Public District School Board Writing Partnership

Course Profile

Geography of Canada

Grade 9
Applied

· *for teachers by teachers*

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Course Overview
Canadian and World Studies, Applied, Grade 9

Identifying Information:
School:
Department:
District:
Course Title: Geography of Canada
Grade: 9
Course Type: Applied
Ministry Course Code: CGC 1P
Credit Value: 1.0

Description/Rationale
This course draws upon students' everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's land forms, climates, soils, plants, animals, and human activities in order to understand Canada's character and diversity. Exposure to an array of geotechnologies is also included.

Unit Titles (Time and Sequence)

Unit 1	Natural Systems	25 hours
Unit 2	Human Systems	25 hours
Unit 3	Humans in the Environment	25 hours
Unit 4	Global Interactions	25 hours
Unit 5	Sustainable Development	10 hours

Unit Organization

Unit 1: Natural Systems

Time: 25 hours

Description

The unit on natural systems introduces students to the concept of Ecozones; their components, the variables which define and influence their existence, and their spatial organization within Canada's physical context. Within the framework of the ecozones model, students investigate the links between living and non-living systems in nature and the connections which exist among ecozones, working towards a culminating activity based on a decision-making matrix to determine which ecozone in Canada needs most to be protected.

Strand(s) and Expectations

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interaction, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, SSV.O2B, SSV.03B, SSV.04B, SSV.05B, UMV.01B, UMV.02B, HEV.01P, MIV.01B, MIV.02B, MIV.03P.

Specific Expectations: SSI.01B, SSI.02B, SSI.03B, SSI.04B, SSI.05P, SSI.06P, SSI.07P, SS2.01P, SS3.01P, SS3.05B, UM2.01B, UM1.02B, HEI.03B, MI2.01B, MI2.03B, MI2.04B, MI2.06B, MI2.08B, MI2.09P, MI2.12B, MI2.10B, MI2.13B, MI2.14B, MI1.01P, MI1.02B, MI1.03P, MI MI3.03B

Unit 2: Human Systems

Time: 25 hours

Description

In this investigation of human systems students are given the opportunity to develop skills in geographic inquiry through the creation, analysis and interpretation of a variety of geographic representations including graphs, maps, data charts, and organizers. The relationship between human systems and ecozones are also explored. Students apply the knowledge and skills in a culminating activity in which they develop and complete a Locality Study and Business Plan for a secondary, tertiary or quaternary industry that incorporates demographics, future considerations, and locational factors.

Strand(s) and Expectations

Strand(s): Geographic Foundations: Space and Systems, Methods of Geographic Inquiry, Global Connections, Understanding and Managing Change

Overall Expectations: SSV.01-04, SSV.05B, MIV.01-03, GCV.01, GCV.02, UMV.01, 02, HEV.01P, HEI.03B.

Specific Expectations: SS1.01B, SS1.03B, SS1.04B, SS1.05P, SS1.07P, SS2.01P, SS2.02P, SS2.03P, SS2.04P, SS3.05B, UMI.01B, UMI.02B, UMI.03P, UM3.02P, UM3.04P, MI1.02B, MI2.01P, MI2.02B, MI2.03P, MI2.04B, MI2.05B, MI2.06B, MI2.08B, MI2.09P, MI2.10P, MI2.11P, MI2.12B, MI2.13B, MI2.14B, MI3.03B, MI3.04P.

Unit 3: Humans in the Environment

Time: 25 hours

Description

This unit centres on our place within the local bioregion and the natural systems inherent within 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 culminating activity which looks at the components of a consumable good and its relationship to environmental sustainability.

Strand(s) and Expectations

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interaction, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, SSV.02B, SSV.04B, SSV.05B, HEV.01P, HEV.02P, HEV.03B, UMV.01B, UMV.02B, MIV.01B, MIV.02B, MIV.03P.

