



## Geography and Peace

A project of: Todd Siders and Kiri Brackett

### Watershed Classroom

#### CA Curriculum Standards Addressed:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Students relate current events to the physical and human characteristics of places and regions. Students will read and decipher the Watershed map as well as other primary documents that pertain to cluster related professions.

Students will conduct close reads on professional documents related to professional fields related to watershed and their cluster.

Students will create and write interview questions.

Students will then write and draw from evidence to report out their findings while conducting interviews.

The entire class will work together to draft possible interview questions. Groups will record and edit the interviews. The additional presentations will be conducted in small interest based groups. The entire project will require all students to constantly engage in academic discourse with one another in order to understand the types of profession in our community and how they are all interconnected, and how they interact with our watershed.

Formative assessments will include a certain number of map annotations, as determined by teachers in the modular system. The variety of curricular goals within the modular framework

precludes descriptive statements about map point qualities. A clear connection to cluster curriculum would seem to be a prerequisite for any module.

For Geography, assessments include the thoroughness and quantity of informational map annotations, including, but not limited to, interviews and data pertaining to interviews. Publication of map data and possible narrative presentations of said information would be both summative and formative. In-class writing, such as journals, logs, and exit slips would be formative.

In PEACE, formative assessments will include the last element, as well. The class will be looking at one, large project divided among the students. Each group will be responsible for publishing data on the watershed map. Students using the class project to fulfill Project SERVE requirements will be required to add data, as well. Summatively, students will present to various stakeholders their project findings. Such presentations will require use of the Watershed Map, updated accordingly.