

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Canadian and World Studies
Ministry of Education Course Title:	Issues in Canadian Geography, Academic
Grade Level:	9
Ministry Course Code:	CGC1D

Teacher's Name: Brian Savoy

Developed by: Simon Kim

Date: September 2014

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Developed from:

Ontario Ministry of Education. (2018). *The Ontario curriculum, grades 9 and 10: Canadian and world studies*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2021

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

Geographic Inquiry and Skill Development

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

Interactions in the Physical Environment

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

Managing Canada's Resources and Industries

- **The Sustainability of Resources:** analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada.
- **The Development of Resources:** analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective.
- **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.

Changing Populations

- **Population Issues:** analyse selected national and global population issues and their implications for Canada.
- **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.
- **Demographic Patterns and Trends:** analyse patterns of population settlement and various demographic characteristics of the Canadian population.

Liveable Communities

- **The Sustainability of Human Systems:** analyse issues relating to the sustainability of human systems in Canada.
- **Impacts of Urban Growth:** analyse impacts of urban growth in Canada.
- **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
1. Our Relationships with the Land	27 hours

2. Using Resources Responsibly	27 hours
3. People in Canada - Changes and Issues	28 hours
4. Communities to Live In	28 hours
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 part of our identity. Indigenous people have a unique relationship with the Land and your history and culture is intertwined with the Land. 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. Students have the opportunity to consider how individuals and businesses in their communities act sustainably. 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 – Peoples 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

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- 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 students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade 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 percent 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 (p. 47).

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 (%)
Term Work (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., analyzing, 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	19

		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		
	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
Final Evaluation (30%)	Culminating Activity (15%)	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
	Exam (15%)	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 assessment *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) is collected from various sources, including the following:

- 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

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

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. (n.d.). *Indigenous education strategy*.
<http://www.edu.gov.on.ca/eng/aboriginal/>

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

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2018). *The Ontario curriculum, grades 9 and 10: Canadian and world studies*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

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 offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered

semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.