



OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

Key



= book



= website



= video



= map



= community resource



= Activity suggestion(s)

Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company (saundersbook.ca); WhiteHots (whitehots.com); Goodminds (goodminds.com); Ella Minnow (ellaminnow.ca); TinLids (tinlids.ca) and Scholastic (scholastic.ca) to access educational discounts. This is by no means an exhaustive list.

Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.




Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.






OESSTA Resource Supports for the 2013 Revised SSHG Curriculum





Grade 7 Geography Strand B





Natural Resources Around the World: Use and Sustainability



	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Brisson, Pat, and Mary Azarian. <i>Before We Eat: from Farm to Table</i>. Thomaston, Maine: Tilbury House Publishers. 2014. Print</p> <p>This picture book can be used as an introduction for students to start generating questions about the harvesting and extraction processes of natural resources. Students could start to question their own carbon footprint, the environmental implications of getting food from the farm to their own table.</p>	B 2.1
	<p>Paleja, S. N., and Glenda Tse. <i>Power Up!: a Visual Exploration of Energy</i>. Richmond Hill, ON: Annick Press, 2015. Print.</p> <p>This non-fiction resource provides numerous visuals for students to understand issues around using natural resources for energy and the impacts that it has on the the Earth. Students could be assigned a specific resource to look at and based on the visuals, charts and graphs in the book, they can interpret and draw conclusions about their energy source and create an argument for or against that energy source based on the evidence they read.</p>	B 2.5
	<p>Tomljanovic, Tatiana. <i>Manufacturing</i>. Calgary: Weigl Educational Publishers, 2008. Print.</p> <p>The book gives an excellent overview of manufacturing in Canada and includes a map of Canada where different types of manufacturing happen. Students can use the map on page 12 and 13 to question why certain industries are manufactured in certain place. This book is part of the Linking Canadian Communities series which contains other useful titles: Energy, Mining, Forestry, Farming and Fishing.</p>	B 2.1 B 2.4


Grade 7 Geography Strand B



	<p>Green, Jen. <i>Oil Disaster</i>. Mankato, MN: Arcturus Pub./Distr. by Black Rabbit Books, 2011. Print.</p> <p>This resource can be used to explore the impact of oil spills through images, charts and graphs. Students can analyze specific oils spills referenced in the book: Amoco Cadiz, Exxon Valdez and Sea Empress. Students can take this further by presenting whether they are for or against the oil industry from the perspective of a local community member, oil company and an environmentalist. This also could connect to the Pure Substances and Mixtures Unit in Grade 7 Science. From the Emergency! series.</p>	<p>B 2.3 B 2.4</p>
	<p>Oxlade, Chris. <i>Global Warming</i>. Mankato, MN: Bridgestone Books, 2003. Print.</p> <p>This non-fiction resource introduces students to climate change. The book discusses the causes and consequences of climate change. Scientific evidence is used to prove climate change and maps are used to indicate where climate change is having an effect and the patterns of climate change. Students can interpret the data, maps and charts to prove that climate change is occurring and what can be done to stop it.</p>	<p>B 2.3 B 2.5</p>
	<p><i>World Resources Institute</i>. World Resources Institute. Web. 21 May 2015. http://www.wri.org/</p> <p>World Resources Institute is a global research organization that provides a wealth of information about the world's natural resources and sustainable practices around the globe to protect our climate, energy, food, water and forests. Students and teachers can access information on what countries around the world as well as companies are doing to respond to resource depletion, environmental impact and the development of sustainable initiatives. A good resource for articles, images, and data to stimulate questioning and gather information.</p>	<p>B 2.1 B 2.2 B 2.5</p>





