

# Course Profile

## **Geography of Canada**

Grade 9  
Academic

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document.

©Queen's Printer for Ontario

## **Acknowledgments**

Public District School Board Writing Team - Canadian and World Studies

Lead Board

Kawartha Pine Ridge District School Board  
Fiona White, Manager

Course Profile Writing Team

Rob Andrews, Kawartha Pine Ridge District School Board  
Charlotte Barnoski, Kawartha Pine Ridge District School Board  
Ron Chasmer, York Region District School Board  
Doug Hinan, Kawartha Pine Ridge District School Board  
Mark Lowry, Toronto District School Board  
Dan Macmaster, Kawartha Pine Ridge District School Board  
Todd Pottle, Kawartha Pine Ridge District School Board  
Jeanette van Loon, Kawartha Pine Ridge District School Board

Internal Review & Support Team

Laina Andrews, Kawartha Pine Ridge District School Board  
Bruce Brydges, Kawartha Pine Ridge District School Board  
Carol Carr, Kawartha Pine Ridge District School Board  
Leigh Facey-Crowther, Kawartha Pine Ridge District School Board  
Mike Filip, Kawartha Pine Ridge District School Board  
Kim Kasperski, Kawartha Pine Ridge District School Board  
Cec Knight, Kawartha Pine Ridge District School Board  
Sonja Vandermeer, Trillium Lakelands District School Board

---

## Course Overview

### Canadian and World Studies, Academic, Grade 9

#### Identifying Information:

**School:**  
**Department:**  
**District:**  
**Course Title:** Geography of Canada  
**Grade:** 9  
**Course Type:** Academic  
**Ministry Course Code:** CGC 1D  
**Credit Value:** 1.0

**Course Developer(s):**

**Development Date:**  
**Course Revisor(s):**

**Revision Date:**

#### Description/Rationale

This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world. Students will examine the components of natural and human systems, how they interact and influence one another, and Canada's relationships with the global community as they work towards a culminating unit on sustainable development.

#### 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

In their study of natural systems, students will use the concept of a region in their investigation of Canada's ecozones and the physical processes which shape them. Their work on National Parks and on planning a tour of ecozones will develop their decision-making skills and provide a foundation of knowledge regarding Canada's varied and extensive natural systems. Students will apply these skills and concepts in the two final activities by creating a travel brochure and participating in a simulation aimed at selecting an ecozone for protection.

**Strands:** Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.01B, SSV.02B, SSV.03B, SSV.04B, SSV.05B, HEV.01D, HEV.04D, GCV.02B, UMV.01B, MIV.01B, MIV.02B, MIV.03D

**Specific Expectations:** SSI.01B, SSI.02B, SSI.04B, SSI.05D, SS2.01D, SS3.01D, SS3.03D, SS3.04D, SS3.05B, HE1.03B, HE3.03D, GC1.05D, UM1.02B, MI1L01B, MI1.02B, MI2.01D, MI2.02B, MI2.03D, MI2.04B, MI2.08B, MI2.09D, MI2.10D, MI2.11D, M12.12B, MI2.13B, MI3.04D

### 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 relationships between human systems and ecozones are also explored. Students apply the knowledge and skills developed during the unit to a culminating task which involves planning a conference on demographic issues facing Canada.

**Strands:** Geographic Foundations: Space and Systems, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.01B, SSV.03B, SSV.04B, SSV.05B, UMV.01B, UMV.02B, GCV.02B, MIV.01B, MIV.02B, MIV.03D

**Specific Expectations:** SSI.03B, SSI.04B, SSI.05D, SS2.02D, SS2.04D, SS2.05D, UM1.02B, UM1.03D, MI1.01B, MI1.02B, MI2.01D, MI2.02B, MI2.03D, MI2.04B, MI2.05B, MI2.06B, M12.07B, MI2.08B, MI2.09D, MI2.10D, M12.11D, M12.12B, MI2.13B, M12.14B, M13.01B, MI3.03B, MI3.04D, MI3.05B

---

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

**Time:** 25 hours

#### **Description**

In this unit students will develop research skills as they explore the relationship between humans and their environment with a focus on the interaction of human and natural systems. Students will use case studies and analysis of systems management to investigate issues related to natural resources, energy and waste.

