

Global Connections 3rd Edition Curriculum Correlations

BC Human Geography, Grade 12

Big Ideas	Student Resource
Analyzing data from a variety of sources allows us to better understand our globally connected world.	Skills for identifying and analyzing issues are introduced in Ch 1 and then used throughout the text. Working It Out and Case Study activities provide opportunities to practise these skills and use the inquiry process. Students will use text, images, maps, charts, graphs, and online data to study issues throughout the text.
Demographic patterns and population distribution are influenced by physical features and natural resources.	
Human activities alter landscapes in a variety of ways.	Chapter 15, 290-294, 339, 352-361, 367-368
A geographic region can encompass a variety of physical features and/or human interactions.	
Curricular Competencies	Student Resource
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	
Sample Topics	
Map skills: Use a map for navigation, Understand a map legend, Use map scales, Understand latitude and longitude; Understand topographic maps and contour lines.	Maps are used throughout the text to help students understand and analyze global issues
Mapping software and GIS tools	
Interpreting satellite images and photos	Photos (including modern and historical photographs, satellite images, and political cartoons) are used throughout the text to help students understand and analyze global issues
Curricular Competencies	Student Resource
Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)	p 32, 33, 36, 37-39, Chapter 3, 96-98, 126, 132-139, 140-141, 163, 167, 189, 245-246, 277-278, 284, 285-286, 312-314, 339, 357, 393, 394-395
Curricular Competencies	Student Resource
Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation)	Working It Out and Case Study activities allow students to investigate perspectives, sources of information and data, and evidence. The Evidence icon is also used in chapter activity questions.

Sample Activities	
Research a contentious geographic issue by examining different sides of the issue, comparing the evidence, and reaching a conclusion. The following are some possible issues to research: buying local versus imported produce, environmental impact of living in cities versus living in rural areas, impact of climate change on northern regions versus equatorial regions	Ch 1 introduces students to identifying and analyzing issues. See end of chapter questions as well as activities on pages 4, 6-7, 17-19, 95, 96-98, 103, 112, 123-124, 128, 134, 139, 176, 184, 229, 240, 243, 245-246, 263, 271, 277-278, 285-286, 312-314, 339, 366, 382, 394-395, 399, 407, 423, 425
Compare different versions of a world map and talk about what the differences mean (e.g., Mercator projection makes Africa and Greenland look the same size even though they aren't).	
Curricular Competencies	Student Resource
Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)	
Key Questions	
What are some reasons that a company might move manufacturing of certain goods from one country to another?	p 27, 134-135, 161-167, 167-170, 205-207, 285-286, 317
Is resource use and development always harmful to the landscape?	Unit 4 explores questions and issues related to resource use; Chapter 1 introduces the concept of sustainability
How have our Canadian eating patterns changed over the last 100 years? Where did our food come from then? Where does it come from now? What do we eat now that we didn't used to eat? Where does it come from?	Chapter 16 explores food and agricultural issues
Sample Activities	
Research a specific product (e.g., toothbrush, basketball, avocado). Where is it grown/sourced, manufactured and then sold?	p 209, 271, 274
Find historical photos of the town you live in/were born in and compare them with how the town looks now. What changes happened and why?	
Compare political systems in Canada with those in another country. What differences in values and beliefs might account for the very different ways countries govern themselves?	p 383-386
Curricular Competencies	Student Resource
Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)	

Curricular Competencies	Student Resource
Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)	
Key Questions	
What key features do cities have?	
Why are so many people moving to cities?	Chapter 9
Which farming methods are most sustainable?	p 234-235, Chapter 16
Why is English the main language of business, academia, and the Internet around the world? Why are so many human communities situated along coastlines?	p 26-30
Sample Activities	
Explore a piece of music, a piece of art, or a story from somewhere else in the world, and describe the place it came from and the artist who created it. How does it reflect the place it came from?	
Research the significance of key cultural places (e.g., the Vatican, the Taj Mahal, Saint Basil's Cathedral, the Great Wall of China). Why are they significant and to whom?	
Curricular Competencies	Student Resource
Identify and assess how human and environmental factors and events influence each other (interactions and associations)	Unit 4 explores relationships between human activities and the environment (land, forests, agriculture, water, atmosphere, climate change)
Curricular Competencies	Student Resource
Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)	
Content	Student Resource
demographic patterns of growth, decline, and movement	Unit 2 explores demography, population growth and decline, and migration
relationships between cultural traits, use of physical space, and impacts on the environment	
relationship between First Peoples and the environment	p 3, 8-9, 31-32, 230, 243, 245-246, 294, 353, 404
global agricultural practices	Ch 16
industrialization, trade, and natural resource demands	p 66, Unit 3 explores economic issues and trade, Unit 4 explores resource use
factors behind increased urbanization and its influence on societies and environments	Ch 9
relationships between natural resources and patterns of population settlement and economic development	
political organization of geographic regions	