Specific Expectations: SS1.01B, SS1.03B, SS1.05P, SS2.01P, HE1.01B, HE1.02B, HE1.03B, HE1.04B, HE2.01P, HE2.02P, HE2.05P, UM1.02B, UM2.01B, UM2.02B, UM2.03B, UM3.02P, UM3.05P, MI1.01B, MI1.02B, MI2.01P, MI2.03P, MI2.04B, MI2.05B, MI2.08B, MI2.10P, MI2.11P, MI2.12B, MI2.13B, MI3.01B, MI3.03B.

Unit 4: Global Interactions

Time: 25 hours

Description

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.

Strand(s) and Expectations

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interaction, Understanding and Managing Change, Global Connections, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, SSV.02B, SSV.05B, HEV.01P, UMV.01B, UMV.03B, GCV.01P, GCV.02B, GCV.03B, MIV.01B, MIV.02B, MIV.03P.

Specific Expectations: SS1.01B, SS1.05P, SS2.04P, HE1.03B, HE1.04B, HE2.02P, UM1.01B, UM1.02B, UM1.03P, UM2.01B, UM2.02B, UM3.04P, GC1.01P, GC1.02P, GC1.03B, GC1.04P, GC1.05P, GC2.01P, GC2.02P, GC2.03P, GC2.04P, GC3.01P, MI1.01B, MI1.02B, MI2.01P, MI2.02B, MI2.03P, M12.04B, MI2.05B, MI2.06B, MI2.08B, MI2.09P, MI2.11P, MI2.12B, MI2.13B, MI2.14B.

Unit 5: Sustainable Development

Time: 10 hours

Description

In this unit students complete a culminating task related to the Great Lakes which allows them to demonstrate achievement of a range of the overall and specific expectations from throughout the course. This activity addresses the themes of sustainability, conflict over resource use, and changes over time, using a newspaper format.

Strand(s) and Expectations:

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interaction, Understanding and Managing Change, Global Connections, Methods of Geographic Inquiry

Overall Expectations: SSV.05B, GCV.03B, HEV.01P, HEV.02P, HEV.03B, UMV.01B, UMV.02B, MIV.02B, MIV.03P.

Specific Expectations: have been covered in the previous units

Course Notes

This sequence of units was developed with the intent of providing a logistical framework for organizing the strands and expectations outlined in the Canadian and World Studies policy document. Working towards a culminating unit based on sustainable development, students develop their understanding of systems by examining natural and human systems in Canada, how they interact and influence one another, and Canada's relationships with the global community. There is a recurring theme of national parks to provide a basis for understanding the concept of sustainable development.

Students are introduced to the concept of systems in the first unit through an examination of natural systems. While the focus is on natural systems, it is intended that human systems also be addressed, and then developed more fully in the second unit. This allows students to develop a basis for understanding systems so that the characteristics of systems can be addressed more explicitly in the third and fourth units, when the complex interactions of systems that form our world can be explored.

Each unit has been designed to have a set of activities which lead up to the performance of a culminating activity. The skills and knowledge developed in each activity are used in the culminating activity. The culminating activities also often provide a career and community context for the students, so that they can see where geography is used outside of schools.

Practising geographers use a vast array of geotechnological and spatial approaches in their work, and these approaches are increasingly being applied in other disciplines as well. This is reflected in the curriculum policy documents through the many references to spatial information systems. In order to facilitate spending approximately 20% of class time on geotechnologies a number of the activities were designed to include their use. The variety of technological environments in Ontario schools makes the universal application of geotechnologies and the related resources impossible, so the activities can also be completed without them.

It is important that teachers be familiar with *The Ontario Curriculum Social Studies (Grades 1-6) and Geography and History (Grades 7-8)* and the Earth and Space Systems strand in *Science and Technology, Grades 1-8* in order to provide continuity for the students in their learning. The learning activities in this profile build on those which will have taken place in Grades 7 and 8 and earlier. However, some time is necessary both to assess prior learning and to consolidate skills required. This is especially important during the first years of implementation of the elementary curriculum.

