

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

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

Grade Level: 9

Ministry Course Code: CGC1P

Teacher's Name: Kevin Dempsey

Developed by: Kevin Dempsey Date: March 2007

Revision Date: November 2009

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**

- identify patterns and diversity in Canada's natural and human systems;
- illustrate regional differences using the concept of ecozone;
- describe issues that affect natural and human systems in Canada.

### **Human-Environment Interactions**

- assess the impact of human systems and/or resource extraction on the natural environment;
- describe ways in which renewable, non-renewable, and flow resources are used in Canada;
- relate current lifestyle choices of Canadians to the prospects for sustaining Canada's economic and environmental well-being.

### **Global Connections**

- identify the economic, cultural, and environmental connections between Canada and other countries;
- report on how Canada influences and is influenced by its economic, cultural, and environmental connections with other countries;
- explain how current global issues affect Canadians.

### **Understanding and Managing Change**

- explain the relationship between sustainability, stewardship, and an "ecological footprint";
- identify current or anticipated physical, social, or economic changes and explain how they could affect the lives of Canadians;
- apply the concepts of stewardship and sustainability to analyse a current national or international issue.

### **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	25
Ecozones and Human Distribution	30
Humans and the Environment	20
Sustainable Development	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 different types of coordinate systems used in maps, such as the military grid system and the use of longitude and latitude. They will learn about various features and symbols on maps. They will learn about satellite imagery and Geographic Information System programs such as ArcVoyager and Google Earth.

### **Unit 2: Ecozones and Human Distribution**

In this unit, students will learn about how different regions of Canada and the world can be differentiated between. Students will learn what an ecozone is and will compare various elements of different ecozones in Canada. They will see why some regions of Canada and the world are more populated than others. They will learn about population density and distribution and what physical and human factors affect population distribution.

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

This unit centres on our place within the local bioregion and the natural systems found in a specific bioregion. On a national scale, concentration is on natural resource use with a focus on energy creation and consumption. The conflicting demands we place on our environment are addressed both through a study of our unique ecological footprint and the study of the components of a consumable good and its relationship to environmental sustainability.

### **Unit 4: Sustainable Development**

In this unit students will look at themes of sustainability, conflict over resources, and changes over time. Students will focus on climate change and what humans can do on an individual and global level to create a more sustainable future.

### **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 environmental, cultural, and economic activities. Students investigate the role that Canada plays with respect to the developed and less developed countries emphasizing aid, economic, tourism and recreational links. Also, there is a focus on the relationship of human and natural global systems affecting the quality of life for Canadians.

## ***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 outlines 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.

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
<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
	Thinking/ Inquiry	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	<p>Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms</p> <p>Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms</p> <p>Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms</p>	19	
	Application	<p>Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts</p> <p>Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts</p> <p>Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary)</p>	19	
<b>Summative (30%)</b>	Culminating Activity	Students will create a study and proposal for a fictitious gold mine in northern Ontario. The study will examine the value of gold to the Canadian and world economies, the impacts (social and environmental) of mine development and operation, and possible hurdles towards developing the mine. Students will adopt the role of a community member and take a stance and advise their community as to whether or not to allow the project to go ahead.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	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>

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.