
The Themes of Geographic Inquiry & Migration

Geography



Including:

On the Road Again
Not to be Pushy, but ...
Taking Action
Hurdles to Overcome
Exposure
Mission Possible
Oasis of Opportunity
Various Cultures
Excellent Choice

A Unit for Grade 7/8

Written by:

P. Mann, G. McParland, L. Price, B. Walsh, D. Overholt (Project Manager)

Length of Unit: approximately: 14.7 hours

August 2001



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

The developers are appreciative of the suggestions and comments from teacher colleagues involved through the internal, external and theological review.

A sincere thank you to Carolynn Desjardins, Executive Director of the NOCCC who assisted the writing team from Nipissing Parry Sound Catholic District School Board throughout the process.

The following organizations have supported the elementary unit project through team building and leadership:

The Council of Directors of Ontario
The Ontario Curriculum Centre
The Ministry of Education, Curriculum and Assessment Branch
Northern Ontario Catholic Curriculum Cooperative (NOCCC)

A Special thank you to The Institute for Catholic Education who provided leadership, direction and support through the Advisory and Curriculum Committees.

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Written by:

P. Mann, G. McParland, L. Price, B. Walsh, D. Overholt (Project Manager)

St. Gregory / St. Hubert / St. Joseph / Mother St. Bride / NPSCDSB

(705)472-2770

Nipissing-Parry Sound Catholic District School Board & NOCCC

Based on a unit by:

P. Mann, G. McParland, L. Price, B. Walsh, D. Overholt (Project Manager)

St. Gregory / St. Hubert / St. Joseph / Mother St. Bride / NPSCDSB

(705)472-2770

Nipissing-Parry Sound Catholic District School Board & NOCCC

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The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Task Context

This combined grade 7 and 8 unit focuses on migration and relates it to the themes of geographic inquiry. The expectations of the two units are blended. By exploring factors that affect migration and mobility, students will demonstrate an understanding that migration results from decisions people make about conditions and events around them.

Catholic Graduate Expectations:

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good.

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

CGE 5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 6c - values and honours the important role of the family in society.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

CGE 7i - respects the environment and uses resources wisely.

Task Summary

Through the use of geographic organizers (i.e., location/place, environment, region, interaction, and

movement), the grade 7/8 students will examine the major types of migration and factors affecting mobility. Using tools and technologies of geography, the grade 7/8 students will discover the many ways in which cultures are affected by migration. They will describe patterns and trends, and their effects on Canada.

Culminating Task Assessment

Based on geographic inquiry skills and newly acquired knowledge of migration, the grade 7/8 students will select an ideal place to live or visit. A promotional presentation and a travel brochure will be presented to the class to communicate an understanding that there are different opinions on how the environment can be used.

Links to Prior Knowledge

The following is a list of the knowledge and skills necessary for students to complete the activities included in this unit:

- atlas skills;
- locate places on maps using direction, latitude, and longitude;
- work cooperatively with others in a small group setting to complete assigned tasks;
- use the main steps in the research model to define, organize, locate, record, evaluate, conclude, apply, and communicate information from a variety of resources in the classroom and/or library/resource centre (atlas, encyclopedia, textbook, computer software, Internet);
- formulate questions, identify issues, and define problems for research purposes;
- produce graphs, charts, diagrams, maps, and models to organize information;
- use appropriate vocabulary to describe their inquiries and observations;
- know the basic requirements of an effective oral presentation.

Considerations

Notes to Teacher

Many of the rubrics in this unit contain grade specific assessment strategies and provide a framework for assessing student achievement.



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

1 On the Road Again

Students will examine news reports to discover the conditions and events that may cause people to move/migrate. They will enhance their ability to respect and affirm the diversity and interdependence of the world's peoples and cultures, and become responsible citizens.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

2 Not to be Pushy, but ...

After reviewing the basic human necessities of life, the students will organize the factors that push people out of an area. They will learn to communicate information and ideas clearly and honestly and with sensitivity to others, recognizing their human needs and diversity.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

CGE 7i - respects the environment and uses resources wisely.



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

3 Taking Action

Students will identify the positive aspects of a place that attract people to move there: the pull factors. They will grow in their understanding of the human desire to develop one's God-given potential and make a meaningful contribution to society.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

4 Hurdles to Overcome

Students will share personal experiences to help them identify the barriers to migration and understand the reality of the difficulties encountered when people move. They will learn to think critically about the meaning and purpose of work.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

5 Exposure

Students will interview recent (first generation) immigrants to determine what cultural adjustments they have made in the new location and present their findings to the class. They will enhance their ability to be discerning believers by showing respect for the faith traditions, world religions, and the life-journeys of all people of goodwill.

Catholic Graduate Expectations

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

6 Mission Possible

Using maps, students will identify the regions that were the destination of significant numbers of immigrants to Canada. They will be given the opportunity to enhance their ability to be effective communicators through reading, understanding, and using written materials effectively.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

7 Oasis of Opportunity

Students will research various cultural groups that have settled in Canada in terms of the effects their settlement has had on Canada's development. In doing so, they will grow in their ability to be responsible citizens showing respect and being able to understand the history, cultural heritage, and the pluralism of today's society.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

8 Various Cultures

Using various resources, students will identify the distribution patterns of various cultures in Canada. Recognition of these patterns will allow for growth as effective communicators presenting information and ideas clearly and honestly and with sensitivity to others.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

9 Excellent Choice

Based on geographic inquiry skills and newly acquired knowledge of migration, the grade 7/8 students will select an ideal place to live or visit. A promotional presentation and a travel brochure will be presented to the class to communicate an understanding that there are different opinions on how the environment can be used.



The Themes of Geographic Inquiry & Migration
Geography A Unit for Grade 7/8

120 mins

Description

Students will examine news reports to discover the conditions and events that may cause people to move/migrate. They will enhance their ability to respect and affirm the diversity and interdependence of the world's peoples and cultures, and become responsible citizens.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Expectations

- 7g9 A – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g4 – identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction, and movement;
- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g12 A – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g14 A – produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- 8g43 A – demonstrate an understanding that migration results from decisions people make about conditions and events around them;
- 8g50 A – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews,

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

Teaching / Learning Strategies

- Think / Pair / Share
- Research

Assessment

Formative assessment by the teacher based on the construction, oral presentation, and explanation of the collage.

Assessment Strategies

- Questions And Answers (oral)
- Observation
- Classroom Presentation

Assessment Recording Devices

- Rubric



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

- field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53 A – construct a wide variety of graphs, charts, diagrams, and models to organize information;
- 8g55 A – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).

Teaching / Learning

1. Teacher will use the think/pair/share strategy to lead a discussion about the various reasons why people move. Use the question, "Why do people move?" Students who themselves have moved from one house/community/country to another could provide reasons. Those who have not experienced a move might relate to someone they know who has moved or could speculate on why they or anyone else might move. The question could be expanded to include "Where do people move?" (across the street, a neighbouring city, the other side of the world).
2. Teacher will then provide information concerning people moving or relocating. Teacher could distribute them or place them on an overhead projector. Students will examine the articles in groups to discover the conditions and events that cause people to move/migrate. These might provide the students with additional reasons why people move.
3. Students will construct a chart (**Blackline Master: Reasons for Migration, BLM 1.1**) to record the reasons for migration.
4. Teacher will lead the discussion to a definition of migration (the movement of people from one place to another).
5. Students will begin a glossary section in their notebooks to record the important terms and definitions of the unit: migration, events, conditions. Important terms are added to the glossary as they are introduced over the course of the unit.
6. In small groups, students search through magazines to find pictures illustrating events and conditions leading to, or about, migration. They will use these to construct a collage. The collage should contain pictures relating to the theme of movement depicting when, where, why, and how people move.
7. Students will present and explain their collages to the class.
8. Students will begin to keep a reflective journal based on issues that affirm the diversity and interdependence of the world's peoples and cultures, and display understanding of the history, cultural heritage, and pluralism of today's contemporary society. These issues should be discussed with a focus on Christian leadership in the Church and in society. All God's people are entitled to equality. Where in these issues do you see the absence of fairness, honesty, truth, trust, and sensitivity? Teacher could design a writing page using these headings. This could provide a consistent approach to issues as they arise. Based on availability of time, certain issues could be readdressed in Religion class. Students could respond to these questions: How is our community diverse? What makes fairness and equality so important to community and cultural diversity?

Adaptations

Students with special needs will be dispersed among the groups and paired with students to assist them and check their work. Teacher will provide instructions visually and verbally.

Resources



Grade 8 Rubric for an Oral Presentation of a Collage

**The Themes of Geographic Inquiry & Migration**

Geography A Unit for Grade 7/8

120 mins

 Reasons for Migration	1.1 Reasons For Migration.cwk
 Collage and Oral Presentation Rating Scale	1.2 Collage Oral Pres Scale.pdf
 News Articles	
 Magazines	

Notes to Teacher

Arrange classroom furniture for small groups during the collage making.