The concepts and skills developed in this course especially complement those that are developed in the Grade 9 courses in Mathematics, Science, and English. Teachers are to be familiar with the content for those courses so that connections can be articulated for students, and might find collaboration with teachers of those subjects worthwhile. However, where skills and concepts are similar, the emphasis should always be made on the approach taken within the discipline of Geography.

While suggestions for possible accommodations accompany each activity, these are just general starting points. Teachers should consider the individuals in the class(es) they are teaching as they begin planning for course delivery, identifying any physical or learning exceptionalities and the types of accommodations that are needed. The Special Education teachers in the school can be of assistance in this planning.

Teaching/Learning Strategies

Students learn Geography in this course through a variety of individual, small group, and whole class tasks which provide a variety of opportunities for oral and written communication with an emphasis on real-world applications. In addition the tasks are designed to develop the skills and concepts through practical activities involving a variety of geographic representations such as maps, charts, graphs and organizers.

A variety of co-operative learning strategies are suggested in the activities. Teachers can locate additional information on these in the references listed under Assessment and Teaching Strategies in the Resources section.

The strategies used are varied to meet the needs and the range of learning styles encountered in any group of students and include the following:

- direct instruction;
- textbook use;
- teacher-led review;
- work and task sheets;
- note taking;
- note making;
- journal writing;
- small group co-operative learning;
- analysis of videos;
- guided Internet search;
- multimedia presentation;
- oral presentations;
- portfolios;
- data analysis;
- small group discussions;
- collaborative project;
- report writing;
- creating graphs;
- creating maps;
- letter writing;
- interpreting maps and graphs;
- research;
- role playing.

Assessment/Evaluation

The approach to assessment, evaluation, and reporting that is presented in *The Ontario Curriculum, Grades 9 and 10 Program Planning and Assessment* represents a significant change in practise for Ontario teachers. Implementation of this approach will be an ongoing process. A variety of supports are needed to develop classroom practice to match the policy. Sections of the document are included here for emphasis and are italicized below. Also presented are practical suggestions and implications for teachers as they use the material presented in this course profile.

> ***The primary purpose of assessment and evaluation is to improve student learning.*** *Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practice.*
>
> ***Assessment is the process of gathering information from a variety of sources*** *(including assignments, demonstrations, project, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.*

In order to give students opportunities to improve their learning, diagnostic and formative assessment is needed as well as summative assessment. As students carry out the activities designed to help them achieve the expectations teachers must have considered the following questions:

1. What will be the evidence you accept that students have achieved the expectations?
2. What opportunities will you give students to demonstrate their learning?
3. How will you make the expectations clear to the students?
4. How do you gather information?
5. What information do you gather?
6. What is the purpose?
7. How will you use the information?
8. How is the information connected to the expectations

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

- Units for this profile were developed to allow students to demonstrate their learning through a variety of activities leading up to culminating task. This enables the use of formative assessment as they develop the skills and concepts as well as a final, performance-based evaluation at the end of the unit.
- The final unit is designed as an opportunity for a final demonstration of a range of expectations from the course, which can also serve as a major component of the final evaluation for the course.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline.

- The activities within each unit are developed to address a cluster of expectations.

The achievement chart for each discipline is included in the curriculum policy document for that discipline. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

- The activities can be assessed with a rubric based on the achievement expectations. This enables efficient assessment of the cluster of expectations addressed in that activity.
  Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents.
- In order to implement reporting by achievement levels alternate strategies are needed for teachers to collect and aggregate the data which can be used to document the achievement of expectations by students.

Some strategies which are consistent with the assessment techniques used throughout the activities are presented below:

- Share the rubrics (or develop them with students) for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities in the unit.
- Use a few generic or comprehensive rubrics that can be used for a variety of activities so that the process is not overwhelming for students and teachers.
- Provide exemplars of achievement at different levels for students.
- Use the results of diagnostic and formative assessment to modify the delivery of the unit.
- Provide different opportunities to assess the achievement of the expectations.
- Use portfolios as a way for students to collect information (assignments, tests etc.) which can then be used with a rubric to document achievement of the expectations.
- Provide opportunities for self- and peer-assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Develop tests that provide opportunities to demonstrate all categories on the achievement chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use mechanisms for calculating marks that allow for assessments to be either formative or summative (e.g., give students options of excluding certain marks, or of choosing the best).
- Use assessment tools that are appropriate for the expectations being addressed and which relate to the categories on the achievement charts.
- Provide prompt feedback so that students can use it to improve their learning.