**Strands:** Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.02B, SSV.03B, HEV.01O, HEV.02D, HEV.03B, HEV.04D, GCV.03B, UMV.01B, UMV.02B, MIV.01B, MIV.02B, MIV.03D

**Specific Expectations:** SS1.03B, SS1.04B, SS3.01D, SS3.04D, HE1.01B, HE1.02B, HE1.04B, HE2.01D, HE2.02D, HE2.03D, HE2.04D, HE2.05B, GC2.01D, GC3.02D, UM1.02B, UM2.01B, UN2.02B, UM2.03B, UM2.04D, UM3.03D, MI1.01B, MI1.02B, MI2.03D, MI2.04B, MI2.05B, MI2.06B, MI2.07B, MI2.08B, MI2.10D, MI3.01B, MI3.02D, MI3.04D

### **Unit #4: Global Interactions**

**Time:** 25 hours

#### **Description**

This unit focuses on the environmental, economic, cultural and systematic linkages which exist between Canada and the world around us. Special attention will be paid to the unique connections which Canada shares with the United States.

**Strands:** Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.01B, SSV.03B, HEV.01D, HEV.04D, GCV.01D, GCV.02B, GCV.03B, UMV.01B, UMV.03B, MIV.03D

**Specific Expectations:** SS2.01D, SS2.03D, SS3.04D, HE1.02B, HE2.05B, HE3.03D, GC1.01D, GC1.02D, GC1.03B, GC1.04D, GC1.05D, GC2.02D, GC2.03D, GC3.01D, GC3.02D, GC3.03D, UM1.01B, UM1.02B, UM1.03D, UM2.01B, UM2.02B, UM3.02D, UM3.03D, MI1.01B, MI1.02B, MI2.01D, MI2.02B, MI2.03D, MI2.04B, MI2.05B, MI2.06B, MI2.07B, MI2.08B, MI2.10D, MI2.11D, MI2.12B, MI2.13B, MI2.14B, MI3.01B, MI3.03B, MI3.04D, MI3.05D

---

## Unit #5: Sustainable Development

**Time:** 10 hours

### Description

Building on skills and concepts developed throughout the course, students will complete a multi-level assignment with a focus on the protection and/or management of a global resource. The aim will be the development of an environmental intervention strategy that will help ensure the preservation of environment and/or resources for future generations. Students will work with their classmates, and, where possible, through electronic conferencing with their peers throughout the province, to simulate a world-wide conference on the environment.

**Strands:** Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.05B, HEV.03B, HEV.04D, GCV.03B, UMV.02B, MIV.01B, MIV.02B, MIV.03D

**Specific Expectations:** SSI.02B, SSI.03B, SS3.01D, SS3.02D, SS3.06B, HE1.02B, HE1.03B, HE1.05D, HE2.03D, HE2.04D, HE2.05B, HE3.01D, UM1.02B, UM2.01B, UM2.02B, UM2.03B, UM3.03D, MI1.01B, MI1.02B, MI2.01D, MI2.02B, MI2.03D, MI2.04B, MI2.07B, MI2.08B, MI2.09D, MI2.11D, MI2.12B, MI2.13B, MI2.14B, MI3.01B, MI3.03B, MI3.04D

### 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 will 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 will also be addressed and then developed more fully in the second unit. This will allow 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.

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 elementary curriculum for 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 will especially complement those that are developed in the Grade 9 courses in Mathematics, Science and English. Teachers should be familiar with the content for those courses so that connections can be articulated for students, and collaboration on some topics with teachers of those subjects may be 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 will be teaching as they begin planning for course delivery, identifying any physical or learning exceptionalities and the types of accommodations that will be 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 being involved in a variety of individual, small group and whole class tasks which provide a range of opportunities for oral and written communication with an emphasis on concept generalization. In addition the tasks are designed to develop the skills and concepts through active generation and interpretation of a variety of geographic representations such as maps, charts, graphs, and organizers.