Provide access to teacher-selected magazines for the making of the migration collages.

Provide access to construction paper or half sheet of Bristol board, scissors, and glue for collage making.

Teacher Reflections



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

80 mins

Description

After reviewing the basic human necessities of life, the students will organize the factors that push people out of an area. They will learn to communicate information and ideas clearly and honestly and with sensitivity to others, recognizing their human needs and diversity.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

CGE 7i - respects the environment and uses resources wisely.

Expectations

- 7g6 – demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of the living elements);
- 7g8 – demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- 7g9 – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g14 – produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- 8g44 – identify factors that influence people to move away from a place (e.g., drought, war);
- 8g50 – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53 – construct a wide variety of graphs, charts, diagrams, and models to organize information;

Groupings

Students Working Individually

Teaching / Learning Strategies

Review
Discussion

Assessment

Formative assessment by the teacher of Venn diagrams showing the push factors in migration as events or conditions. Checklist should be based on the students' construction and completion of the Venn diagram.

Checklist

- includes date, underlined title, and name
- neatly and correctly arranged
- neatly printed
- information is accurate and complete

Assessment Strategies

Performance Task
Observation

Assessment Recording Devices

Checklist



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Teaching / Learning

1. Teacher will briefly review the terminology from subtask 1 (migration, events, conditions).
2. Teacher will lead a discussion on the basic necessities (needs) of life: clean air, clean water, food, shelter/protection. What happens when one of these conditions is removed? People may move or are pushed out!
3. Teacher and students will categorize the push factors as events or conditions.
4. Students will construct a Venn diagram (**Blackline Master: Push Factors Causing Migration, BLM 2.1**) to organize the factors that push people out of an area as events or conditions.
5. Place important terms in the glossary: needs, push factors.
6. Record reflections in journal: Identify some regions or instances where cultures (people) have been forced from their homes (land) due to push factors. If all God's people are entitled to equality, then where do you see the absence of trust and fairness in these cases? Ask a member of your family to help you gain a deeper perspective. Now that you have reflected on these questions, how would you suggest these barriers to equality and justice be lifted? What could the youth of today provide for the future?

Adaptations

Students with special needs will be paired with students who can assist them in completion of the Venn diagram.

Resources



Push Factors Causing Migration

2.1 Push Cause Migration.cwk

Notes to Teacher

Clarification of Venn diagrams may be necessary.

Teacher Reflections



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Description

Students will identify the positive aspects of a place that attract people to move there: the pull factors. They will grow in their understanding of the human desire to develop one's God-given potential and make a meaningful contribution to society.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Expectations

- 7g8 A – demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- 7g9 – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 8g45 – identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security);
- 8g50 A – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53 A – construct a wide variety of graphs, charts, diagrams, and models to organize information;
- 7g16 A – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 7g5 A – demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);
- 7g12 A – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs,

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Map Making
- Note-making

Assessment

Formative assessment by the teacher of the neighbourhood land-use maps and the letters written to a friend.

Assessment Strategies

- Observation
- Performance Task

Assessment Recording Devices

- Rubric
- Rating Scale



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Internet);

Teaching / Learning

1. Students will examine a land-use map of a community and recognize the six main community land uses: residential, commercial, industrial, institutional, transportation, and recreational (geography textbook).
3. Students will record the types of land-use and their definitions in their notebook.
4. Students will examine a map of the school neighborhood and identify and use a legend to label the various land uses. The website www.mapquest.com provides maps for many cities and towns. Check if your town is available by keying in your school address at this website.
5. Discuss with the students the positive aspects of the municipality they live in. Students will then write a letter to a "friend" who is moving to the community or visiting them for summer vacation. The letter should discuss the positive aspects of the community and the activities the student and his/her friend will participate in during the visit (**Blackline Master: Letter Rating Scale, BLM 3.1**).
6. Place important terms in the glossary: pull factors, land-use terms; residential, commercial, industrial, institutional, transportation, and recreational.
7. Record reflections in journal: How is cultural diversity valued in our community? What events are held and how does this make the community act as one?

Adaptations

Students with special needs will be paired with students who can assist them in completion of the land-use map and the letter to a friend.

Resources



Grade 7 Rubric For a Map



Letter Rating Scale

3.2 Letter Rating Scale.pdf



MapQuest

Notes to Teacher

Get a map of your neighborhood from town/city hall, Chamber of Commerce, or the Internet at (www.mapquest.com). Enter the address of your school and a neighbourhood map may be produced if available. This may not be available for rural areas.

Teacher Reflections



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Description

Students will share personal experiences to help them identify the barriers to migration and understand the reality of the difficulties encountered when people move. They will learn to think critically about the meaning and purpose of work.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

Expectations

- 7g7 – demonstrate an understanding of the region theme (i.e., a region is a part of the earth's surface that has similar characteristics; the concept of "region" helps to simplify complex ideas);
- 7g8 – demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- 7g9 – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 8g46 – identify barriers to migration (e.g., physical, financial, legal, emotional);
- 8g50 – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53 A – construct a wide variety of graphs, charts, diagrams, and models to organize information;
- 7g16 A – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 8g48 A – identify global distribution patterns of various cultures;

Groupings

- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Discussion
- Classifying
- Map Making

Assessment

Formative assessment by the teacher of the migration to Canada maps and the Insights into Migration visual organizer (BLM 4.2).

Assessment Strategies

- Observation
- Performance Task

Assessment Recording Devices

- Rubric



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Teaching / Learning

1. In small groups, students discuss the following questions and provide a rationale for their answer:
 - a) Is migration a fundamental right?
 - b) Should a person have the right to leave his/her own country if he/she wants to?
 - c) Should a person have the right to enter into any country?
 - d) Should a person be able to buy his/her way into another country?
 - e) Should a country be able to close its borders to people coming in?
 - f) Should a country be able to close its borders to people going out?
2. A reporter from each group will present the group findings.
3. Key findings are listed, grouped under prepared headings using flash cards, and included in their glossary.
 - a) physical barriers (i.e., distance, oceans)
 - b) economic barriers (i.e., too expensive)
 - c) political barriers (i.e., laws of immigration)
 - d) legal barriers (i.e., quotas)
 - e) procedural barriers (i.e., passports, visas)
 - f) cultural adjustments (i.e., contact with different cultures)
3. Discuss with students the fact that barriers have various forms and sources (exit taxes, Berlin Wall, entrance collateral, sponsorship, etc.). Students should recognize that many individuals and groups within Canada had to move for various reasons and had to deal with the barriers outlined in step 2.
5. Students will examine their own ethnic backgrounds and discover the many ethnic groups that exist in the classroom. Care should be taken to ensure students respect and understand the history, cultural heritage, and pluralism of today's contemporary society. Using an atlas, the students will identify the country of origin of the various ethnic groups within the classroom. They will identify the continents and countries where they themselves or their parents/grandparents/great grandparents etc. originated from and plot these on a world map. As an extension, a colour-coded legend could be used to represent the different generations.
6. Students will begin to develop a sense of the types of hurdles individuals/groups must deal with when faced with barriers to immigration: origin, reasons for departure, means of departure, barriers, and destination. These will be recorded in a visual organizer (**Blackline Master: Insights into Migration, BLM 4.2**).
7. Place important terms in the glossary: physical, economic, political, legal, and procedural barriers to migration; cultural adjustments.
8. Record reflections in journal: In what ways could you deal with the issue of racism in our school? How could you, as a Catholic, take action to overcome this with others?

Adaptations

Students with special needs will be dispersed among the groups and paired with students to assist them and check their work.

Resources

	Grade 8 Rubric for a Map	
	Map of the World	4.1 Map of World.cwk
	Insights into Migration	4.3 Insights Into Migration.cwk
	World Atlas	
	Overhead Transparency	1



The Themes of Geographic Inquiry & Migration
Geography A Unit for Grade 7/8

Notes to Teacher

Stories of immigrants should be made available for students who have no recent (first or second generation) immigrants in their family.

Teacher Reflections



Description

Students will interview recent (first generation) immigrants to determine what cultural adjustments they have made in the new location and present their findings to the class. They will enhance their ability to be discerning believers by showing respect for the faith traditions, world religions, and the life-journeys of all people of goodwill.

Catholic Graduate Expectations

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Expectations

- 7g9 – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g11 – formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask questions to identify bias, fact, and opinion);
- 7g12 – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g15 – communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8g47 – identify the components of culture that can be affected by migration (e.g., language, social organization, educational systems, beliefs and customs);
- 8g50 – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration,

Groupings

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Small Groups

Teaching / Learning Strategies

- Interview

Assessment

Formative assessment by teacher of the work done in groups as the students prepare the interview questions, during the interview itself, and the presentation of the summary.

