

Lesson	What is the primary objective of this lesson in your own words?	Learning Activities/ Teaching Strategies	Assessment/ Evaluation/ Communication (how will you employ formative assessment)	Notes
Week 1 Day 1 Discover, Protect, Connect: what does it mean?	Introducing the topic of National Parks, making connections between the land and history	Watch Parks Canada video - in class discussion to follow. Guiding question: How can we discover, connect to, and protect our national parks?	Journal reflection: students reflect on what they think the words 'Discover, Connect, Protect' mean.	Introducing our topic to get a baseline of student understanding. Students will revisit this question at the end of the unit to show their growth
Week 1 Day 2 Land, Indigenous Ways of Knowing and Sustainability	Demonstrate, through videos and pieces from Indigenous Elders the importance of the land. Help students learn how the Indigenous people viewed, used, and treated the land.	See Detailed lesson plan. Guiding Question: How do Indigenous ways of knowing help us appreciate the importance of our land. How do we show our respect for the land?	Journal Reflection: students will expand upon what land means to them and Indigenous people. Will ask them if their perspectives have changed from yesterday.	Gauge student understanding of what the land means to them through Indigenous perspectives

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Week 1 Day 3 Continuation of Land, Indigenous Ways of Knowing and Sustainability	Applying the knowledge from the previous lessons and taking the students onto the land to gain a deeper appreciation, and experience the land.	Take the students out onto the land There will be guiding questions and activities to help make these connections. The type of specific activities depend where you are going and the time of year. This also provides the opportunity for a potential field trip (for example, to Banff National Park or a local wetland or protected area.	Journal Reflection: What would happen if we did NOT appreciate the land?	Students represent their learning in their mode of choice. eg. writing, drawing, conversation, audio recording
Week 1 Day 4 Western Ways of viewing the land.	Linking the previous classes regarding Indigenous ways of knowing to modern Western ways of knowing, specifically related to Geographic landscapes of Canada	Guiding Question: How can we think critically about the Geography of Canada. * See detailed lesson plan	Journal Reflection: Filling in the different regions in the map of Canada. Formative Assessment of student level of understanding regarding Canadian Geography.	Teacher will check-in all journals and use this to guide future lesson. Extension Opportunity for higher level learners: add bodies of water, cities, treaties to map template.

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Week 1 Day 5 Review of Geographic Regions	Review of the Geographic regions of Canada. Check-in with students related to the content of the entire week and reviewing any content that students may not be comfortable with.	Large poster map of Canada, with the geographic region boundaries shown, on the classroom wall. Many photos will be cut up and words associated with the geographic regions will also be available. In their desk groups, students will demonstrate their knowledge by placing the clipping on the poster. Teacher will check-in and ask students why certain articles or going in specific regions - the students must be able to back up their postings. Guiding questions: What do these varying geographic regions areas offer? How do we preserve these areas?	Reflection Journal: How is the geographic region I live in different than the rest of Canada?	Audio recording of discussion with a peer. Utilizing technology in the classroom to demonstrate understanding and support diverse learners.