While many strategies are common to both types of courses, additional strategies that are especially appropriate for an applied course include the following:

- Provide frequent feedback along with multiple opportunities to practise and demonstrate learning.
- If rubrics are used analytically to generate marks then give more weight to the criteria for Applications/Making Connections.
- Provide choice for students in how they demonstrate their learning for a particular task (e.g., a poster, an oral interview, or a written summary).
- Emphasize practical applications in the tasks assigned.
- Use product or performance assessment tasks.
- Use journals or learning logs on an ongoing basis as a diagnostic tool.

A variety of assessment tools and techniques are used throughout this profile and are summarized for each activity using the following format, which allows for identification of the type of product or performance being assessed, whether it is formative or summative, and whether self-, peer- or teacher- assessment is involved.

Tool	Purpose	Who	Activity

Resources

Texts, Periodicals, and Atlases	Multimedia and Software	Geotechnology Programs and Data
1999 Governor General's Map of Canada to include Nunavut	Enviro Canada Series 1 Posters, J&L MacPherson Educational Services Ltd., Kelowna, B.C., 250-769-4321	OAGEE GR9 GEOTECHNOLOGIES TOOLKIT
OAGEE *Monograph*	Ecological Footprints kit	ARCVOYAGER-ESRI Canada
Magazines such as: *Canadian Geographic* *Seasons* *Nature Canada* *The Green Teacher*	The Ecozone Posters produced by Environment Canada (ISBN: 0-660-16665-8, Cat No. En21-157 1996E)	ARCVIEW ESRI Canada
Canadian Oxford School Atlas, 7th edition, Oxford University Press (and teacher manual)	Canada's Landform Regions-NFB-V	ArcCanada CD data
Canada Land of Diversity 2nd edition, Prentice-Hall Ginn	*1998 Grolier Multimedia Encyclopedia*	E-stats-data, Stats Canada
Contact Canada, 2nd ed. F. Cartwright, G. Birchall, G. Pierce, Oxford University Press, 1996	*Encyclopedia Britannica* CD-ROM	Idrisi-Clark University
Investigating Canada	*Info-finder World Book*	Autocad Map
Canada: Exploring New Directions, 4th edition Fitzhenry & Whiteside	*Facts on File*	SpansMap-PCI
State of Canada's Environment Report-Ottawa. Government of Canada Depository Services Program	*Microsoft Publisher*	MFTeach-Thinkspace
Canada and The World: an Atlas Resource, 2nd ed., 1995, Scarborough, Prentice-Hall Ginn	*CorelDRAW™* *Chart* *PhotoPaint*	Mapinfo
A Brief History of Canada's National Parks. W.F. Lothian Ottawa, Environment Canada, Parks, 1987	*Claris Works*	Compusearch-Ontario Street Files
A Visitors Guide: Canada's National Parks, M. Stephenson	*Microsoft Works*	Ontario Base Maps. Ministry of Natural Resources-Ontario