	<p><i>Sustainable Communities Online</i>. Sustainable Communities. Web. 21 May 2015. http://www.sustainable.org/</p> <p>Another great site that provides information on sustainable practices for our natural resources. Topics include forestry, fisheries, water, energy and air. The site provides links to articles on current trends or actions being taken by communities around the world (e.g., <i>2011 Most Sustainable Cities in Canada</i> is a featured article) and provides students with an opportunity to formulate questions and gather information about resource harvesting and extraction.</p>	<p>B 2.1 B 2.2 B 2.5</p>
	<p>"Earth : DNews." <i>DNews</i>. Discovery Network. Web. 21 May 2015. http://news.discovery.com/earth</p> <p>Part of the Discovery network, this site provides current news and issues concerning earth. Students can use this site to gather information and evaluation evidence on the impact of natural events or human activities that change the physical environment. Topics featured are current and few examples are: Galapagos Volcano Eruption Raises Wildlife Concerns, Landslide Blocks Nepal River, Warming May Be Slowing Ocean Circulation.</p>	<p>B 2.2 B 2.5</p>
	<p><i>Encyclopedia of Earth</i>. Encyclopedia of Earth. Web. 20 May 2015. http://www.eoearth.org/</p> <p>Encyclopedia of Earth is a wiki style encyclopedia with information to support inquiry around a multitude of topics: natural resources, impacts of resource extraction, pollution, deforestation, loss of habitat and global initiatives around sustainable practices.</p>	<p>B 2.1 B 2.2</p>
	<p>"We Need Your Help!" <i>NOAA</i>. US Government. Web. 21 May 2015. http://www.noaa.gov/features/resources/planet.html</p> <p>NOAA - National Oceanic and Atmospheric Agency - is a good source of information for the preservation of our water and air. This site supports student inquiries on the impact of human activity on our air and water and the steps we can take to preserve the fragile balance of our water systems and clean air. The site offers a variety of data, allowing students to gather information about the impact of climate change on the ocean. The site contains archived data on such topics as ocean temperature, salinity, and sea levels.</p>	<p>B 2.1 B 2.2</p>





	<p>"Today Is the Day We Decide." <i>YouTube</i>. David Suzuki Foundation, 24 Sept. 2014. Web. 24 May 2015. https://youtu.be/D43PJOBLCJl</p> <p>An overview of what Canadians and citizens around the world can do to pledge to help the environment through The Blue Dot Tour. Students can formulate questions to guide their investigations into issues related to the environment in Canada and around the world from a geographic perspective. Students can gather and organize information from this source to explore different perspectives on the environment and resource use to answer the question: Do you think the information presented by David Suzuki would be a good source of information on the state of the environment?</p>	<p>B 2.1 B 2.2</p>
	<p>"World Oceans Day 2014 - Saving Our Fisheries, Protecting Our Oceans." <i>YouTube</i>. United Nations Development Programme, 8 June 2014. Web. 24 May 2015. https://youtu.be/55VqeYnrIFY</p> <p>This video profiles the western Pacific countries and their economic reliance on the fishing industry. With increasing catch rates, there is concern for the aquatic ecosystem. Students will formulate questions to guide their investigation into issues, such as overfishing, from a geographic perspective. Evaluating the information about the impacts of overfishing, students will identify the social, economic, and environmental challenges to this industry.</p>	<p>B 2.1 B 2.5</p>
	<p>"Save My Lake - The Nature of Things." <i>Curio</i>. CBC, 10 Apr. 2013. Web. 24 May 2015. http://curio.ca/en/video/save-my-lake-1399/</p> <p>On this episode of The Nature of Things, David Suzuki examines the impact of water pollution in Lake Winnipeg. Students can gather and organize information on the use of Lake Simcoe, the 10th largest freshwater lake in the world. Students will evaluate the evidence presented and draw conclusions about the use of this freshwater system to answer the question: What political action, provincially and nationally, should be taken to protect Lake Winnipeg and other freshwater sources around the world?</p>	<p>B 2.2 B 2.5</p>
	<p>"À La Carte." <i>Canadian Geographic</i>. Canadian Geographic. Web. 21 May 2015. http://www.canadiangeographic.ca/magazine/back_issues/department.asp?dept=alacarte</p> <p>Canadian Geographic - A la Carte - Is a collection of 64 archived maps. Map titles include: mapping the ills of the Great Lakes (pollution), the jury is in: oil sands development is contaminating</p>	<p>B 2.2 B 2.3 B 2.4 B 2.5</p>