Assessment Strategies

- Observation
- Performance Task

Assessment Recording Devices

- Rating Scale

The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

E xposure
Subtask 5

120 mins



- 8g51 refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
– formulate questions that synthesize various sources of information and points of view (e.g., on the effect of immigration on the development of Canada);
- 8g52 – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g54 – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Teaching / Learning

1. In small groups, students will design interview questions that would be appropriate to ask preselected recent (first generation) immigrants. Each group will be given one of the six categories (physical, economic, political, legal and procedural barriers, and cultural adjustments) and design relevant questions. The questions should deal with cultural adjustments and the five barriers identified in subtask 4. Students may refer to the Immigration Canada website (www.cisr.gc.ca/) for information on immigration, or to a current classroom textbook that has been developed to meet Ontario Curriculum standards.
2. Teacher should screen questions and assist with the wording where necessary.
3. The questions are presented orally to the whole class to allow for some peer input and evaluation and to be sure there are questions from each category.
4. Selected students will set up the classroom/library for the interviews. Setting should be comfortable and suitable for exchange of questions and answers.
5. Selected students will act as presenters/readers of the questions. Each group will be responsible for recording responses to the questions and preparing a summary of key points to present to the whole class. Designated students will present a word of thanks and a small token of appreciation to their guest.
6. Each group will present the summary of a category (physical barriers, economic barriers, political barriers, legal barriers, procedural barriers, or cultural adjustments). Flash cards mounted at the front of the classroom will reinforce the identified barriers and adjustments as each group presents.
7. Each group of students will prepare written letters of thanks. The letter should include key insights (at least three) that they discovered about the barriers and realities of immigration and migration.
8. Place important term in the glossary: immigrants.
9. Record reflections in journal: How can interview questions be unfair and unjust to a recent immigrant? How could you change them to be less biased towards diverse cultures? How do you think Jesus would respond to these questions?

Adaptations

Students with special needs will be dispersed among the groups and paired with students to assist them and check their work.

Resources



Interview Rating Scale

5.1 Interview Rating Scale.pdf



Gage: Human Geography - 8

Graham Draper, Lew French, Andrea Craig

The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

E xposure
Subtask 5
120 mins



Immigration and Refugee Board of Canada

Notes to Teacher

Have a time limit on answers. The prepared questions could be presented to the person being interviewed ahead of time to prepare thoughtful answers. Teacher may have to review the format for letter writing.

Teacher Reflections



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Description

Using maps, students will identify the regions that were the destination of significant numbers of immigrants to Canada. They will be given the opportunity to enhance their ability to be effective communicators through reading, understanding, and using written materials effectively.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Expectations

- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g12 A – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g16 A – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 8g50 – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g55 A – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).

Groupings

Students Working Individually

Teaching / Learning Strategies

Map Making

Assessment

Formative assessment by the teacher of Migration Patterns in Canada maps. Many of the rubrics in this unit contain grade specific assessment strategies and provide a framework for assessing student achievement.

Assessment Strategies

Performance Task

Assessment Recording Devices

Teaching / Learning

1. Review the information from the student summaries from the previous activity.
2. Students will use migration statistics, an atlas, and a world map (**Blackline Master: Map of World, BLM 4.1**) to plot: a) immigrant region or country of origin and b) the region of Canada where immigrants settled.
3. Students will then use link arrows to join the origin to the destination in Canada.
4. Record reflections in journal: Imagine a family from a different country recently moved next door. How would you make them feel welcome in your neighbourhood? What would you do, say? How would you bring the light of Jesus to them?

Adaptations



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Students with special needs will be paired with students who can assist them in completion of the migration map.

Resources



Grade 7 Rubric for a Map



Grade 8 Rubric for a Map



Map of the World

4.1 Map of World.cwk



Atlas

Notes to Teacher

Having a summary sheet from the previous activity would make the task more manageable. Using the displays from the previous presentations might be distracting.

Teacher Reflections



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

120 mins

Description

Students will research various cultural groups that have settled in Canada in terms of the effects their settlement has had on Canada's development. In doing so, they will grow in their ability to be responsible citizens showing respect and being able to understand the history, cultural heritage, and the pluralism of today's society.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Expectations

- 7g7 – demonstrate an understanding of the region theme (i.e., a region is a part of the earth's surface that has similar characteristics; the concept of "region" helps to simplify complex ideas);
- 7g8 – demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- 7g9 A – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g11 – formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask questions to identify bias, fact, and opinion);
- 7g12 A – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g15 A – communicate the results of inquiries stating

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

Teaching / Learning Strategies

- Review
- Research
- Note-making

Assessment

Formative assessment by the teacher of the presentations on immigrant groups.

Assessment Strategies

- Performance Task
- Classroom Presentation

Assessment Recording Devices

- Rubric



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

120 mins

- different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 7g16 – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 8g50 A – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g51 – formulate questions that synthesize various sources of information and points of view (e.g., on the effect of immigration on the development of Canada);
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g54 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8g55 – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).
- 8g49 A – demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).

Teaching / Learning

1. Review the push factors that caused migration to Canada.
2. Review the pull factors that attracted immigrants to Canada.
3. Review student findings about cultural adaptations that immigrants have had to make.
4. Use appropriate video/print material (classroom textbook) to review the major cultural groups that have come to Canada (www.statistics+canada or www.cisr.gc.ca/).
5. With students, develop a chart of all major migrations to Canada (**Blackline Master: Migration to Canada, BLM 7.1**). Students complete the chart identifying the cultural group, where the group originated, where they settled, and the effects of their settlement.
6. Research project is assigned. Discuss expectations. In small groups, students will investigate one of the major immigrant groups from the chart developed in Step 5. They will investigate the culture of the chosen group and present findings to the class: languages spoken, religion, food, clothing, music, flag, etc. Appropriate resources are made available for student use. They will prepare visual aids to accompany the oral presentation. Maps, charts, and artifacts are encouraged. Presentations are displayed.
7. Place important terms in the glossary: culture, ethnic.
8. Record reflections in journal: How could cultural diversity be more celebrated in our community? In what specific ways?

Adaptations

Students with special needs will be dispersed among the groups and paired with students to assist them and check their work.



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

120 mins

Resources



Grade 8 Rubric for an Oral Presentation



Migration to Canada

7.1 Migration to Canada.cwk



Immigration and Refugee Board of Canada



Statistics Canada

Notes to Teacher

Resources must be carefully chosen so as not to frustrate the research process (e.g., visual learners need suitable materials; students with reading difficulties need materials at their level). Specific tasks must be manageable for all group members.

Optional: Have a summary sheet of information available for students to use.

Teacher Reflections



The Themes of Geographic Inquiry & Migration
Geography A Unit for Grade 7/8

Description

Using various resources, students will identify the distribution patterns of various cultures in Canada. Recognition of these patterns will allow for growth as effective communicators presenting information and ideas clearly and honestly and with sensitivity to others.

Catholic Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Expectations

- 7g7 – demonstrate an understanding of the region theme (i.e., a region is a part of the earth’s surface that has similar characteristics; the concept of “region” helps to simplify complex ideas);
- 7g8 – demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- 7g9 A – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g10 A – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g12 – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g14 A – produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- 7g16 A – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 8g48 – identify global distribution patterns of various cultures;
- 8g50 A – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs,

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Graphing
- Map Making

Assessment

Formative assessment by the teacher of the circle graphs, the maps of Major Settlement Areas, and the Reasons for Migrating to Canada bar graphs.

Assessment Strategies

- Performance Task

Assessment Recording Devices

- Rubric



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

- Internet);
- 8g53 A – construct a wide variety of graphs, charts, diagrams, and models to organize information;
- 8g55 A – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).
- 8g49 A – demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).
- 8g54 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Teaching / Learning

1. Students will examine the list of ethnic groups from previous activities.
2. The top groups (10 to 12) will be presented to the students from statistics available in an appropriate student text. Percentages will be provided/calculated for each of these groups.
3. Students will use the information provided to construct a circle graph.
4. Students will be provided with the statistics that show the main areas of settlement by immigrants to Canada.
5. Students will use a map of Canada to display the major areas of settlement by immigrants (**Blackline Master: Map of Canada, BLM 8.2**).
6. Students will explore the fact that immigrants come to Canada for three main reasons: family, seeking refugee status, and economics (terms added to glossary). They will be asked to rank these as first, second, or third. The percentages for each will be presented and the students will construct a bar graph to display the information.
7. Place this important term in the glossary: refugee.
8. Record reflections in journal: How have some areas, in our country or globally, been unjust to immigrating cultures? If you were the Christian youth group representative chosen to attend Peace Day in Rome with the Pope, what suggestions would you make to resolve this issue?

Adaptations

Students with special needs will be paired with students who can assist them in completion of the migration map.

Resources



Grade 7 Rubric for a Circle Graph



Grade 8 Rubric for a Map



Grade 7 Rubric for a Bar Graph



Map of Canada

8.3 Map of Canada.pdf



Grid for Graphing

8.4 Grid for Graphing.cwk



Atlas



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Notes to Teacher

The construction of a circle graph may need to be reviewed.

