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| **Grade 9 Academic Geography Friday October 15, 2010** |  **150 mins** |
| Lesson Summary/Big Idea: Physical Geography webquest  |
| **Curriculum Expectations**  | **Learning Goals**  |
| List overall and specific expectations addressedLearn about what physical geography is through a webquest* improved your knowledge of the geography of Canada
* improved your ability to read maps
* improved your ability to take and organize notes
* improved your ability to use the Internet
* increased your knowledge of a province territory or Canada
* worked in a cooperative group setting
 | Upon completion of this WebQuest, you will have: * improved your knowledge of the geography of Canada
* improved your ability to read maps
* improved your ability to take and organize notes
* improved your ability to use the Internet
* increased your knowledge of a province territory or Canada
* worked in a cooperative group setting
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| ***Minds On*** ***(Elicit and Engage)*** *Approx. Time ( 10-15 min)* | Assessment for Learning |
| **Purpose of Minds On: establish a positive learning environment, connect to prior learning and/or**  **experiences, set a context for learning**<http://www.sciencedaily.com/releases/2010/09/100930161830.htm>Show them how digital mapping is enabling geographers to learn about the San Andreas fault line, which was impossible before This is one way technology is enabling geographers to learn details about physical geography that they could not learn beforeToday you are going to explore Canadian physical geography using technology as well. We will be working in pairs or threes on a webquest at <http://olc.spsd.sk.ca/de/webquests/travelcanada/> | Anecdotal CommentsCompletion of organizers Checklist |
| ***Action!*** ***(Explore, Explain)*** *Approx. Time ( 45-50 min)* |  |
| **Purpose of Action: introduce new learning, provide opportunities for practice and application of learning**Go through the task using the SmartboardThe teams are pairs and I will have 2 or 3 pairs work on each topic: Physical regions, climate, natural resources, populationInstead of writing a formal article, student groups will share their learning (each expert will form expert groups) and record the connections they found on a graphic organizers. This is the last question on each organizer. Have student pairs research a province and create a brochure or poster. They can do it in Word, Publisher, or on a piece of paper Students will then present their province and we will vote on which would be the most interesting to visit based upon the presentation and poster or brochure.**For the Regions of Canada in the Physical regions** section use [http://www.canadiangeographic.ca/atlas/themes.aspx?id=canada2050&lang=En#](http://www.canadiangeographic.ca/atlas/themes.aspx?id=canada2050&lang=En%23%20%20)  in place of the last link on the Physical Regions task page**Climate**Use <http://www.canadiangeographic.ca/atlas/themes.aspx?id=weather&sub=weather_basics_zones> for Canadian Climate and Climate Graphs**Natural Resources**Use [http://www.dfait-maeci.gc.ca/trade/NER/links-en.asp](http://www.dfait-maeci.gc.ca/trade/NER/links-en.asp%20) instead of the Energy Industry Overview link**Population.** Only the atlas and Canadian stats links work but that is all they need. | Rubric with feedback for improvementPeer evaluation |
| ***Consolidation (Elaborate, Evaluate, Extend)***  ***Approx. Time (5-10 min)***  |  |
| **Purpose of Consolidation: provide opportunities for consolidation and reflection on learning** Review the provinces and what was presented. Vote for the best province.  | Class discussion |
| ***Next Steps***  |
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