A variety of cooperative 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:

Visual Presentation	Debate	Small Group Cooperative Learning	Concept Webs
Problem Solving	Journal	Multimedia Presentation	Transparency
Decision Making	Portfolio	Work & Task Sheets	Field Trips
Textbook Use	Report	Guided internet search	Research
Direct Instruction	Overlay	Socratic discussions	Simulations
Data Analysis	Graphing	Problem-based Learning	Role Playing
Oral Presentation	Mapping	Teacher Led Review	Video Analysis

### **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 practice 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: What will be the evidence you accept that students have achieved the expectations? What opportunities will you give students to demonstrate their learning? How will you make the expectations clear to the students? How will you gather information? What information will you gather? What is the purpose? How will you use the information? 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 a culminating task. This enables the use of formative assessment as they develop the skills and concepts as well as a final, performance-based, assessment at the end of the unit.

The last unit is designed as an opportunity for a comprehensive 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 judgments 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 referred to in the activities, are presented below:

- Use a few generic or comprehensive rubrics for a variety of activities so that the process is not overwhelming for students and teachers.
- Share the rubrics 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.
- Develop rubrics with students, or involve them in translating them into student language.
- Emphasize the language of assessment and evaluation in your discussions with students
- Provide sample work demonstrating 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) 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.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the achievement chart (not just knowledge) at all levels.
- Give practise 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 will be common to both types of courses, additional strategies that are especially appropriate for an academic course include the following:

- If rubrics are used analytically to generate marks then give more weight to the criteria for Knowledge/Understanding and Thinking/Inquiry
- Emphasize theoretical generalizations and extensions in the tasks assigned.
- Incorporate more opportunities for written communication in both product and performance tasks.

A variety of assessment tools and techniques are suggested throughout this profile, and for each activity are summarized 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.

<b>Tool</b>	<b>Purpose</b>	<b>Who</b>	<b>Activity</b>

## 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
<i>OAGEE Monograph</i>	Ecological Footprints kit	ARCVOYAGER-ESRI Canada
Magazines such as: <i>Canadian Geographic Seasons</i> <i>Nature Canada</i> <i>The Green Teacher</i>	The Ecozone Posters produced by Environment Canada (ISBN: 0-660-16665-8, Cat No. En21-157 1996E)	ARCVIEW ESRI Canada
<i>Canadian Oxford School Atlas</i> , 7 <sup>th</sup> edition, Oxford University Press (and teacher manual)	Canada's Landform Regions-NFB-V	ArcCanada CD data
<i>Canada Land of Diversity</i> 2 <sup>nd</sup> edition, Prentice-Hall Ginn	1998 Grolier Multimedia Encyclopedia	E-stats-data, Stats Canada
<i>Contact Canada</i> , 2 <sup>nd</sup> ed. F. Cartwright, G. Birchall, G. Pierce, Oxford University Press, 1996.	Encyclopedia Britannica CD-ROM	Idrisi-Clark University
<i>Investigating Canada</i>	Info-finder World Book	Autocad Map
<i>Canada: Exploring New Directions</i> , 4th edition Fitzhenry & Whiteside	Facts on File	SpansMap-PCI
<i>State of Canada's Environment Report-Ottawa</i> . Government of Canada Depository Services Program	Microsoft Publisher	MFTeach-Thinkspace
<i>Canada and The World: an Atlas Resource</i> , 2 <sup>nd</sup> ed., Scarborough, Prentice-Hall Ginn, 1995.	Corel Draw / Chart / PhotoPaint	Mapinfo
<i>A Brief History of Canada's National Parks</i> . W.F. Lothian Ottawa, Environment Canada, Parks, 1987	Claris Works	Compusearch-Ontario Street Files
<i>A Visitors Guide: Canada's National Parks</i> , 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, <a href="http://www.oagee.org">www.oagee.org</a>	<i>Geography for Life</i> , National Geographic Standards, 1994 National Geographic Society, 1994. ISBN 0792227751
Parks Canada <a href="http://www.pc.ca">www.pc.ca</a>	<i>Classroom Assessment-Changing the Face, Facing the Change</i> Earl . Lorna and Cousins, Bradley. OPSTF, 1995.
Canadian Communities School Atlas <a href="http://www.cgdi.gc.ca/ccatlas">www.cgdi.gc.ca/ccatlas</a>	<i>Communicating Student Learning</i> , Guskey, Tom, ed. ASCD Yearbook, 1996.
Stats Canada <a href="http://www.statcan.ca/english/Estat/estat.htm">http://www.statcan.ca/english/Estat/estat.htm</a>	<i>Assessing Student Outcomes: Performance Assessment Using Dimensions of Learning</i> , Marzano, R., Pickering D., and McTighe, J. ASCD, 1993. ISBN 0871202255
Environment Canada: Ecozones of Canada, <a href="http://www.ec.gc.ca">www.ec.gc.ca</a>	<i>The Mindful School – How to Grade for Learning</i> , O’Connor, K Skylight, 1998. ISBN 1575171236
<a href="http://www.canada.gc.ca/canadiana/cdaind_e.html">www.canada.gc.ca/canadiana/cdaind_e.html</a>	<i>Project Wild</i>
<a href="http://www.ns.ec.gc.ca:4000/envcan.html">www.ns.ec.gc.ca:4000/envcan.html</a>	<i>Student-Centered Classroom Assessment</i> 2 <sup>nd</sup> ed., Stiggins ,R. Maxwell Macmillan
<a href="http://www.cmc.ec.gc.ca/climate">www.cmc.ec.gc.ca/climate</a>	<i>Cooperative Learning, Where Heart Meets Mind</i> . Toronto: Bennett, B. et al Educational Connections, 1991. ISBN 0969538804
<a href="http://www.199.212.18.77/~vigettes/terr.html">www.199.212.18.77/~vigettes/terr.html</a>	<i>Together We Learn</i> , Clarke, J. et al Prentice Hall Canada Inc. ISBN 0139245561
Canadian Centre for Inland Waters <a href="http://www.glimr.cciw.ca">www.glimr.cciw.ca</a>	<i>Educative Assessment: Designing Assessments to Improve Student Learning</i> , Wiggins, G. Canadian Distributer is Prentice Hall, 539 Collier McMillan Dr., Cambridge, Ont., N1R 5W9, 1-800-567-3800 ISBN 0787908487
Canadian Council For Geographic Education. <a href="http://www.ccge.org">http://www.ccge.org</a>	<i>Understanding by Design</i> , Wiggins, G., McTighe, J., ASCD 1198
The Royal Canadian Geographic Society. <a href="http://www.rcgs.org">http://www.rcgs.org</a>	<i>Multiple Intelligences In the Classroom</i> . Armstrong, T., ASCD 1994. ISBN 0871202301, Stock # 1-94055
Natural Resources Canada <a href="http://www.NRCan.gc.ca">http://www.NRCan.gc.ca</a>	<i>Assessing in the Learning Organization</i> . Costa Arthur, C. & Kallick, B. ASCD 1995. ISBN 0871202506