Teacher Reflections



The Themes of Geographic Inquiry & Migration
Geography A Unit for Grade 7/8

Description

Based on geographic inquiry skills and newly acquired knowledge of migration, the grade 7/8 students will select an ideal place to live or visit. A promotional presentation and a travel brochure will be presented to the class to communicate an understanding that there are different opinions on how the environment can be used.

Expectations

- 7g10 – use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- 7g12 A – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g14 A – produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- 7g15 – communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 7g5 – demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);
- 7g16 – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).
- 7g18 – communicate an understanding that various individuals and groups have different opinions on environmental issues (e.g., interaction: loggers versus wilderness conservationists);
- 8g50 – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52 A – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53 – construct a wide variety of graphs, charts, diagrams, and models to organize information;
- 8g54 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8g55 – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).
- 8g56 A – use a decision-making model to select an ideal place to live in or visit, and present this decision to

Groupings

- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Decision-making Models
- Research

Assessment

Formative assessment by the teacher of the brochures and oral presentations on "the ideal place to visit/live."

Assessment Strategies

- Performance Task
- Classroom Presentation

Assessment Recording Devices

- Rubric



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

8g57 other members of the class;
– describe how technology has improved mobility.

Teaching / Learning

1. Briefly review the push/pull factors and barriers.
2. Explain to students that they are to decide on the conditions that would make a location an ideal place to visit or live.
3. Brochures for various locations could be displayed to the students as examples.
4. Students will try to answer key questions to help them decide on the conditions that would attract people to a location. They should consider the following questions: Where is it (location)? How do you get there (directions, methods, schedules)? What does it have to offer (resources, facilities, etc.)? What is the weather like? Who would want to go there? Why would I want to go there? What opportunities are available (jobs, education, etc.)?
6. In pairs, students will research and prepare a brochure and a promotional presentation for their choice of an ideal place to live or visit.
7. Record reflections in journal: Review all components of your reflective journal that you have written so far. Now, reflect on all you have learned. Why is it so important to the human condition that God's people are treated with sensitivity, truth, respect, and fairness? How can you, as a member of the Catholic community, be an integral part in helping God's people be treated equally, all in the image of God? What will you do?

Adaptations

Students with special needs will be paired with students who can assist them in completion of the promotional presentation or brochure.

Resources



Grade 8 Rubric for an Oral Presentation and a Brochure

Notes to Teacher

Decision-making model must be taught and its completion practised.

Teacher Reflections



Appendices

The Themes of Geographic Inquiry & Migration

Geography

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8



Rubric

- Grade 7 Rubric for a Bar Graph** ST 8
3
A rubric to assist in the assessment of student bar graphs.
- Grade 7 Rubric for a Circle Graph** ST 8
3
A rubric to assist in the assessment of student circle graphs.
- Grade 7 Rubric For a Map** ST 3
3
A rubric to assist in the assessment of student maps.
- Grade 7 Rubric for a Map** ST 6
3
A rubric to assist in the assessment of student maps.
- Grade 8 Rubric for a Map** ST 4
3
A rubric to assist in the assessment of student maps.
- Grade 8 Rubric for a Map** ST 6
3
A rubric to assist in the assessment of student maps.
- Grade 8 Rubric for a Map** ST 8
3
A rubric to assist in the assessment of student maps.
- Grade 8 Rubric for an Oral Presentation** ST 7
2
A rubric to assist in the assessment of the student oral presentations.
- Grade 8 Rubric for an Oral Presentation and a Brochure** ST 9
2
A rubric to assist in the assessment of the student oral presentations and brochure.
- Grade 8 Rubric for an Oral Presentation of a Collage** ST 1
3
A rubric that can be used to assess student oral presentations of a collage.



Blackline Master / File

- Collage and Oral Presentation Rating Scale** ST 1
1.2 Collage Oral Pres Scale.pdf
A rating scale that can be used to assess student collages and oral presentations in Subtask 1.
- Grid for Graphing** ST 8
8.4 Grid for Graphing.cwk
A grid pattern that can be used for bar graphs or line graphs in Subtask 8.
- Insights into Migration** ST 4
4.3 Insights Into Migration.cwk
Themes of Inquiry and Migration - Subtask 4: Insights Into Migration visual organizer.
- Interview Rating Scale** ST 5
5.1 Interview Rating Scale.pdf
A rating scale that can be used to assess student interviews in Subtask 5.
- Letter Rating Scale** ST 3
3.2 Letter Rating Scale.pdf
A rating scale that can be used to assess student letters in Subtask 2.
- Map of Canada** ST 8
8.3 Map of Canada.pdf
A map of Canada available at www.atlas.gc.ca
- Map of the World** ST 4
4.1 Map of World.cwk
A map of the world available at www.worldatlas.com
- Map of the World** ST 6
4.1 Map of World.cwk
A map of the world available at www.worldatlas.com
- Migration to Canada** ST 7
7.1 Migration to Canada.cwk
Themes of Geography and Migration - Subtask 7: Migration to Canada chart.
- Push Factors Causing Migration** ST 2
2.1 Push Cause Migration.cwk
Themes of Inquiry & Migration - Subtask 2 - Venn Diagram Template - "Push Factors Causing Migration"
- Reasons for Migration** ST 1
1.1 Reasons For Migration.cwk
Themes of Inquiry and Migration - Subtask 1 - Web Template - "Reasons for Migration"



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8



Print

- Atlas** ST 6
World Atlas
- Atlas** ST 8
- Connections 8** Unit
Paul Aves, Dennis DesRivieres, Frank Fohr
A recent geography textbook on the human patterns in geography.
- Discovering the Human World** Unit
Chritine Hannell, Stewart Dunlop
ISBN 0-19-541344-X
A 2000 edition geography textbook based upon new curriculum.
- Discovering the Physical World** Unit
Chritine Hannell, Stewart Dunlop
ISBN 0-19-541313-X
A 2000 edition geography textbook based upon new curriculum.
- Exploring Human Patterns** Unit
P. Aves, D. DesRivieres, F. Fohr
0-13-296179-2
A 1989 publication regarding human patterns in geography.
- Gage: Human Geography - 8** ST 5
Graham Draper, Lew French, Andrea Craig
0-7715-8226-9
Unit 3: Migration, p.205, circle graph: Ethnic Makeup of Canada in percent.
- Grade 8 Geography Resources** Unit
Johnson Publications Ltd. (copyright 2000)
Prepared by Geography Consultants Ontario Division,
Ontario Edition: Binder for classroom use only dealing with Patterns in Human Geography.
- Human Geography - 7** Unit
Graham Draper, Lew French, Andrea

0-7715-8224-2
Recent geography textbook for grade 7.
- Human Geography - 8** Unit
Graham Draper, Lew French, Andrea Craig
0-7715-8226-9
Recent geography textbook for grade 8.
- Magazines** ST 1
Magazines containing pictures of people on the move.
- News Articles** ST 1
Newspaper or magazine articles concerning people moving or migrating.
- World Atlas** ST 4
Themes of Inquiry and Migration - Subtask 4: Class set of atlases.