	<p>the Athabasca basin (impacts of non-renewable resource extraction), a crowded neighbourhood (habitat destruction), plenty of fish in the sea? (declining fish population), last stands (forestry depletion), smog signals (impact of burning fossil fuels). Students can explore the maps and information provided to support their inquiries around human activities and the impact or changes to the environment that overfishing, habitat destruction and resource depletion can have.</p>	
	<p>ArcGIS.com. ESRI. Web. 20 May 2015. http://onedu.maps.arcgis.com/home/index.html</p> <p>ArcGis Online is an interactive map making tool that is ministry licensed to Ontario teachers. Students can access a bank of previously created maps or create their own maps using a variety of geographic data. Students will have access to basemaps and use geographic data and mapping tools to create their own maps as they develop spatial skills and begin to identify patterns, trends and relationships. Request teacher access with student accounts for ArcGis Online by completing following link: https://docs.google.com/forms/d/1vM1YIoto-J2fTRuIBacqHI-ykwiUr457DeogbiWeueQ/viewform</p>	<p>B 2.3 B 2.4</p>
	<p>"Story Map Journal." ArcGIS.com. ESRI. Web. 21 May 2015. http://story.maps.arcgis.com/apps/MapJournal/?appid=4533fec4fbb148f289bf81f9cc8adbd6</p> <p>This particular link directs students to a Story Map called <u>Big Holes - Open Pit and Strip Mines: Digging for Natural Treasure</u> and features satellite images and information about open pit and strip mines. Using GIS technology, satellite images and photographs, story maps can be created to present information in an interesting manner. Other sample featured story maps: Katmandu before and after the Nepalese earthquake, Gulf Spill restoration projects, and Mountains of Fire: http://storymaps.arcgis.com/en/</p>	<p>B 2.5 B 2.6</p>




	<p>"Global Forest Change" <i>Earth Engine Partners</i>. University of Maryland, Web. 30 November 2015. https://earthenginepartners.appspot.com/science-2013-global-forest</p> <p>This map emphasizes the change in forests around the world from 2000--2014. Students may formulate questions about how humans impact the natural environment.</p>	<p>B 2.1 B 2.3</p>
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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>McClure, Jason. <i>Canadian Natural Resources series</i>. Calgary, AB: Weigl Educational Publishers Limited, 2014. Print.</p> <p>This series provides students with an introduction to various Canadian natural resources and looks at the harvesting and extracting processes. Topics include: diamonds, gold, forests, oil, natural gas and water. The series also explores how technologies are used in the harvesting and extracting process. Students can interpret and analyze graphs and maps to determine where natural resources are found. Students can research a particular natural resource and debate the pros and cons of extracting and harvesting through the perspective of an environmental organization, resident of a town, mining or forestry company.</p>	<p>B 3.3 B 3.4</p>
	<p>Various Authors. <i>Global Village series</i>. North Mankato, MN: Smart Apple Media. 2008. Print.</p> <p>This series explores numerous global issues such as trade, natural resources and tourism and how they impact the environment. The books highlight many geographical terms - this can be used a source for a Geography Word Wall. Furthermore, the case studies can be used for students to explore the ways that humans have responded to maintaining natural resources, trade and tourism.</p>	<p>B 3.5</p>