Organizations and Internet Sites	Assessment and Teaching Strategies
Ontario Association of Geographers and Environmental Educators www.oagee.org	*Geography for Life*, National Geographic Standards, 1994 National Geographic Society, 1994 ISBN 0792227751
Parks Canada www.pc.ca	*Classroom Assessment-Changing the Face, Facing the Change* Lorna Earl and Bradley Cousins. OPSTF, 1995
Canadian Communities School Atlas www.//cgdi.gc.ca/ccatlas	*Communicating Student Learning*, Tom Guskey, ed. ASCD Yearbook 1996
Stats Canada http://www.statcan.ca/english/Estat/estat.htm	*Assessing Student Outcomes: Performance Assessment Using Dimensions of Learning*, R. Marzano, D. Pickering, and J. McTighe ASCD, 1993. ISBN 0871202255
Environment Canada: Ecozones of Canada www.ec.gc.ca	*The Mindful School – How to Grade for Learning*, K. O'Connor, Skylight 1998 ISBN 1575171236
www.canada.gc.ca./canadiana/cdaind_e.html	*Project Wild*
www.ns.ec.gc.ca:4000/envcan.html	*Student-Centered Classroom Assessment* 2nd ed., R. Stiggins, Maxwell Macmillan
www.cmc.ec.gc.ca/climate	*Cooperative Learning, Where Heart Meets Mind*. Toronto: B. Bennett, et al. Educational Connections, 1991. ISBN 0969538804
www.199.212.18.77/~vigettes/terr.html	Together We Learn, J. Clarke, et al. Prentice Hall Canada, Inc. ISBN 0139245561
Canadian Centre for Inland Waters www.glimr.cciw.ca	*Educative Assessment: Designing Assessments to Improve Student Learning*, G. Wiggins. Canadian Distributer is Prentice Hall, 539 Collier McMillan Dr., Cambridge, Ont., N1R 5W9, 1-800-567-3800ISBN 0787908487
Canadian Council For Geographic Education http://www.ccge.org	*Understanding by Design*, G. Wiggins, J. McTighe, ASCD 1198
The Royal Canadian Geographic Society http://www.rcgs.org	*Multiple Intelligences In the Classroom.* T. Armstrong, ASCD 1994. ISBN 0871202301, Stock #1-94055
Natural Resources Canada http://www.NRCan.gc.ca	*Assessing in the Learning Organization*. Arthur, C. Costa and B. Kallick, ASCD 1995. ISBN 0871202506

Coded Expectations
Geography of Canada, Applied, Grade 9
The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies

Geographic Foundations: Space and Systems

Overall Expectations

SSV.01B
- demonstrate a knowledge of spatial organization components (e.g., place, location, region, pattern);

SSV.02B
- identify and evaluate patterns of spatial organization, including land use, population distribution, and ecozones;

SSV.03B
- demonstrate an understanding of the regional diversity of Canada's natural systems (e.g., vegetation, climate zones) and human systems (e.g., transportation links, urban hierarchies);

SSV.04B
- analyse factors that affect natural and human systems in Canada using local and regional examples.

Specific Expectations

Understanding Concepts

SS1.01B
- demonstrate an understanding of the terms and concepts associated with regions (e.g., bioregion, ecozone, ecological footprint, boundaries, transition zone);

SS1.02B
- demonstrate a knowledge of the characteristics of natural systems (e.g., climate, landforms, water, soils, natural vegetation, wildlife);

SS1.03B
- demonstrate an understanding of how natural and human systems interact within ecozones;

SS1.04B
- demonstrate a knowledge of the characteristics of human systems (e.g., transportation, population, communication, energy networks, industry);

SS1.05P
- demonstrate an understanding of the ways natural and human systems function as parts of a whole;

SS1.06P
- describe selected Canadian ecozones;

SS1.07P
- demonstrate a knowledge of the differing characteristics of urban and rural environments (e.g., population density, land use, forms of settlement, development patterns);

SS1.08P
- identify and explain the geographical requirements that determine the location of businesses, industries, or transportation systems.

Developing and Practising Skills

SS2.01P

- analyse the natural and human factors that create regions;

SS2.02P

- explain how population patterns reflect cultural diversity;

SS2.03P

- explain variations in population density and relate overall population patterns to those variations within the local region;

SS2.04P

- analyse statistical data on migration within Canada, and between Canada and other nations, to identify migration patterns;

SS2.05P

- identify and explain the regional distribution patterns of Aboriginal peoples across Canada (i.e., determine where various peoples are located and why they settled there).

Learning Through Application

SS3.01P

- construct a model or graphic representation of the local bioregion that illustrates its natural and human characteristics;

SS3.02B

- explain how the arts (e.g., dance, drama, literature, music, visual arts) reflect Canada's natural or cultural landscapes;

SS3.03B

- identify appropriate forms of human systems (e.g., transportation, social services, resource management, political structures) for the territory of Nunavut;

SS3.04P

- produce a case study of a local business, industry, agricultural activity, or transportation system in which they determine the factors influencing its location.

