

## Using the Geographic Definition

### What is where? (Primary Focus)

Locate places that are significant to children and families, places significant for tradition and celebrations (past and present)

Natural and built features of community (growth of business, housing, libraries, parks, high traffic areas, residential)

Human services, government services

Global communities around the world (location, climate, physical features)

Determine how the environment affects the way people live

Explore countries, continents, physical features, bodies of water around the world

Examine where different groups and communities in Upper, Lower Canada, lived to identify their challenges

(roads, proximity to water)

Location of First Nation communities (traditional and reserves in 1850)

Determine the landform regions in Ontario

How land is used in communities for homes, business, industry (proximity to lakes, rivers)

Employment related to features of the environment

Where do people live in Ontario? (Population in 2 municipal regions)

### Language of where:

Maps, symbols (legend, direction, scale, colour) words of relative location – close, far, right, left in front, non-standard measures, footsteps, tiles, blocks, houses,

Hemisphere, N,S, E, W

### Tools to Explore “Where”

Maps, digital images, satellite maps, interactive maps, neighbourhood walks, pictographs, charts

### Why there? (Primary Focus)

Why is the grocery store where it is? Why are parks located where they are? Why should the businesses be in busy areas?

How does the environment connect to industry? (recreation, tourism, farming, mining)

Why do communities develop in particular areas? (local, around the world)

Why are farms in rural areas?

**Why Care? (Primary Focus)**

- How do places become significant to children and families?
- What are the short-term and long-term impacts of our interrelationship with the environment? (impact on the land and animals) What can we do to reduce the impact?
- Investigating the sustainability in people's relationship with the natural environment
- How did settlements impact the environment?

### **What is where? (Junior Focus)**

- location of some early civilizations,
- show how the environment influenced early societies (climate, proximity to water, mountains, ocean, shore, seasons, natural events, agriculture, food)
- Location of industries and activities related to the environment (primary industries), impacts on people and the environment- location and characteristics of the physical regions in Canada
- location of political regions in Canada
- locate areas of interactions between First Nations and European explorers, locations of major First Nations in the Great Lakes, St. Lawrence region and the Atlantic regions., French settlements
- locate areas of concern environmental issues, issue of local concern
- locate 2 distinct communities in Canada (present and historic)(relocation of First Nations, Metis, Inuit, Acadians, census data tracts, ethnic origin)
- locate issues around the world (global warming, overfishing, invasive species, waste)
- locate places where Canada has made an impact on global issues -locate NGO's

#### **Language of where:**

Maps, symbols (legend, direction, scale, colour) words of relative location – close, far, right, left in front, non-standard measures , footsteps, tiles, blocks, houses,  
Hemisphere, N,S, E, W

#### **Tools to explore – “Where”**

Maps, digital images, satellite maps, interactive maps, neighbourhood walks, pictographs, charts, graphs, Census data, atlas

### **Why there? (Junior Focus)**

Why would civilizations grow in particular areas?

What physical features offer opportunities for economic impact?

Why did particular groups settle in these areas? Why is Canada involved in these global issues?

### **Why Care? (Junior Focus)**

How did early societies deal with environmental concerns?

What is the impact of our interrelationship with the environment? How can we reduce the impact?

How can the government impact local or environmental concerns?

How do Canadians impact the global community?