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Natural processes have an impact on the landscape and human settlement	p 232-236
Interactions between human activities and the atmosphere affect local and global weather and climate.	Ch 18, Ch 20
Curricular Competencies	Student Resource
Use geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret, and analyze data and ideas from a variety of sources and spatial/temporal scales; and communicate findings and decisions (evidence and interpretation)	p 5-7 introduces forms of analysis and how to analyze and respond to an issue; students use this process when examining world issues throughout the text
Sample Topics	
Undertake a field site visit to compare and contrast different plant communities.	
Use topographic maps to understand modern terrain patterns associated with historical events (e.g., glaciation).	
Use satellite imagery of cloud cover to look at atmospheric circulation patterns.	p 312-314
Use GIS to map flood potential.	
Use air photos to view mountainous environments in order to examine life zones and hydrological patterns and processes.	
Use regional weather charts to explain current and near future local weather conditions.	p 355
Develop an understanding of the concept of spatial scale by examining an issue at three scales (e.g., how is a changing climate impacting local water use, regional precipitation patterns, and global distribution of moisture?).	p 352-361
Curricular Competencies	Student Resource
Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)	p 32, 33, 36, 37-39, Chapter 3, 96-98, 126, 132-139, 140-141, 163, 167, 189, 245-246, 277-278, 284, 285-286, 312-314, 339, 357, 393, 394-395

Sample Activities	
Identify unique characteristics that help to make a place stand out, and determine how they were formed (e.g., river valleys and flood plains, volcanic activity).	
Develop boundaries on a map to delineate areas of regional differentiation (e.g., climate regions).	
Curricular Competencies	Student Resource
Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation)	Working It Out and Case Study activities allow students to investigate perspectives, sources of information and data, and evidence. The Evidence icon is also used in chapter activity questions.
Sample Activities	
environmental issues around: -resource development -urban sprawl -infrastructure development in the form of dams or pipelines	Unit 4 focuses on issues surrounding resource development. Urbanization issues are discussed in Chapter 9. Ch 17 discusses the building of dams; Ch 19 discusses movement of resources such as oil and natural gas.
Curricular Competencies	Student Resource
Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)	
Key Topics	
Recognize patterns – geographic or environmental phenomena that repeat over time and space.	p 5, 6-7, 230, 235-236, 237, 240, 287, 296, 302, 321-322, 355-356
Recognize trends – variations in the consistency of a natural phenomenon in a particular setting over a period of time.	p 321-322, 323-337, 350-352, 355-356, 358
Sample Activities	
Research the Ring of Fire, which encircles the Pacific, and how it has affected life in coastal British Columbia.	
Examine the impact of urban growth on soil erosion, the water cycle, agricultural land.	p 133, 136, 138-139, 234-235
Study the location of the world's jungles or deserts: why are they there, how long have they been there, and how are they currently changing?	p 117-118, 234-235
Research how mountains are formed and where they are found.	
Curricular Competencies	Student Resource
Evaluate how particular geographic actions or events affect human practices or outcomes (geographical value judgments)	
Sample Topic	
climate change and rising sea levels, and how they affect the planet and people in different regions	Ch 18, Ch 20

Curricular Competencies	Student Resource
Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance). Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)	
Sample Topics	
landforms and how they occurred (e.g., glaciated landscapes, volcanic features, stream drainage patterns, deserts)	
weather patterns, and possible changes to them	Ch 18, Ch 20
extreme weather (hurricanes, tornadoes, hail, ice storms) and distribution of these events	
Curricular Competencies	Student Resource
Identify and assess how human and environmental factors and events influence each other (interactions and associations)	Unit 4 explores relationships between human activities and the environment (land, forests, agriculture, water, atmosphere, climate change)
Sample Topics	
human modification of the lithosphere for resource extraction, settlement, agriculture	Ch 15, 16, 19
human modification of the atmosphere by changing the rate of exchange of gases (e.g., release of CO ₂ through burning of fossil fuels)	Ch 18, Ch 20
human modification of the biosphere by hunting, domesticating, bio-altering, and geographically relocating other species	
storm protection of coastal cities by wetlands	
settlement patterns associated with access to natural resources (e.g., risk of farming on a flood plain in rich soils developed by river flooding)	
global climate change and ocean acidification	Ch 17, Ch 18, Ch 20
deforestation	Ch 15
coral reef bleaching	
depletion of ozone layer	Ch 18, Ch 20
global atmospheric circulation patterns	Ch 18
acid precipitation	Ch 18
wild species at risk	
drainage patterns, agriculture, and coastal dead zones	Ch 15, 16
weather modification	

Curricular Competencies	Student Resource
Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgments)	
Key Questions	
How much responsibility do we have for the environment?	p 31-36, 39, 40, 139, 155-158, 159, 179, 224, 246-247, 248, 273, 340-343, 345, 374
Should people sacrifice some of their standard of living to halt global climate change?	Ch 18, 20
Can the oceans survive human impacts?	Ch 17
What are the reasons for and against limiting natural resource extraction? Do you think we should limit extraction?	Ch 19
Content	Student Resource
structure of, feedback within, and equilibrium of natural systems	p 33, 352-361
distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere	Ch 18
connections and interactions between the spheres	
features and processes of plate tectonics and their effects on human and natural systems	
features and processes of gradation and their effects on human and natural systems	
natural disasters and their effects on human and natural systems	
features and processes of Sun–Earth interactions and resulting patterns of climate, landscapes, and ecosystems	p 301-302, 315, 316, 457-458
climate, weather, and interactions between humans and the atmosphere	Ch 18
characteristics of global biomes, including climate, soil, and vegetation	
features and processes of the anthroposphere and their effects on natural systems	
natural resources and sustainability	Unit 4