

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title: Issues in Canadian Geography, Grade 9, Academic

Grade Level: 9

Ministry Course Code: CGC1D

Teacher's Name: Dylan MacDonell

Developed by: Simon Kim Date: September 2014

Revision Date: September 2018

Developed from: The Ontario Curriculum, Grade 9 and 10: Canadian and World Studies, 2013

Text: None

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature):



Approval Date: September 11, 2018

Course Description/Rationale

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Overall Curriculum Expectations

A: Geographic Inquiry and Skill Development

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography

A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.

B: Interactions in the Physical Environment

B1. The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada.

B2. Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems.

B3. The Characteristics of Canada's Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them.

C: Managing Canada's Resources and Industries

C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada.

C2. The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective.

C3. Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors.

D. Changing Populations

D1. Population Issues: analyse selected national and global population issues and their implications for Canada.

D2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration

and diversity for Canada.

D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population.

E. Liveable Communities

E1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada.

E2. Impacts of Urban Growth: analyse impacts of urban growth in Canada.

E3. Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns.

Course Content

| Unit | Length |
|---|---------------|
| Unit 1: Our Relationship with the Land | 27 |
| Unit 2: Using Resources Responsibly | 27 |
| Unit 3: People in Canada - Changes and Issues | 28 |
| Unit 4: Communities to Live in | 28 |
| Total | 110 hours |

Unit Descriptions

Unit 1: Our Relationship with the Land

In Canada and the world, our relationship with the land is so important that it has become our identity. The natural characteristics, phenomena, events, and other aspects of the land determine how we live, work, and spend our leisure time. The question of how and to what extent this interaction takes place is to be the focus of this unit. Geological, climatic, hydrological phenomena, and related events have shaped our national landscape and define the physical regions of Canada. A focused study on these natural happenings will allow us to better understand and use the land we live on.

Unit 2: Using Resources Responsibly

Being able to use what comes from the land in a way that is sustainable is the focus of this unit. Our decisions including resource policy, resource management, and consumer choices affect our resource use and this is further complicated by the needs and wants of various types of people who have different points of view regarding this usage. Other factors to take into consideration are distribution, availability, and Canada's place in the global economy. Our well-being in Canada is dependent on the nature of how we use our resources making this unit's issue an important one.

Unit 3: People in Canada - Changes and Issues

Global population issues directly impact Canadian communities due to our place in the world community and our immigration policy that has and still continues to impact our identity and culture. We must be able to fully understand population issues in order to have a beneficial and healthy immigration and population policy. Social, economic, political, and environmental issues and how they impact our communities in terms of demographic characteristics, changes, and settlement will be looked at in this unit.

Unit 4: Communities to Live In

The places we live in are vitally important but we must fully understand issues like sustainability of such things as food production and transportation, impacts of growth, and the ways the land is used. All these are determined by the size of our communities, the physical features of the land, and other factors. This unit will allow us to examine our communities in relation to others in terms of similarities and differences and how quality of life is affected by our decisions involving the choices we make in the places we live.

The expectations in Strand A. Geographic Inquiry and Skill Development will be interwoven into the activities of the 4 units as the Curriculum describes.

Teaching/Learning Strategies

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teaching of lessons incorporate the following list of instructional strategies:

- Direct Instruction (online lecture)
- On-line inquiry
- Reading
- Practical Exercise
- Brainstorming
- Research project
- Case study
- Independent study
- GIS - exercise
- Map Interpretation
- Satellite + Aerial Photo
- Statistical Analysis
- Online Presentations
- Predicting

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to the participants. Assessment tools for the course will use the success criteria - these include rubrics, checklists, and exemplars.

Evaluation

The students' final grade for the course will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student=s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. *Growing Success, 2010, p.41*

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

| Type of Assessment | Category | Details | Weighting (%) | |
|--------------------|--------------------------|---|---------------|---|
| (70%) | Knowledge/ Understanding | Knowledge of content (e.g., facts, terms, definitions). Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies). | 13 | |
| | Thinking | Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals). Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias). Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process). | 19 | |
| | Communication | Expression and organization of ideas and information in oral, written, and visual forms. Communication for different audiences and purposes in oral, written, and visual forms. Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms. | 19 | |
| | Application | Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts. Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts. Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary). | 19 | |
| (30%) | Culminating Activity | In the form of a study and proposal, students will analyse Canada's use of a particular resource and the social, economic, and environmental impacts of this resource use. They will evaluate governmental response to this issue, and then they will develop their own strategy for more environmentally and socially responsible response to this situation. Focus will be placed on places, resources, or other factors relevant to each student. It will draw on all 4 units. | K/U | 3 |
| | | | T | 4 |
| | | | C | 4 |
| | | | A | 4 |
| | Final Exam | Written on all the work done in the course. Exam total is 100 marks. Students have 150 minutes to the variety of questions (multiple choice, true/false, short answer, essay) | K/U | 3 |
| | | | T | 4 |
| | | | C | 4 |
| | | | A | 4 |
| TOTAL | | | 100 | |

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment *for* learning and *as* learning is obtained through a variety of means, including the following:

- Teacher observation
- Quizzes
- Personal Communication
- Self-evaluation

Evidence of student achievement (assessment *of* learning) will also be collected from a variety of sources including:

- On-going observations of most consistent work, with consideration given to most recent work
- Presentations
- Assignments
- Conversations with students about the specific and overall outcomes covered
- Tests
- Examinations
- Worksheets

Resources

Andrew, W., Draper, G. (1999). *Perspectives – Canadian Geography*. Toronto, ON: Irwin Publishing.

Andrew, W., Duncan, B., & Roth, A. (2006). *Geography Now*. Toronto, ON: Thompson – Nelson.

Kainai Board of Education. (2005). *Aboriginal Studies 30: Contemporary Issues*. Toronto ON: Duval House Publishing

Ontario Ministry of Education. (2007). *Ontario First Nation, Métis, and Inuit Education Policy Framework*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2007). *Ontario First Nation, Métis, and Inuit Education Policy Framework*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Truth and Reconciliation Commission. (2015). *Canada's Residential Schools: The History Part 1 and Part 2*. Kingston, ON: McGill-Queen's University Press

Program Planning

This course is being offered to Indigenous students in isolated communities of Northwestern Ontario. The primary method of communication is via the Internet. Students will have direct access at all times to computer technology, communicating with their course teacher online and being mentored by another qualified teacher in each respective community classroom.

The focus of the course is student-centered, and requires students to complete weekly activities in order to progress to each subsequent unit. At all times possible, real-world connections will be made in terms of the tasks and experiences students are asked to complete throughout this course (e.g., while learning mapping techniques, students may be asked to map an outdoor area or the classroom). Any accommodations or modifications that are required throughout this course will be individually addressed as they are made apparent. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.