Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title:

Geography of Canada, Applied

Grade Level: 9

Ministry Course Code: CGC1P

Teacher's Name: Simon Kim

Developed by: Simon Kim

Date: September 2014

Revision Date: September 2015

Developed from: The Ontario Curriculum, Grade 9 and 10, Canadian and World Studies, 2013

Text:

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature): 

Approval Date: September 21, 2015

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

A: Geographic Inquiry and Skill Development

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography

A2. 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

B: Interactions in the Physical Environment

B1. Natural Processes and Human Activity: analyse some interactions between physical processes, events, and phenomena and human activities in Canada (FOCUS ON: Interrelationships; Geographic Perspective)

B2. Influence of the Natural Environment on Human Activity: explain how physical processes and the natural environment influence human activity in Canada (FOCUS ON: Spatial Significance; Interrelationships)

B3. Characteristics of Canada's Natural Environment: describe some natural processes and key characteristics of the natural environment in Canada (FOCUS ON: Spatial Significance; Patterns and Trends)

C: Managing Canada's Resources and Industries

C1. Managing Resources: assess the influence of personal choices and community actions on the use of natural resources in Canada (FOCUS ON: Interrelationships; Geographic Perspective)

C2. Canadian Industries: describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries (FOCUS ON: Patterns and Trends; Geographic Perspective)

C3. The Use of Natural Resources: describe the distribution and use of selected natural resources in Canada (FOCUS ON: Spatial Significance; Interrelationships)

D. Changing Populations

D1. 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 (FOCUS ON: Pattern and Trends; Geographic Perspective)

D2. Immigration Trends: analyse recent immigration trends in Canada (FOCUS ON: Interrelationships; Patterns and Trends)

D3. Population Characteristics: describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)

E. Liveable Communities

E1. Sustainable Communities: identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability (FOCUS ON: Interrelationships; Geographic Perspective)

E2. Impacts of Land Use: analyse impacts of land use in Canada on communities and the natural environment (FOCUS ON: Spatial Significance; Interrelationships)

E3. Patterns of Land Use: describe patterns of land use in their local community (FOCUS ON: Spatial Significance; Patterns and Trends)

Course Content

Unit	*Length*
Unit 1: Our Relationship with the Land	25
Unit 2: Using Resources Responsibly	25
Unit 3: People in Canada - Changes and Issues	25
Unit 4: Communities to Live in	25
Culminating Activity	10
Total	110 Hours

Unit Descriptions

Unit 1: Our Relationship with the Land

Taking a look at how the natural characteristics of Canada influence human activity and how human activity influences Canada's natural resources, we will examine how our lives are intertwined with the natural processes, phenomena, and events of the earth. Our lives in Canada are very much influenced by this relationship with the land and we will see how it shapes our identity and outlook.

Unit 2: Using Resources Responsibly

Human needs are always balanced with what is available and this is important in dealing with natural resources as well. We must be able to use natural resources responsibly if we wish to sustain the earth for future generations. In this unit, we will look into this and determine under what criteria we use these resources, especially non-renewable resources. We will look at people's differing opinions on resource use and how our resource management in Canada affect our relationship with the world.

Unit 3: People in Canada - Changes and Issues

Canada is directly affected by world population trends because of factors like immigration and cultural diversity. Our responses to these trends affect our communities greatly. With immigration, Canada has to determine the criteria for our immigration policy and this must be continuously reviewed and revised. The population is always changing and this unit will help us become more informed to act in everyone's best interests as it happens.

Unit 4: Communities to Live in

As people, living spaces are a vitally important part of our daily lives. Many factors make a place livable including sustainability, usage of land, individual actions, and the decisions of the community. The question of what we can do to make the places we live in livable involves these factors balanced by how much and in what way we impact the land and our criteria for how we are willing to change. We will look at how this plays out in our own communities and how it relates to the rest of the country and the world.

Teaching/Learning Strategies

This course is delivered to students via Internet to computers set up at KIHS classrooms in the participating 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/Application
Brainstorming
Group work
Research project
Case study
Independent study
GIS - exercise
Map Interpretation
Satellite +Aerial Photo Interpretation

Evaluation

The final grade will be determined as follows:

- 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 per cent 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.
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41

Type of Assessment	*Category*	*Details*	*Weighting (%)*
Term (70%)	Knowledge/ Understanding	Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) Knowledge of content (e.g., facts, terms, definitions) Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	13

	Thinking	The use of critical and creative thinking skills and/or processes Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions) Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	19
	Communication	The conveying of meaning through various forms Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	19
	Application	The use of knowledge and skills to make connections within and between various contexts Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address relatedissues; in making predictions)	19

Final Assessment (30%)	Culminating Activity	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. Focus will be placed on places, resources, or other factors relevant to each student.	K/U	3
			T/I	4
			C	4
			A	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.	K/U	3
			T/I	4
			C	4
			A	4
			TOTAL	100

Assessment/Evaluation Strategies

1. Online submissions
2. Rating scales
3. Rubrics
4. Performance Methods
5. Projects
6. Presentations
7. Assignments
8. Tests
9. Quizzes
10. Work sheets
11. Other exemplars
12. Checklists
13. Map
14. Diagrams
15. Personal Communication
16. Online discussions
17. Self-evaluation
18. Participation
19. Examinations

Resources

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010

Web Sites

Oil use: http://www.nrcan.gc.ca/energy/fuel-prices/4597

Other resources: http://atlas.nrcan.gc.ca/site/english/index.html

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

Environmental Sites: http://www.eere.energy.gov/kids/

Program Planning

This course is being offered to students in isolated communities of Northwestern Ontario. The primary method of communication is via the Internet. Students will have direct access at all times to computer technology, communicating with their course teacher online and being mentored by another qualified teacher in each respective community classroom. The focus of the course is student-centered, and requires students to complete weekly activities in order to progress to each subsequent unit. At all times possible, real-world connections will be made in terms of the tasks and experiences students are asked to complete throughout this course (eg. while learning mapping techniques, students may be asked to map an outdoor area or the classroom). Any accommodations or modifications that are required throughout this course will be individually addressed as they are made apparent.