Human-Environment Interactions

Overall Expectations

HEV.01P

- demonstrate an understanding of the interdependence of natural and human systems in Canada's rural and urban landscapes;

HEV.02P

- analyse ways in which Canadians use resources in Canada;

HEV.03B

- demonstrate an understanding of the challenges associated with achieving resource sustainability and explain the implications of meeting or not meeting those challenges for future resource use in Canada.

Specific Expectations

Understanding Concepts

HE1.01B

- demonstrate an understanding of what is meant by an "ecological footprint";

HE1.02B

- demonstrate an understanding of how human activities (e.g., rural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment;

HE1.03B

- demonstrate an understanding of how natural systems (e.g., climate, soils, landforms, wildlife) influence cultural and economic activities (e.g., recreation, transportation, employment opportunities);

HE1.04B

- identify the locations of Canada's energy sources and describe the relative importance of each source for the future.

Developing and Practising Skills

HE2.01P

- select criteria to produce an evaluation of selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and conservation strategies;

HE2.02P

- design and complete an organizer comparing the benefits and disadvantages of selected energy megaprojects (e.g., Churchill Falls, James Bay, Athabaska tar sands, Hibernia);

HE2.03B

- research and report on ways to improve the balance between human needs and natural systems (e.g., recycling, river clean- ups, ecological restoration of local woodlots ro schoolyards, industrial initiatives to reduce pollution).

Learning Through Application

HE3.01P

- plan and conduct a survey to determine the methods used within the local community to reduce waste and conserve energy and water;

HE3.02P

- create and implement a plan to address a local environmental concern;

HE3.03P

- research and write a case study on the relationships between the environment and a particular recreational activity (e.g., white water rafting on selected rivers).

Global Connections

Overall Expectations

GCV.01P

- demonstrate an understanding of the connections between different parts of Canada, and between Canada and other countries (e.g., migration, cultural activities, foreign ownership, trade, aid programs);

GCV.02B

- explain how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;

GCV.03B

- produce research reports on global concerns that affect Canadians (e.g., wilderness protection, economic impact of globalization).

Specific Expectations

Understanding Concepts

GC1.01P

- identify major international agreements and organizations in which Canada participates (e.g., United Nations, North American Free Trade Agreement, Commonwealth, Sommet de la francophonie);

GCI.02P

- describe Canada's participation in agreements dealing with global issues (e.g., global warming, biodiversity, human rights);

GCI.03B

- summarize Canada's significant world contributions (e.g., peacekeeping, telecommunications technology);

GCI.04P

- explain how Canada's natural systems form parts of global systems (e.g., Pacific Ring of Fire, continental shelves, global biomes);

GCI.05P

- demonstrate an understanding of Canadian cultural diversity by mapping the countries of origin of people in the school and/or community.

Developing and Practising Skills

GC2.01P

- construct and defend a reasoned argument evaluating Canada's involvement in a global concern (e.g., climate change, depletion of ocean resources);

GC2.02P

- demonstrate an ability to relate Canada's environmental concerns (e.g., deforestation, pollution that crosses international boundaries);

GC2.03P

- map and describe Canadian tourist destinations in Canada and around the world;

GC2.04P

- research and describe the importance of tourism to Canada's economic development.

Learning Through Application

GC3.01P

- use a variety of media sources (e.g., newspapers, televised documentaries, taped interviews, internet search) effectively to produce a research report on an international trade, cultural, or sporting event involving Canada (e.g., trade missions, Commonwealth and Olympic Games);

GC3.02P

- investigate the importance of tourism to Canada's development.

Understanding and Managing Change

Overall Expectations

UMV.01B

- demonstrate an understanding of how natural and human systems change over time and from place to place;

UMV.02B

- synthesize information on changes in the geography of Canada, such as changes in land use and urban patterns, as well as resource depletion, in order to plan for the future;

UMV.03B

- explain how global economic and environmental factors affect individual career and lifestyle opportunities.