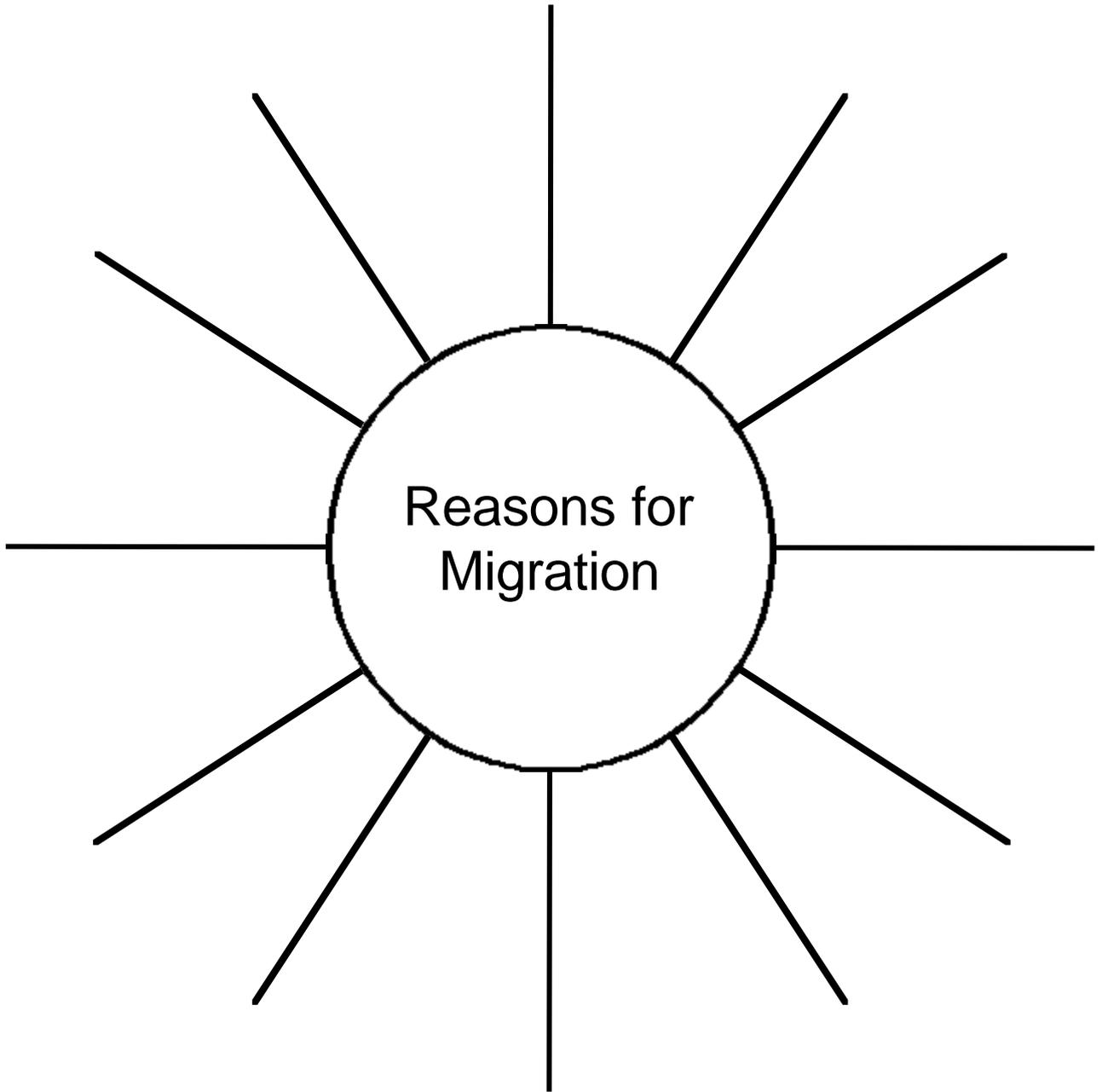
Website

- Immigration and Refugee Board of Canada** ST 5
<http://www.cisr.gc.ca/>
This is a site for Immigration Canada.
- Immigration and Refugee Board of Canada** ST 7
<http://www.cisr.gc.ca/>
Provides a list of sites with information about Canadian Immigration.
- MapQuest** ST 3
<http://www.mapquest.com>
Themes of Inquiry and Migration - Subtask 3 Enter the address of the your school and you will have a map of the school neighbourhood.
- Statistics Canada** ST 7
<http://www.statcan.ca>
Current immigration statistics.



Material

- Overhead Transparency** ST 4
1
per class
Themes of Inquiry - Subtask 4: Insights Into Migration chart



date

name

1.2 Collage and Oral Presentation Rating Scale

Your collage and presentation were assessed using the following scales. The higher the number, the better you presented information to the listener.

	Needs Improvement				Excellent
Pictures -illustrate the theme of migration	0	1	2	3	4
Arrangement -neatly arranged and complete	0	1	2	3	4
Voice Projection -clear, well projected, and understood	0	1	2	3	4
Vocabulary -appropriate to grade level	0	1	2	3	4
Posture -respectful of audience	0	1	2	3	4

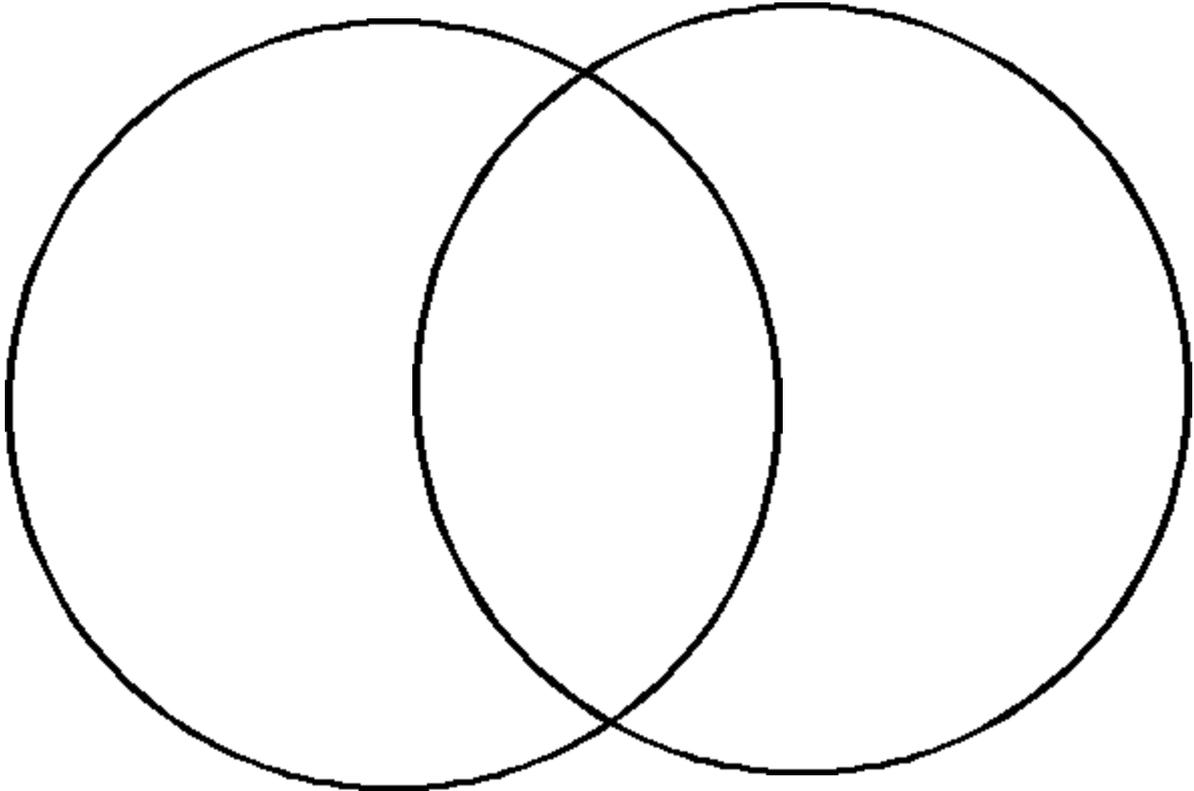
2.1 Push Factors Causing Migration

_____ date

_____ name

Events

Conditions



date

name

3.2 Letter Rating Scale

Your letter was assessed using the following scales. The higher the number, the better you presented information to the reader.

	Needs Improvement			Excellent
Communication -logical sequence, supporting details	1	2	3	4
Persuasiveness -convinced reader	1	2	3	4
Vocabulary -appropriate to grade level	1	2	3	4
Structure -beginning, middle, and salutation	1	2	3	4
Conventions -appropriate to grade level	1	2	3	4
Knowledge -information is accurate and correctly presented	1	2	3	4
Penmanship/Typing -neat and easy to read	1	2	3	4

4.1 Map of the World

Name: _____

Date: _____



5.1 Interview Rating Scale

_____ date

_____ name

You were evaluated using the following scales. The higher the number, the better your assessment.

	Needs Improvement			Excellent	
Part 1: Formulating Questions					
-respect for other group members	0	1	2	3	4
-contributed in a positive way to the group	0	1	2	3	4
-note making	0	1	2	3	4
Part 2: The Interview					
-showed respect to the interviewee	0	1	2	3	4
-respect for other group members	0	1	2	3	4
-note making	0	1	2	3	4
Part 3: The Follow-up					
-respect for other group members	0	1	2	3	4
-contributed in a positive way to the group	0	1	2	3	4
-note making	0	1	2	3	4