	<p>Richards, Julie. <i>Future Energy series</i>. North Mankato, MN: Smart Apple Media, 2004. Print.</p> <p>This series can be used to explore renewable sources of energy. Students can look at a specific renewable energy and investigate how it can be used as an alternative energy source to fossil fuels. Students can focus on one issue each and communicate their ideas in an appropriate manner and share their findings through a gallery walk. Titles include: Solar Power, Wind Power, Geothermal Energy and Bio-energy, Water Power, Nuclear Power, Fossil Fuels and Wind Power.</p>	<p>B 3.1 B 3.5</p>
	<p>Vermond, Kira, and Julie McLaughlin. <i>Why We Live Where We Live</i>. Toronto, ON:, OwlKids, 2014. Print.</p> <p>This text explains the different reasons people live where they live. Issues around food, water and climate change are discussed in the books. Students can be assigned one particular reason to explore from the book and then compare what they have read in the book to why they live where they live.</p>	<p>B 3.2</p>
	<p>Krohn, Katherine E., Cynthia Martin, and Barbara Schulz. <i>A Refreshing Look at Renewable Energy with Max Axiom, Super Scientist</i>. Mankato, MN: Capstone Press, 2010. Print.</p> <p>This graphic novel can be used as way to engage students in information about renewable energy. There are four areas that the book discusses: where energy comes from, what makes energy renewable, large-scale renewable energy and new roads in renewable energy. Students could use this comic as a way for them to pick one type of renewable energy and share their understanding through their own comic strip (drawing or with Bitstrips or Comic Life).</p>	<p>B 3.1 B 3.3</p>
	<p>“Energy.” <i>BBC News</i>. BBC, Web. 21 May 2015. http://www.bbc.co.uk/schools/gcsebitesize/geography/energy_resources/energy_rev1.shtml</p> <p>BBC Bitesize student interactive learning modules provide students with an opportunity to explore content and activities. This particular module provides information on renewable and non-renewable resources. It provides an easy to read chart of various energy sources along with their advantages and disadvantages.</p>	<p>B 3.1 B 3.3 B 3.5</p>

	<p>"History Added." <i>Canadian Geographic</i>. Canadian Geographic. Web. 21 May 2015. http://www.canadiangeographic.ca/atlas/debate/history.htm</p> <p>History Added provides an interesting perspective on a variety of natural resources in Canada and provides information on the history of the industry as well as current issues. Students can use this resource to find ways people use the natural environment. Natural resources include: fishing, farming, mining, forestry, wind energy and fuel resources.</p>	<p>B 3.1 B 3.2</p>
	<p><i>The Canadian Atlas Online</i>. Canadian Geographic. Web. 21 May 2015. http://www.canadiangeographic.ca/atlas/themes.aspx?id=watershedawareness&lang=En</p> <p>Watershed Awareness information is provided on the Canadian Geographic site and includes important statistics on the health of our fresh water, the negative impacts on water and actions being taken to maintain our waterways.</p>	<p>B 3.2 B 3.3</p>
	<p>"Environment." <i>BBC News</i>. BBC, Web. 21 May 2015. http://www.bbc.co.uk/education/topics/zwnrkqt</p> <p>BBC Bitesize student interactive learning modules provide students with an opportunity to explore content and activities. This particular module provides information on the environment: energy and resources, conservation, waste and pollution and sustainability. Each sub topic is divided into learner's guide and classroom resources which may include videos, articles or links to additional sites.</p>	<p>B 3.1 B 3.3 B 3.5</p>
	<p><i>Natural Resources Canada</i>. Government of Canada. Web. 21 May 2015. http://www.nrcan.gc.ca/home</p> <p>Natural Resources Canada is a great site for a general overview of Canada's natural resources and government initiatives in supporting the extraction and harvesting of the resources and sustainable initiatives that the government of Canada supports.</p>	<p>B 3.1 B 3.3</p>

