

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, Applied

Grade Level: 9

Ministry Course Code: CGC1P

Teacher's Name: Jason Ho

Developed by: Simon Kim Date: September 2014

Revision Date: August 2019

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: Angela Batsford-Mermans

Principal's Approval (signature):



Approval Date: September 5, 2019

Course Description/Rationale

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

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. Natural Processes and Human Activity: analyse some interactions between physical processes, events, and phenomena and human activities in Canada.

B2. Influence of the Natural Environment on Human Activity: explain how physical processes and the natural environment influence human activity in Canada.

B3. Characteristics of Canada's Natural Environment: describe some natural processes and key characteristics of the natural environment in Canada.

C: Managing Canada's Resources and Industries

C1. Managing Resources: assess the influence of personal choices and community actions on the use of natural resources in Canada.

C2. Canadian Industries: describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries.

C3. The Use of Natural Resources: describe the distribution and use of selected natural resources in Canada.

D. Changing Populations

D1. Population Trends and Their Impacts: assess the impact on Canadian communities of changes in the characteristics of Canada's population, and describe ways of responding to these changes.

D2. Immigration Trends: analyse recent immigration trends in Canada.

D3. Population Characteristics: describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population.

E. Liveable Communities

E1. Sustainable Communities: identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability.

E2. Impacts of Land Use: analyse impacts of land use in Canada on communities and

the natural environment.

E3. Patterns of Land Use: describe patterns of land use in their local community.

Course Content

<i>Unit</i>	<i>Length</i>
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

Taking a look at how the natural characteristics of Canada influence human activity and how human activity influences Canada's natural resources, we will examine how our lives are intertwined with the natural processes, phenomena, and events of the earth. Our lives in Canada are very much influenced by this relationship with the land and we will see how it shapes our identity and outlook.

Unit 2: Using Resources Responsibly

Human needs are always balanced with what is available and this is important in dealing with natural resources as well. We must be able to use natural resources responsibly if we wish to sustain the earth for future generations. In this unit, we will look into this and determine under what criteria we use these resources, especially non-renewable resources. We will look at people's differing opinions on resource use and how our resource management in Canada affect our relationship with the world.

Unit 3: People in Canada - Changes and Issues

Canada is directly affected by world population trends because of factors like immigration and cultural diversity. Our responses to these trends affect our communities greatly. With immigration, Canada has to determine the criteria for our immigration policy and this must be continuously reviewed and revised. The population is always changing and this unit will help us become more informed to act in everyone's best interests as it happens.

Unit 4: Communities to Live In

As people, living spaces are a vitally important part of our daily lives. Many factors make a place livable including sustainability, usage of land, individual actions, and the decisions of the community. The question of what we can do to make the places we live in livable involves these factors balanced by how much and in what way we impact the land and our criteria for how we are willing to change. We will look at how this plays out

in our own communities and how it relates to the rest of the country and the world.

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
- 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.

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

% Assessment	Category	Details	Weighting (%)	
Term Work (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> - Knowledge of content (e.g., facts, terms, definitions) - Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies) 	13	
	Thinking	<ul style="list-style-type: none"> - Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) - Use of processing skills (e.g., analyzing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) - Use of critical/creative thinking processes 	19	
	Communication	<ul style="list-style-type: none"> - Expression and organization of ideas and information in oral, written, and visual forms - Communication for different audiences and purposes in oral, written, and visual form - Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms 	19	
	Application	<ul style="list-style-type: none"> - Application of knowledge and skills in familiar contexts - Transfer of knowledge and skills to new contexts - Making connections within and between various contexts 	19	
Final Evaluation (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. 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
- Conversations with students about specific and overall expectations covered
- Presentations
- Assignments
- 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, 2006.

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

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto, ON: Queen's Printer for Ontario.

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.