7.1 Migration to Canada

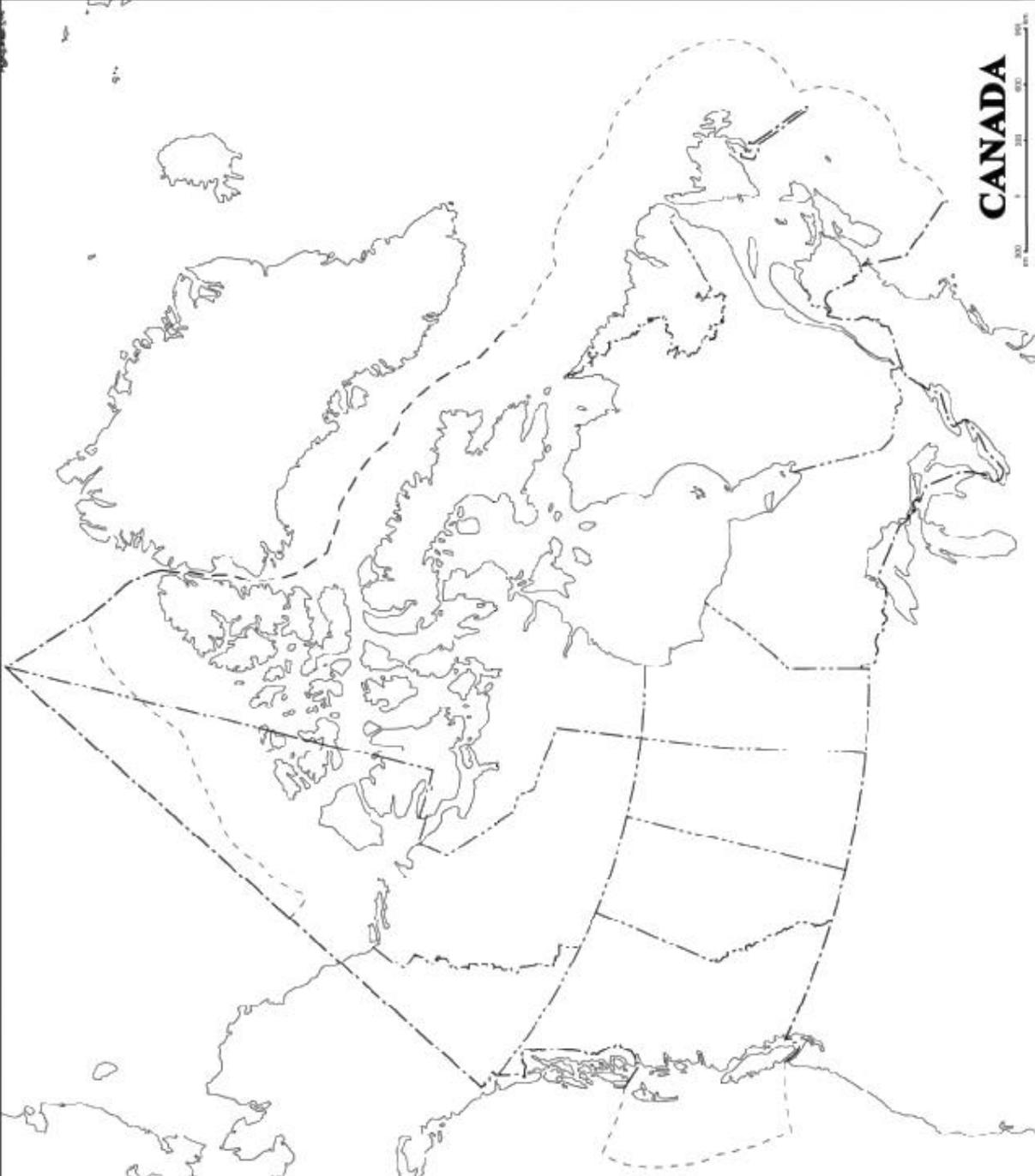
_____ date

_____ name

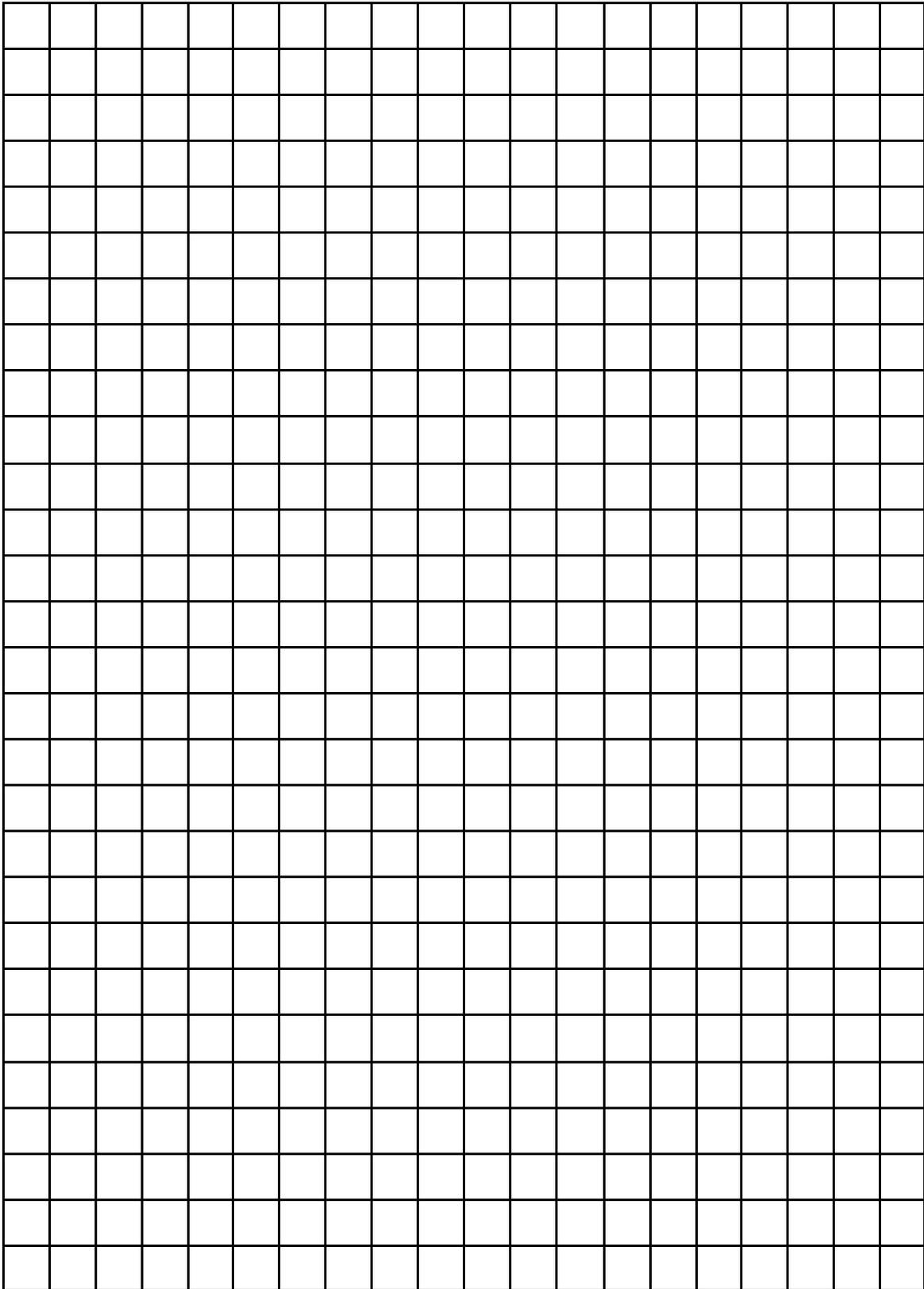
CULTURAL GROUP	COUNTRY OF ORIGIN	WHERE SETTLED	EFFECTS OF SETTLEMENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

CANADA

0 100 200 300 400 500 km



8.3 Grid for Graphing



Grade 8 Rubric for an Oral Presentation
for use with Subtask 7 : Oasis of Opportunity
 from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8g49** – demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).
- 8g50** – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g52** – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g54** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the effects that migration has had on the development of Canada	– shows little understanding of the effects that migration has had on the development of Canada	– shows some understanding of the effects that migration has had on the development of Canada	– shows good understanding of the effects that migration has had on the development of Canada	– shows complete understanding of all (or almost all) of the effects that migration has had on the development of Canada
Developing Inquiry/ Research and Communication Skills – applies skills and strategies required to locate relevant information about the effects that migration has had on the development of Canada – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the effects that migration has had on the development of Canada – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the effects that migration has had on the development of Canada – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the effects that migration has had on the development of Canada – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the effects that migration has had on the development of Canada – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed
Applying Concepts and Skills in Various Contexts – gives complete explanations about the effects that migration has had on the development of Canada	– rarely gives complete explanations about the effects that migration has had on the development of Canada	– sometimes gives complete explanations about the effects that migration has had on the development of Canada	– usually gives complete or nearly complete explanations about the effects that migration has had on the development of Canada	– consistently gives complete explanations about the effects that migration has had on the development of Canada

Grade 8 Rubric for an Oral Presentation and a Brochure

for use with Subtask 9 : Excellent Choice



Student Name: _____
Date: _____

from the Grade 7/8 Unit: The Themes of Geographic Inquiry & Migration

Expectations for this Subtask to Assess with this Rubric:

- 8g52** – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g54** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding about selecting an ideal place to live	– shows little understanding about selecting an ideal place to live	– shows some understanding about selecting an ideal place to live	– shows good understanding about selecting an ideal place to live	– shows complete understanding about selecting an ideal place to live
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about selecting an ideal place to live – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about selecting an ideal place to live – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about selecting an ideal place to live – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about selecting an ideal place to live – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about selecting an ideal place to live – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a brochure: title, date, and name; neatly and accurately printed labels; diagrams/pictures neatly coloured and displayed	– applies few of the required conventions for completing a brochure: title, date, and name; neatly and accurately printed labels; diagrams/pictures neatly coloured and displayed	– applies some of the required conventions for completing a brochure: title, date, and name; neatly and accurately printed labels; diagrams/pictures neatly coloured and displayed	– applies most of the required conventions for completing a brochure: title, date, and name; neatly and accurately printed labels; diagrams/pictures neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a brochure: title, date, and name; neatly and accurately printed labels; diagrams/pictures neatly coloured and displayed
Applying Concepts and Skills in Various Contexts – gives complete explanations about the effects that migration has had on the development of Canada	– rarely gives complete explanations about the effects that migration has had on the development of Canada	– sometimes gives complete explanations about the effects that migration has had on the development of Canada	– usually gives complete or nearly complete explanations about the effects that migration has had on the development of Canada	– consistently gives complete explanations about the effects that migration has had on the development of Canada