	<p><i>Conserve Energy Future</i>. Conserve Energy Future. Web. 21 May 2015. http://www.conserve-energy-future.com/</p> <p>A site dedicated to energy sources: advantages and disadvantages of renewable and non-renewable energy sources.</p>	<p>B 3.1 B 3.3</p>
	<p>"WWF - Help Fight against Deforestation." <i>WWF</i>. Web. 21 May 2015. http://wwf.panda.org/about_our_earth/deforestation/</p> <p>World Wide Fund for Nature Organization - provides students with a wide variety of information, images, current news articles on topics such as deforestation, water conservation, habitat protection and climate change. Information includes steps we can take to help. Site also includes special features such as Global Solutions, Priority Habitats, Critical Species and Conservation Highlights - see bottom of web page.</p>	<p>B3.3</p>
	<p><i>Renewable Energies</i>. BBC Motion Gallery Education. 2012 Learn360. 24 May 2015 http://www.learn360.com/ShowVideo.aspx?IPK=98742872&lid=10384040&pageAll=2&SearchText=alternative+energy&ID=760466</p> <p>This video explore renewable energy resources. Considering spatial significance and geographic perspective, students can identify Earth's renewable energy sources. Using an organizer, students can describe some responses to environmental challenges arising from the use of natural resources.</p>	<p>B 3.1 B 3.5</p>
	<p>"Topher White: What Can save the Rainforest? Your Used Cell Phone." <i>YouTube</i>. TED Talks, 23 Mar. 2015. Web. 24 May 2015. https://youtu.be/xPK2Ch90xWo</p> <p>In this TED Talk, Topher White explores how real time intervention and cell phones can save the rainforest. From this TED Talk, students will gain an understanding of the ways in which people use the natural environment and identify the short- and long-term effects of resource extraction. Student could complete a Quick Write/Quick Draw to show how cell phones can be used to prevent deforestation.</p>	<p>B 3.2 B 3.3</p>

	<p><i>Green Power, Clean Choices</i>. Cambridge Educational (Premium). 2010. Learn360. 24 May 2015 http://www.learn360.com/ShowVideo.aspx?IPK=98742872&lid=10384040&SearchText=solar+energy&ID=929673</p> <p>In this video, renewable energy sources are explored in terms of green building initiatives. Students will identify renewable and flow resources and how they can be used to support development. In response to environmental challenges arising from the use of natural resources, students will describe how these are being addressed through the increased use of alternative and renewable energy sources. Students will provide a list of green energy sources and the benefits of using these types of energy.</p>	<p>B 3.1 B 3.5</p>
	<p>"Deforestation of the Amazon." <i>ArcGIS</i>. ESRI. Web. 03 June 2015. http://www.arcgis.com/home/item.html?id=ae0b295bf33e495a850d691250acd0cc</p> <p>This is a guided map journey that emphasizes of the impact of deforestation on the Amazon rainforest.</p>	<p>B 3.6</p>
	<p>7 Ferdman, Roberto A. "Map: All the Countries That Contribute to a Single Jar of Nutella." <i>The Atlantic</i>. Atlantic Media Company, 11 Dec. 2013. Web. 03 June 2015. http://www.theatlantic.com/business/archive/2013/12/map-all-the-countries-that-contribute-to-a-single-jar-of-nutella/282252/</p> <p>Use this site to explore all of the counties that contribute to the development of one product.</p>	<p>B 3.2</p>

Professional Resources

GeoKnow.net. GeoKnow. Web. 21 May 2015.
<http://www.geoknow.net/index.html>

GeoKnow.net is an excellent resource for teachers and students on the world's geography and the issues we face in our world. Information and additional links are provided on a vast array of topics from sustainable practices to protecting natural resources such as forestry, fishing, agriculture and energy sources. This site supports students as they explore the short and long-term effects of natural resource extraction.

An Inconvenient Truth. PARAMOUNT. 2006. Learn360. 18 May 2015
<http://www.learn360.com/ShowVideo.aspx?IPK=98742872&GradeLevel=3360056&lid=10384040&MediaFormat=3360062&pageAll=2&SearchText=environment&ID=639912>

Al Gore's documentary on the state of the environment. An overview of today's environmental issues with a focus on global climate change.

The 11th Hour. Warner Independent Pictures, 2007. DVD.

A documentary that looks at how humans have impacted Earth's ecosystems.

"Aboriginal Presence in Our Schools." *Aboriginal Presence in Our Schools*. District School Board Ontario North East. Web. 27 Oct. 2015. http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf

This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.

Bigwin, Elizabeth et al. *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8*. Ontario: Limestone DSB, 2013. Print.
http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf

This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.