

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title: Geography of Canada, Grade 9, Academic

Grade Level: 9

Ministry Course Code: CGC1D

Teacher's Name: Kevin Dempsey

Developed by: Kevin Dempsey

Date: November 2009

Revision Date: -

Developed from: The Ontario Curriculum, Canadian and World Studies, 2005

Profile Name: Not available for revised curriculum, but the old Public Schools Profile was used as a guide

Text: *Perspectives*, Irwin, 1999  
*Making Connections*, Prentice Hall, 1999

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

# *Course Description/rationale*

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

## *Overall Curriculum Expectations*

### **Geographic Foundations: Space and Systems**

- describe the components and patterns of Canada's spatial organization;
- demonstrate an understanding of the regional diversity of Canada's natural and human systems;
- analyse local and regional factors that affect Canada's natural and human systems

### **Human-Environment Interactions**

- explain the relationship of Canada's renewable and non-renewable resources to the Canadian economy;
- analyse the ways in which natural systems interact with human systems and make predictions about the outcomes of these interactions;
- evaluate various ways of ensuring resource sustainability in Canada

### **Global Connections**

- describe how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;
- analyse connections between Canada and other countries;
- report on global issues that affect Canadians

### **Understanding and Managing Change**

- explain how natural and human systems change over time and from place to place;
- predict how current or anticipated changes in the geography of Canada will affect the country's future economic, social, and environmental well-being;
- explain how global economic and environmental factors affect individual choices

### **Methods of Geographic Inquiry and Communication**

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada's natural and human systems;
- analyse and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques

## *Course Content*

<i>Unit</i>	<i>Length</i>
Mapping and Geographic Information Systems	20
Natural and Human Systems	35
Humans and the Environment	20
Climate Change and Resource Use	10
Global Interactions	15
Culminating Activity	10 hours
<b>Total</b>	<b>110 hours</b>

# ***Unit Descriptions***

## **Unit 1: Mapping and Geographic Information Systems**

This unit will introduce students to many of the key tools used in the study of geography. They will learn about the types of information contained in maps, and how to compare various maps of a given region to identify patterns. They will make maps of specific areas containing specific information. They will learn about satellite imagery and Geographic Information System programs such as ArcVoyager and Google Earth.

## **Unit 2: Natural and Human Systems**

In this unit, students will learn about distinguishing characteristics of natural systems in Canada and around the world. They will analyse patterns of human settlement and how that is influenced by and influences the environment. They will calculate and compare population densities of different areas and identify possible reasons for these differences. They will look at how Canada's natural systems are connected to global systems, and they will determine ways to achieve balance between natural and human systems.

## **Unit 3: Humans and the Environment**

This unit centres on our place within the local bioregion and the natural systems found in a specific bioregion. On a larger scale, the focus is on energy use and resource extraction, and how humans are affecting the environment. Students will examine the significance of various resources to the Canadian and global economies. Students will analyse government roles in managing resources and protecting the environment, and they will identify solutions to environmental issues caused by humans.

## **Unit 4: Climate Change and Responsible Resource Use**

This unit builds on Unit 3, focusing specifically on the issues surrounding climate change and fossil fuels, as well as other ways resources are used by humans. Students will also compare and evaluate Canadian and global responses to climate change and energy crises, and they will develop plans of their own for dealing with these issues.

## **Unit 5: Global Interactions**

In this investigation of Canada's links to the global community, students are given the opportunity to investigate our international role with respect to cultural and economic activities. Students will look at issues of trade and tourism, as well as some ways Canada contributes to the global community in terms of culture, technology, and developmental aid.

# ***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 teaching approaches:

Direct Instruction (online lecture)

On-line inquiry

Reading  
 Structured Discussion  
 Practical Exercise  
 Brainstorming  
 Group work  
 Research project  
 Case study  
 Independent study  
 GIS - exercise  
 Map Interpretation  
 Satellite + Aerial Photo  
 Interpretation

## ***Evaluation***

The student's final grade for the course will be determined as outlined in Canadian and World Studies. The Ontario Curriculum Grades 9 and 10. 2005 Revised.

**Seventy per cent (70%)** of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)
<b>Formative (70%)</b>	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

	<b>Thinking/ Inquiry</b>	Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)		19
		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)		
	<b>Communication</b>	Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms		19
		Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms		
		Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms		
	<b>Application</b>	Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts		19
		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)		
<b>Summative (30%)</b>	<b>Culminating Activity</b>	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.	<b>Knowledge/ Understanding</b>	3
			<b>Thinking/ Inquiry</b>	4
			<b>Communication</b>	4
			<b>Application</b>	4

	Final Exam	Written on all the work done in the course. Exam total is 100 marks. Students have 150 minutes to complete the essay, creative writing, and short answer questions.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
			<b>TOTAL</b>	

## *Assessment/Evaluation Strategies*

Online submissions

rating scales

rubrics

Performance Methods

projects

presentations

assignments

tests

quizzes

work sheets

examinations

Other exemplars

checklists

rubrics

rating scales

Performance Methods

projects

presentations

map

diagrams

Personal Communication

online discussions

self evaluation

## *Resources*

Name of Approved Text: *Making Connections: Canada's Geography*, Clark, Bruce W.; Wallace, John K., Prentice Hall, 1999.

### **Web Sites (Including but not limited to the below sites)**

Oil use: <http://news.bbc.co.uk/1/hi/world/686682.stm>

<http://www.rense.com/general37/petrol.htm>

<http://www.infoplease.com/ipa/A0872964.html>

<http://www.infoplease.com/ipa/A0922041.html>

Other resources:

<http://geology.com/articles/gem-diamond-map/>

[http://www.indexmundi.com/en/commodities/minerals/diamond\\_\(industrial\)/diamond\\_\(industrial\)\\_t5.html](http://www.indexmundi.com/en/commodities/minerals/diamond_(industrial)/diamond_(industrial)_t5.html)

<http://atlas.nrcan.gc.ca/site/english/index.html>

Alternative energy: <http://news.bbc.co.uk/1/hi/business/916492.stm>

Environmental Sites:

[http://geogratias.cgdi.gc.ca/Ecosystem/5\\_protect/other.htm](http://geogratias.cgdi.gc.ca/Ecosystem/5_protect/other.htm)

<http://www.energyquest.ca.gov/story/index.html#table><http://www.iclei.org/EFACTS/>

<http://library.thinkquest.org/20331/types/>

<http://library.thinkquest.org/17658/>

<http://www.eere.energy.gov/kids/>

Global warming:

[http://www.bbc.co.uk/weather/features/global\\_warming1.shtml](http://www.bbc.co.uk/weather/features/global_warming1.shtml)

## ***Program Planning***

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. 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 800 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 resources 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 tutoring as required.