Grade 8 Rubric for an Oral Presentation of a Collage

for use with Subtask 1 : O n the Road Again



Student Name: _____

Date: _____

from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**

Expectations for this Subtask to Assess with this Rubric:

- 8g43** – demonstrate an understanding that migration results from decisions people make about conditions and events around them;
- 8g52** – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53** – construct a wide variety of graphs, charts, diagrams, and models to organize information;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding that migration results from decisions people make about conditions and events around them	– shows little understanding that migration results from decisions people make about conditions and events around them	– shows some understanding that migration results from decisions people make about conditions and events around them	– shows good understanding that migration results from decisions people make about conditions and events around them	– shows complete understanding that migration results from decisions people make about conditions and events around them
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the conditions and events that cause people to decide to migrate – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the conditions and events that cause people to decide to migrate – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the conditions and events that cause people to decide to migrate – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the conditions and events that cause people to decide to migrate – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the conditions and events that cause people to decide to migrate – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a collage: date and name; appropriate pictures related to the theme; pictures neatly and accurately displayed reflecting understanding of the concept	– applies few of the required conventions for completing a collage: date and name; appropriate pictures related to the theme; pictures neatly and accurately displayed reflecting understanding of the concept	– applies some of the required conventions for completing a collage: date and name; appropriate pictures related to the theme; pictures neatly and accurately displayed reflecting understanding of the concept	– applies most of the required conventions for completing a collage: date and name; appropriate pictures related to the theme; pictures neatly and accurately displayed reflecting understanding of the concept	– applies all (or almost all) of the required conventions for completing a collage: date and name; appropriate pictures related to the theme; pictures neatly and accurately displayed reflecting understanding of the concept

Grade 7 Rubric For a Map

for use with Subtask 3 : Taking Action



Student Name: _____
Date: _____

from the Grade 7/8 Unit: The Themes of Geographic Inquiry & Migration

Expectations for this Subtask to Assess with this Rubric:

- 7g5** – demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);
- 7g12** – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g16** – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the place/location theme	– shows little understanding of the place/location theme	– shows some understanding of the place/location theme	– shows good understanding of the place/location theme	– shows complete understanding of place/location theme
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the place/location theme – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the place/location theme – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the place/location theme – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the place/location theme – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the place/location theme – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed

Grade 8 Rubric for a Map

for use with Subtask 4 : Hurdles to Overcome
from the Grade 7/8 Unit: The Themes of Geographic Inquiry & Migration



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8g48** – identify global distribution patterns of various cultures;
- 8g52** – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g53** – construct a wide variety of graphs, charts, diagrams, and models to organize information;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the global distribution patterns of various cultures	– shows little understanding of the global distribution patterns of various cultures	– shows some understanding of the global distribution patterns of various cultures	– shows good understanding of the global distribution patterns of various cultures	– shows complete understanding of the global distribution patterns of various cultures
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the global distribution patterns of various cultures – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the global distribution patterns of various cultures – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the global distribution patterns of various cultures – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the global distribution patterns of various cultures – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the global distribution patterns of various cultures – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed

Grade 7 Rubric for a Map

for use with Subtask 6 : Mission Possible



Student Name: _____
Date: _____

from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**

Expectations for this Subtask to Assess with this Rubric:

- 7g12** – locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- 7g16** – produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<p>Understanding of Concepts</p> <p>– shows understanding of the global patterns of migration</p>	<p>– shows little understanding of the global patterns of migration</p>	<p>– shows some understanding of the global patterns of migration</p>	<p>– shows good understanding of the global patterns of migration</p>	<p>– shows complete understanding of the global patterns of migration</p>
<p>Developing Inquiry/Research and Communication Skills</p> <p>– applies skills and strategies required to locate relevant information about the global patterns of migration</p> <p>– uses appropriate terminology and vocabulary</p>	<p>– applies few of the skills and strategies required to locate relevant information about the global patterns of migration</p> <p>– rarely uses appropriate terminology and vocabulary</p>	<p>– applies some of the skills and strategies required to locate relevant information about the global patterns of migration</p> <p>– sometimes uses appropriate terminology and vocabulary</p>	<p>– applies most of the skills and strategies required to locate relevant information about the global patterns of migration</p> <p>– usually uses appropriate terminology and vocabulary</p>	<p>– applies all (or almost all) of the skills and strategies required to locate relevant information about the global patterns of migration</p> <p>– consistently uses appropriate terminology and vocabulary</p>
<p>Developing Map and Globe Skills</p> <p>– applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed</p>	<p>– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed</p>	<p>– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed</p>	<p>– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed</p>	<p>– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed</p>

Grade 8 Rubric for a Map

for use with Subtask 6 : Mission Possible



Student Name: _____

Date: _____

from the Grade 7/8 Unit: The Themes of Geographic Inquiry & Migration

Expectations for this Subtask to Assess with this Rubric:

- 8g52** – locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 8g55** – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the global patterns of migration	– shows little understanding of the global patterns of migration	– shows some understanding of the global patterns of migration	– shows good understanding of the global patterns of migration	– shows complete understanding of the global patterns of migration
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the global patterns of migration – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the global patterns of migration – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the global patterns of migration – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the global patterns of migration – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the global patterns of migration – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed

Grade 7 Rubric for a Circle Graph
for use with Subtask 8 : V arious Cultures
 from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 7g9** – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g14** – produce a wide variety of graphs, charts, diagrams, and models for different purposes;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the movement theme and the flow of people	– shows little understanding of the movement theme and the flow of people	– shows some understanding of the movement theme and the flow of people	– shows good understanding of the movement theme and the flow of people	– shows complete understanding of the movement theme and the flow of people
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the movement theme and the flow of people – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the movement theme and the flow of people – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the movement theme and the flow of people – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate information about the movement theme and the flow of people – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate information about the movement theme and the flow of people – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a circle graph: title, date, and name; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a circle graph: title, date, and name; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a circle graph: title, date, and name; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a circle graph: title, date, and name; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a circle graph: title, date, and name; neatly and accurately printed labels; neatly coloured and displayed

Grade 8 Rubric for a Map

for use with Subtask 8 : V arious Cultures



Student Name: _____
Date: _____

from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**

Expectations for this Subtask to Assess with this Rubric:

- 8g49** – demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).
- 8g50** – use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- 8g55** – identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts – shows understanding of the patterns of migration to Canada	– shows little understanding of the patterns of migration to Canada	– shows some understanding of the patterns of migration to Canada	– shows good understanding of the patterns of migration to Canada	– shows complete understanding of the patterns of migration to Canada
Developing Inquiry/Research and Communication Skills – applies skills and strategies required to locate relevant information about the patterns of migration to Canada – uses appropriate terminology and vocabulary	– applies few of the skills and strategies required to locate relevant information about the patterns of migration to Canada – rarely uses appropriate terminology and vocabulary	– applies some of the skills and strategies required to locate relevant information about the patterns of migration to Canada – sometimes uses appropriate terminology and vocabulary	– applies most of the skills and strategies required to locate relevant information about the patterns of migration to Canada – usually uses appropriate terminology and vocabulary	– applies all (or almost all) of the skills and strategies required to locate relevant information about the patterns of migration to Canada – consistently uses appropriate terminology and vocabulary
Developing Map and Globe Skills – applies required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies few of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies some of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies most of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a map: title, date, and name; compass rose; legend; neatly and accurately printed labels; neatly coloured and displayed

Grade 7 Rubric for a Bar Graph
for use with Subtask 8 : Various Cultures



Student Name: _____
Date: _____

from the Grade 7/8 Unit: **The Themes of Geographic Inquiry & Migration**

Expectations for this Subtask to Assess with this Rubric:

