

# GEOGRAPHY in the NEWS (Git'N)

~ building your knowledge and understanding of current issues ~

As you work your way through the Grade 9 Academic Geography course, you will be responsible for completing tasks that will be kept in your **Geography in the News Portfolio**. One part of the portfolio will be cumulative unit tasks that will be collected and marked towards the end of each unit and then kept in your **Geography in the News Portfolio** until the end of the semester. The second part of this portfolio requires you to collect an **article** that focuses on one of the topics in each unit. You will then prepare a typed review that will have a summary, an analysis and a glossary for each article [see below] and hand it in for evaluation. As there are four units, there will then be four articles and summaries by the end of the semester with a deadline for each article will be given as the semester progresses (fill in the chart included here for your organization).

## Format:

(see Anchor Chart)

Your Name Your Teacher <u>Date</u> <u>Glossary:</u>  <u>Title</u> <u>Summary:</u>  <u>Analysis:</u>  <u>Biblio:</u>  (attach article to back)
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1. Select a current article from a local or national newspaper, or magazine that relates to the unit.
2. While reading the article, highlight or underline all geographically significant words, and any words or acronyms that you are unfamiliar with. Create a **glossary** that includes a definition of each word.
3. Write a **summary** paragraph of the article that includes the main facts. Answer the “*who, what, when, where*” questions in this section.
4. Write another paragraph that clearly states the main focus of the article (the thesis, main message, why is this news), **analyzes** how the article you chose relates to a topic within the unit, and explains how it impacts Canadians or how it impacts you.
5. At the bottom of your typed response, give the proper bibliographic reference for your article. If you are unsure how to reference the article properly, go to <http://owl.english.purdue.edu/owl/resource/560/01/>
6. Remember to keep the entire article (incl. title, any images and all other bibliographic info) and attach it to your review (a full photocopy is acceptable).
7. Follow proper **format** (see left).

Unit	Possible Focus Ideas	Article Due Date
Methods of Geographic Inquiry	Mapping and TODALS, 5 themes of Geography, Topographic maps, Grid, lat/long, etc	
Natural Systems	Plate tectonics, Natural Hazards, Glaciation, Landform regions in Canada, Ecozones	
Human Systems	Land Use, Urban Sprawl, Population and Population Growth, Migration, Native Studies	
Human-Environment Interactions	Climate Change, Recycling, EF, Sustainability, Alternative Energies, Green Products	
Global Interactions	International Organizations, Peacekeeping, Humanitarian Aid, etc.	

***If you are uncertain that the article you've selected fits into the unit, ask your teacher.***

## Git'N - Evaluation Rubric

/40	Level One	Level Two	Level Three	Level Four
<b>Format</b> /4	Format not followed as demonstrated on Anchor chart.	Format somewhat followed as demonstrated on Anchor chart.	Format mostly followed as demonstrated on Anchor chart.	Format followed as demonstrated on Anchor chart.
<b>Glossary</b> /8	Limited vocabulary list; not highlighted in article; errors in definitions.	Poor vocabulary list; some errors in definitions.	Good range of words. Appropriate definitions. Terms highlighted.	Excellent range of vocabulary. Appropriate definitions. Terms highlighted.
<b>Summary</b> /8	Weak summary of relevant facts; copied text.	Moderate summary of relevant facts; much not in own words.	Effective summary of relevant facts; mostly in own words.	Concise summary of relevant facts; in own words.
<b>Analysis</b> /12	Weak connection to the unit. Limited connection between topic and its impact on Canada/you. No identification of the focus.	Moderate selection for the unit. Makes connection between topic and its impact on Canada/you. Limited identification of the focus.	Solid selection for the unit. Makes good connection between topic and its impact on Canada/you. Good identification of the focus.	Superb selection for the unit. Makes excellent connection between topic and its impact on Canada/you. Excellent identification of the focus.
<b>Bibliography/Source</b> /4	Several errors in bibliographic format. Article is not credible, or current.	Several errors in bibliographic format. Article is somewhat credible, and not current.	Minor errors in bibliographic format. Article credible, and current.	Bibliography has no errors. Article credible, and current.
<b>Spelling/Grammar</b> /4	Uses language conventions with insufficient accuracy and effectiveness. Poor sentence structure, many spelling and/or grammar errors.	Uses language conventions with moderate accuracy and effectiveness. Inconsistent sentence structure, several spelling and/ or grammar errors.	Uses language conventions with effectively and accurately. Strong sentences structure, few spelling and/or grammar errors.	Use of language conventions is excellent and very effective. Outstanding writing style. No spelling or grammar concerns.