

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Canadian and World Studies
Ministry of Education Course Title:	Issues in Canadian Geography, Applied
Grade Level:	9
Ministry Course Code:	CGC1P

Teacher's Name: Brian Savoy

Developed by: Angela Batsford-Mermans

Date: September 2014

Revision Date: September 2021

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 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

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

- **Natural Processes and Human Activity:** analyse some interactions between physical processes, events, and phenomena and human activities in Canada.
- **Influence of the Natural Environment on Human Activity:** explain how physical processes and the natural environment influence human activity in Canada.
- **Characteristics of Canada's Natural Environment:** describe some natural processes and key characteristics of the natural environment in Canada.

Managing Canada's Resources and Industries

- **Managing Resources:** assess the influence of personal choices and community actions on the use of natural resources in Canada.
- **Canadian Industries:** describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries.
- **The Use of Natural Resources:** describe the distribution and use of selected natural resources in Canada.

Changing Populations

- **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.
- **Immigration Trends:** analyse recent immigration trends in Canada.
- **Population Characteristics:** describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population.

Liveable Communities

- **Sustainable Communities:** identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability.
- **Impacts of Land Use:** analyse impacts of land use in Canada on communities and the natural environment.
- **Patterns of Land Use:** describe patterns of land use in their local community.

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
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Unit Descriptions

Unit 1 – Our Relationship with the Land

In this unit, students will learn how the natural characteristics of Canada influence human activity and how human activity influences Canada's natural resources. Students will examine how their lives are intertwined with the natural processes, phenomena, and events of the earth, in general terms as well as specific to their lives, communities and natural environments. Students will learn more about, as well as reflect upon, how their identities and perspectives are influenced by their relationship with the Land and natural world.

Unit 2 – Using Resources Responsibly

Students will learn about how balance is important when thinking about their personal needs as well as natural resources. They will consider what it means to use natural resources responsibly in order to sustain life on earth for future generations. This unit focuses on determining what criteria is needed to manage resources sustainably and how to use non-renewable resources responsibly. Students will reflect on their own understanding and opinions of resource usage and how it affects their relationships with the earth.

Unit 3 – Peoples in Canada: Changes and Issues

Canada is affected by world population trends and factors like immigration and cultural diversity. Students will learn about how Canada's responses to these trends affect their communities differently. Students will learn about immigration policy and reflect on how and why it needs to be continuously reviewed and revised. They will consider how immigration has affected their communities and ways of life.

Unit 4 – Communities to Live In

In this last unit, students will learn about some of the factors that make a place liveable like land use, sustainability, individual actions and the decisions of the community. They will investigate how these individual and community decisions affect their home communities. Students will learn about what they can do to make a place liveable while considering the balance of how Land is impacted and some criteria for willingness to make personal change. Students will reflect on how these decisions affect their own communities as well as how they related 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 within the course units as the curriculum has described.

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
- 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	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 form Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms	19
	Application	Application of knowledge and skills in familiar contexts Transfer of knowledge and skills to new contexts Making connections within and between various	19

		contexts		
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:

- Ongoing descriptive feedback;
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in contextual school, community and Land based learning);
- Quizzes;
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students;
- Presentations;
- Assignments;
- Tests;
- Worksheets;
- Summative unit activities;
- Exam.

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. (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.