- 7g9** – demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).
- 7g14** – produce a wide variety of graphs, charts, diagrams, and models for different purposes;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<p>Understanding of Concepts</p> <p>– identifies patterns in migration in Canada</p>	– identifies few of the patterns in migration in Canada	– identifies some of the patterns in migration in Canada	– identifies most of the patterns in migration in Canada	– identifies all (or almost all) of the patterns in migration in Canada
<p>Developing Inquiry/Research and Communication Skills</p> <p>– applies skills and strategies required to locate relevant information about the patterns in migration in Canada</p> <p>– uses appropriate terminology and vocabulary</p>	<p>– applies few of the skills and strategies required to locate relevant information about the patterns in migration in Canada</p> <p>– rarely uses appropriate terminology and vocabulary</p>	<p>– applies some of the skills and strategies required to locate relevant information about the patterns in migration in Canada</p> <p>– sometimes uses appropriate terminology and vocabulary</p>	<p>– applies most of the skills and strategies required to locate relevant information about the patterns in migration in Canada</p> <p>– usually uses appropriate terminology and vocabulary</p>	<p>– applies all (or almost all) of the skills and strategies required to locate relevant information about the patterns in migration in Canada</p> <p>– consistently uses appropriate terminology and vocabulary</p>
<p>Developing Map and Globe Skills</p> <p>– applies required conventions for completing a bar graph: title, date, and name; neatly and accurately printed axes labels; neatly coloured and displayed</p>	– applies few of the required conventions for completing a bar graph: title, date, and name; neatly and accurately printed axes labels; neatly coloured and displayed	– applies some of the required conventions for completing a bar graph: title, date, and name; neatly and accurately printed axes labels; neatly coloured and displayed	– applies most of the required conventions for completing a bar graph: title, date, and name; neatly and accurately printed axes labels; neatly coloured and displayed	– applies all (or almost all) of the required conventions for completing a bar graph: title, date, and name; neatly and accurately printed axes labels; neatly coloured and displayed



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Selected **Assessed**

Geography---The Themes of Geographic Inquiry

<input type="checkbox"/> 7g4	– identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction, and movement;	1	
<input type="checkbox"/> 7g5	– demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);	1	1
<input type="checkbox"/> 7g6	– demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of the living elements);	1	
<input type="checkbox"/> 7g7	– demonstrate an understanding of the region theme (i.e., a region is a part of the earth’s surface that has similar characteristics; the concept of “region” helps to simplify complex ideas);	3	
<input type="checkbox"/> 7g8	– demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);	4	1
<input type="checkbox"/> 7g9	– demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).	4	3
<input type="checkbox"/> 7g10	– use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;	6	1
<input type="checkbox"/> 7g11	– formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask questions to identify bias, fact, and opinion);	2	
<input type="checkbox"/> 7g12	– locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);	2	5
<input type="checkbox"/> 7g14	– produce a wide variety of graphs, charts, diagrams, and models for different purposes;	1	3
<input type="checkbox"/> 7g15	– communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.	2	1
<input type="checkbox"/> 7g16	– produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).	2	4
<input type="checkbox"/> 7g18	– communicate an understanding that various individuals and groups have different opinions on environmental issues (e.g., interaction: loggers versus wilderness conservationists);	1	

Geography---Migration

<input type="checkbox"/> 8g43	– demonstrate an understanding that migration results from decisions people make about conditions and events around them;		1
<input type="checkbox"/> 8g44	– identify factors that influence people to move away from a place (e.g., drought, war);	1	
<input type="checkbox"/> 8g45	– identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security);	1	
<input type="checkbox"/> 8g46	– identify barriers to migration (e.g., physical, financial, legal, emotional);	1	
<input type="checkbox"/> 8g47	– identify the components of culture that can be affected by migration (e.g., language, social organization, educational systems, beliefs and customs);	1	
<input type="checkbox"/> 8g48	– identify global distribution patterns of various cultures;	1	1
<input type="checkbox"/> 8g49	– demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).		2
<input type="checkbox"/> 8g50	– use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;	5	4
<input type="checkbox"/> 8g51	– formulate questions that synthesize various sources of information and points of view (e.g., on the effect of immigration on the development of Canada);	2	
<input type="checkbox"/> 8g52	– locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);	3	6
<input type="checkbox"/> 8g53	– construct a wide variety of graphs, charts, diagrams, and models to organize information;	2	4
<input type="checkbox"/> 8g54	– communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.	1	3
<input type="checkbox"/> 8g55	– identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).	2	3
<input type="checkbox"/> 8g56	– use a decision-making model to select an ideal place to live in or visit, and present this decision to other members of the class;		1
<input type="checkbox"/> 8g57	– describe how technology has improved mobility.	1	



The Themes of Geographic Inquiry & Migration Geography A Unit for Grade 7/8

English Language

7e1	7e2	7e3	7e4	7e5	7e6	7e7	7e8	7e9	7e10
7e11	7e12	7e13	7e14	7e15	7e16	7e17	7e18	7e19	7e20
7e21	7e22	7e23	7e24	7e25	7e26	7e27	7e28	7e29	7e30
7e31	7e32	7e33	7e34	7e35	7e36	7e37	7e38	7e39	7e40
7e41	7e42	7e43	7e44	7e45	7e46	7e47	7e48	7e49	7e50
7e51	7e52	7e53	7e54	7e55	7e56	7e57	7e58	7e59	7e60
7e61	7e62	7e63	7e64	7e65	7e66	7e67	7e68	7e69	7e70

French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14	7h15	7h16	7h17	7h18	7h19	7h20
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Geography

7g1	7g2	7g3	7g4	1	7g5	1	1	7g6	1	7g7	3	7g8	4	1	7g9	4	3	7g10	6	1
7g11	2	7g12	2	5	7g13	7g14	1	3	7g15	2	1	7g16	2	4	7g17	7g18	1	7g19	7g20	
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30											
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40											
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50											
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60											
7g61	7g62	7g63	7g64																	

Health & Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		



The Themes of Geographic Inquiry & Migration

Geography A Unit for Grade 7/8

Analysis Of Unit Components

- 9 Subtasks
- 95 Expectations
- 39 Resources
- 61 Strategies & Groupings
- Unique Expectations --
- 28 Geography Expectations

Resource Types

- 10 Rubrics
 - 11 Blackline Masters
 - 0 Licensed Software
 - 13 Print Resources
 - 0 Media Resources
 - 4 Websites
 - 1 Material Resources
 - 0 Equipment / Manipulatives
 - 0 Sample Graphics
 - 0 Other Resources
 - 0 Parent / Community
 - 0 Companion Bookmarks
-

Groupings

- 5 Students Working As A Whole Class
- 1 Students Working In Pairs
- 4 Students Working In Small Groups
- 7 Students Working Individually

Assessment Recording Devices

- 1 Checklist
- 2 Rating Scale
- 6 Rubric

Teaching / Learning Strategies

- 1 Classifying
- 1 Decision-making Models
- 2 Discussion
- 1 Graphing
- 1 Interview
- 4 Map Making
- 2 Note-making
- 3 Research
- 2 Review
- 1 Think / Pair / Share

Assessment Strategies

- 3 Classroom Presentation
- 5 Observation
- 8 Performance Task
- 1 Questions And Answers (oral)



The Themes of Geographic Inquiry & Migration Geography A Unit for Grade 7/8

English Language

8e1	8e2	8e3	8e4	8e5	8e6	8e7	8e8	8e9	8e10
8e11	8e12	8e13	8e14	8e15	8e16	8e17	8e18	8e19	8e20
8e21	8e22	8e23	8e24	8e25	8e26	8e27	8e28	8e29	8e30
8e31	8e32	8e33	8e34	8e35	8e36	8e37	8e38	8e39	8e40
8e41	8e42	8e43	8e44	8e45	8e46	8e47	8e48	8e49	8e50
8e51	8e52	8e53	8e54	8e55	8e56	8e57	8e58	8e59	8e60
8e61	8e62	8e63	8e64	8e65	8e66	8e67			

French as a Second Language

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30
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8m101	8m102	8m103	8m104	8m105	8m106	8m107	8m108	8m109	8m110
8m111	8m112	8m113	8m114	8m115	8m116	8m117	8m118	8m119	8m120
8m121	8m122								

Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
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8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	8h36	8h37	8h38	8h39	8h40
8h41	8h42	8h43	8h44	8h45	8h46	8h47	8h48	8h49	8h50
8h51	8h52	8h53	8h54	8h55	8h56	8h57			

Geography

8g1	8g2	8g3	8g4	8g5	8g6	8g7	8g8	8g9	8g10
8g11	8g12	8g13	8g14	8g15	8g16	8g17	8g18	8g19	8g20
8g21	8g22	8g23	8g24	8g25	8g26	8g27	8g28	8g29	8g30
8g31	8g32	8g33	8g34	8g35	8g36	8g37	8g38	8g39	8g40
8g41	8g42	8g43	1 8g44	1 8g45	1 8g46	1 8g47	1 8g48	1 8g49	2 8g50
8g51	2 8g52	3 6 8g53	2 4 8g54	1 3 8g55	2 3 8g56	1 8g57	1		

Health & Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20
8a21	8a22	8a23	8a24	8a25	8a26	8a27	8a28	8a29	8a30
8a31	8a32	8a33	8a34	8a35	8a36	8a37	8a38	8a39	8a40
8a41	8a42	8a43	8a44	8a45	8a46	8a47	8a48	8a49	8a50
8a51	8a52	8a53	8a54	8a55	8a56	8a57	8a58	8a59	8a60
8a61	8a62	8a63	8a64	8a65	8a66				