Specific Expectations

Understanding Concepts

UM1.01B

- identify similarities among cultures and appreciate the need to respect cultural differences;

UM1.02B

- demonstrate an understanding of the concept of change and selected factors that cause change in human and natural systems (e.g., corporate and government policies, zoning bylaw changes, natural hazards);

UM1.03P

- describe the factors (e.g., regional economic disparities) influencing demographics and migration in Canada.

Developing and Practising Skills

UM2.01B

- research different perspectives on a geographic issue and present arguments supporting a point of view;

UM2.02B

- predict the consequences of human activities (e.g., agriculture, recreation) on natural systems (e.g., soil depletion, climate change);

UM2.03B

- explain the positive and negative impacts on people and the environment of the manufacture, transportation, and consumption of selected products (e.g., cars, clothing, tropical food products.)

Learning Through Application

UM3.01P

- identify ways to make transportation and communication networks more responsive to local needs;

UM3.02P

- use communication skills (e.g., letter writing, debating, consensus building) effectively to promote environmental awareness;

UM3.03P

- identify job and career opportunities in the Canadian workplace requiring geographic knowledge and skills;

UM3.04P

- use an effective method for rating Canada's quality of life compared with that of other countries;

UM3.05P

- predict the impact of selected changes in technology (e.g., computer technology, renewable energy technology) on quality of life for Canadians in the future.

Methods of Geographic Inquiry

Overall Expectations

MIV.01B

- collect, organize, and synthesize information about the characteristics of Canada's geography from a variety of sources (e.g., atlases, photographs, hypermedia);

MIV.02B

- select and use appropriate geographic methods and organizers to analyse the economic, social, and natural characteristics of selected regions in Canada;

MIV.03P

- communicate the results of geographic inquiries using appropriate methods and technologies, and present viewpoints on issues affecting Canadians.

Specific Expectations

Understanding Concepts

MI1.01B

- demonstrate a knowledge of technologies used in geographic inquiry (e.g., Geographic Information Systems (GIS), hypermedia);

MI1.02B

- demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;

Developing and Practising Skills

MI2.01P

- demonstrate knowledge of geographic terms (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);

MI2.02B

- develop appropriate questions to define a geography research topic, problem, or issue;

MI2.03P
- use geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, Internet) effectively and appropriately when researching a geographic issue;

MI2.04B
- use graphic organizers (e.g., semantic webs, timelines, future wheels, analogy charts, Venn diagrams) effectively to visualize, clarify, and interpret geographic information;

MI2.05B
- demonstrate an ability to distinguish among opinion, argument, and fact in research sources;

MI1.06B
- describe biases in information, and identify what types of information are relevant to particular inquiries;

MI2.07B
- determine whether or not the questions used for a geographic inquiry have been answered or the problems addressed;

MI2.08P
- provide evidence to support conclusions and opinions;

MI2.09B
- select and use appropriate methods for displaying geographic data;

MI2.10P
- summarize information about the local bioregion (e.g., through observation, surveying, interviewing);

MI2.11P
- use appropriate technology (e.g., computer maps, graphs, air photos) to present geographic information;

MI2.12B
- use different types of maps (e.g., road, topographic, thematic) effectively to interpret geographic relationships;

MI2.13B
- use cartographic conventions correctly when constructing maps (e.g., scale, legend, direction);

MI2.14B
- use statistical operations (e.g., average, median, correlation) appropriately when analysing geographic information.

Learning Through Application

MI3.01B
- select and use an organizer or decision-making model effectively to study a geographic issue in a local bioregion;

MI3.02P
- map transportation networks used for a specific purpose in daily life (e.g., best route for car pool, bicycle path through local bioregion);

MI3.03B
- determine whether or not the conclusions or solutions arrived at during a geographic inquiry can be applied to other situations;

MI3.04B
- use computer technology effectively to communicate with students in different regions.