Greening the Community Unit Plan

Day	Lesson	Expectations	Activities	Resources
1		– develop and use appropriate questions to focus a geographic inquiry on an environmental or resource management issue (e.g., deforestation, depletion of the ozone layer, soil depletion, loss of biodiversity); – gather geographic information from primary sources (e.g., observations and data gathered through field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research an environmental or resource management topic or issue; – gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]); – evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, arguments substantiated by evidence); – distinguish among opinion, argument, and fact in research sources; – use a variety of geographic tools and geotechnologies (e.g., maps, remote sensing images, aerial photographs, satellite images, geographic information systems [GIS], global positioning system [GPS], hypermedia) to interpret, analyse, and synthesize information related to environmental and resource management topics and issues; – use graphic organizers (e.g., semantic webs,		

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		timelines,Venn diagrams, cross classification charts) to clarify and interpret information related to environmental and resource management issues; – produce a variety of maps, sketches, photographs, diagrams, and charts, following appropriate conventions, to illustrate the results of inquiries on environmental and resource management topics and issues; – provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions; – complete an independent inquiry on a local, regional, national, or global environmental or resource management topic or issue that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence). – communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, debates, multimedia presentations, essays) and including geographic visual supports , both conventional (e.g.,photographs, sketches, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g.,computer-generated maps and graphs, aerial photographs, satellite images); – use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources; – use appropriate statistical methods (e.g., calculate averages, medians, correlations) in geographic analysis, observing accepted		

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		conventions;		