---

# Coded Expectations: Canadian and World Studies, Academic, Grade 9

## The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies Geographic Foundations: Space and Systems

### Overall Expectations

*By the end of the course, students will:*

SSV.01B

- demonstrate an understanding of spatial organization components (e.g., place, location, region, pattern);

SSV.02B

- describe selected Canadian ecozones and identify the processes that shape them;

SSV.03B

- identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;

SSV.04B

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

SSV.05B

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

### Specific Expectations

#### *Understanding Concepts*

*By the end of the course, students will:*

SSI.01B

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

SSI.02B

- demonstrate an understanding of the characteristics of natural systems (e.g., climate, landforms, soils, natural vegetation, wildlife);

SSI.03B

- demonstrate an understanding of how natural and human systems interact within ecozones;

SSI.04B

- demonstrate an understanding of the characteristics of human systems (e.g., transportation, population, communication, energy networks, industry);

SSI.05D

- distinguish between the characteristics of urban and rural environments (e.g., population density, land use, forms of settlement, development patterns);

SSI.06D

- explain the geographical requirements that determine the location of businesses, industries, and transportation systems, and make predictions about future locations of these enterprises and systems.

#### *Developing and Practising Skills*

*By the end of the course, students will:*

SS2.01D

- produce a set of criteria for identifying regions, including ecozones;

SS2.02D

- analyse statistical data on population density to identify trends and variations;

---

SS2.03D

- identify patterns of migration within Canada, and between Canada and other countries;

SS2.04D

- identify and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups);

SS2.05D

- analyse the location pattern of recent Native land claims in Canada.

