Activity                                          |
<p>| March 16th   | MARCH BREAK                                                                  | MARCH BREAK                                                                 | MARCH BREAK                  |</p>
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| March 23rd    | - Sustainability issues with settlement (social, economic and environmental perspectives)  
                - Introduce Future Sustainable Communities | - Future Sustainable Community Inquiry introduced  
                - Process work on Inquiry #2 | Inquiry #2 - Exploring          |
| March 30th    | - Sustainability Con't                                                         | - Process work on Inquiry #2 | Inquiry #2 - Investigating / Processing |
| April 6th     | - Future Sustainable Communities Project                                       | Mid-Term Geography Test  
                - Process work on Inquiry #2 | Inquiry #2 - Creating Project |
<p>| April 13th    | - Factors that contribute to quality of life (lack of access to clean water leads to an increase in water-borne diseases and to high death rates overall as well as high infant mortality rates; a country that has equal access to education for all will have higher literacy rates and will most likely have higher employment rates, a lower fertility rate and birth rate, and better maternal health) | Inquiry #2 - Future Sustainable Community Group Design Project DUE | Inquiry #2 - Future Sustainable Community Group Design Project DUE |
| April 20th    | - Global Development vs. quality of life around the world                      | - Quality of Life Inquiry Circle Process                                   | Inquiry #3 - Quality of Life Inquiry Circle Roles |
| May 4th       | - Effectiveness of programs to better the quality of life (governmental and non-governmental programs to provide clean water, improve literacy rates, provide drugs for people with HIV/AIDS, reduce the spread of malaria, reduce violence against women, reduce child labour or the use of child soldiers, promote fair trade, or develop alternative income programs) | - Quality of Life Inquiry Circle Process                                   | Inquiry #3 - Quality of Life Inquiry Circle Roles |</p>
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<tr>
<td>May 11th</td>
<td>- World Patterns of Wealth &amp; Poverty</td>
<td>- Quality of Life Inquiry Circle Process</td>
<td>Inquiry #3 - Quality of Life Inquiry Circle Roles</td>
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<td>May 18th</td>
<td>- Economic Systems</td>
<td>- Quality of Life Inquiry Circle Process</td>
<td>Inquiry #3 - Quality of Life Inquiry Circle Roles</td>
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<td>May 25th</td>
<td>- Fair Trade</td>
<td>Inquiry #3 - Quality of Life Inquiry Circle Culminating Task DUE</td>
<td>Inquiry #3 - Quality of Life Inquiry Circle Roles</td>
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<td>June 1st</td>
<td>- Economic Systems Wrap-Up</td>
<td>- Participation in class discussions</td>
<td>- Top 10 List of What You’ve Learned this year OR Trading Card Assignment (TBD)</td>
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<td>June 8th</td>
<td>- Examining Political Cartoons</td>
<td>- Top 10 List of What You’ve Learned this year OR Trading Card Assignment (TBD) DUE</td>
<td>- Top 10 List of What You’ve Learned this year OR Trading Card Assignment (TBD) DUE</td>
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<td>June 15th</td>
<td>- Ted Talks Discussion</td>
<td>- Wrap Up / Reflections</td>
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<td>June 22nd</td>
<td>- Jeopardy Review</td>
<td>- Wrap Up / Reflections</td>
<td>N/A</td>
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**GEOGRAPHY ASSIGNMENT OVERVIEW:**

1) Inquiry Project #1 - Where Would You Want To Live? Written Report (individual)

2) Map In-Class Assignment (individual)

3) Mid Term Test (individual)

4) Inquiry Project #2 - Future Sustainable Community - Creative Design Project (group)

5) Inquiry Project #3 - Quality of Life - Inquiry Circle Roles (group)

6) Top 10 List OR Geography Trading Cards? TBD (individual)