### ***Learning Through Application***

*By the end of the course, students will:*

SS3.01D

- use knowledge of the local bioregion to generate manageable research questions;

SS3.02D

- produce a research paper evaluating the effect of government land use policy and produce an evaluation of its effect on planning in the local community;

SS3.03D

- identify the best place in Canada to live using a reasoned argument to justify this choice;

SS3.04D

- identify how they can contribute to the quality of life in their homes, local bioregions, province, nation, and the world;

SS3.05B

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

SS3.06B

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

The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies

## **Human-Environment Interactions**

### **Overall Expectations**

*By the end of the course, students will:*

HEV.01D

- analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;

HEV.02D

- describe Canada's renewable and non-renewable resource bases, and explain their relationship to the Canadian economy;

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;

HEV.04D

- explain the role of government in managing resources and protecting the environment.

### **Specific Expectations**

#### ***Understanding Concepts***

*By the end of the course, students will:*

HEI.01B

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

---

HEI.02B

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

HEI.03B

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

HEI.04B

- identify the regional distribution of Canada's energy sources and describe the relative importance of each source;

HEI.05D

- demonstrate an understanding of the ways in which the traditional ecological knowledge of Aboriginal peoples influences how they interact with their environments, including their concepts of place, wilderness, and boundaries.

***Developing and Practising Skills***

*By the end of the course, students will:*

HE2.01D

- develop and test criteria to determine the value of natural resources, including agricultural lands and wilderness;

HE2.02D

- produce and evaluation of the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and implementing conservation strategies;

HE2.03D

- evaluate differing viewpoints on the benefits and disadvantages of selected energy megaprojects (e.g., James Bay, Hibernia, Athabaska tar sands, Churchill Falls);

HE2.04D

- explain how the effects of urban growth (e.g., development on former farm lands, destruction of wildlife habitats, draining of marshes) alter the natural environment;

HE2.05B

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

***Learning Through Application***

*By the end of the course, students will:*

HE3.01D

- analyse and evaluate the success, in environmental and economic terms, of local waste management methods;

HE3.02D

- produce an evaluation of methods used by the local community to promote efficiency in energy and water use;

HE3.03D

- produce an evaluation of proposed solutions to environmental problems (e.g., by government, industry, other interested groups) and make recommendations for sustainable resource use.

## **Global Connections**

### **Overall Expectations**

*By the end of the course, students will:*

GCV.01D

- demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;

GCV.02B

- analyse connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade);

GCV.03B

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

### **Specific Expectations**

#### ***Understanding Concepts***

*By the end of the course, students will:*

GCI.01D

- analyse the global distribution of major international agreements and organizations in which Canada participates (e.g., United Nations, North American Free Trade Agreement, Common Wealth, Sommet de la francophonie);

GCI.02D

- explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns (e.g., World Health Organization, North Atlantic Treaty Organization);

GCI.03B

- demonstrate a knowledge of Canada's significant world contributions (e.g., peace-keeping, telecommunications technology);

GCI.04D

- demonstrate an understanding of the interdependence of Canadian and world economies;

GCI.05D

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

#### ***Developing and Practising Skills***

*By the end of the course, students will:*

GC2.01D

- compare approaches to environmental concerns in Canada with those practised in other nations (e.g., deforestation, regulations regarding pesticide use, pollution that crosses international borders);

GC2.02D

- evaluate Canada's participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights);

GC2.03D

- research the impact of transnational corporations and international trade on people and the environment.

#### ***Learning Through Application***

*By the end of the course, students will:*

GC3.01D

- calculate Canada's share of selected world commodities (e.g., minerals, fuels, forest and agricultural products, manufactured goods and services);

---

GC3.02D

- compare, in terms of resource use and consumption, the ecological footprint of an average Canadian with that of an average citizen in a developing country;

GC3.03D

- produce a proposal for a solution to a global geographic or environmental issue.

The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies

## **Understanding and Managing Change**

### **Overall Expectations**

*By the end of the course, students will:*

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

- demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities.

### **Specific Expectations**

#### ***Understanding Concepts***

*By the end of the course, students will:*

UMI.01B

- demonstrate an understanding of similarities among cultures and the need to respect cultural differences;

UMI.02B

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

UMI.03D

- demonstrate an understanding of the factors influencing demographics and migration in Canada.

#### ***Developing and Practising Skills***

*By the end of the course, students will:*

UM2.01B

- research different perspectives on a geographic issue (e.g., clear-cutting, waste disposal) 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

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

UM2.04D

- research and identify the educational requirements for a career related to geography.

---

### ***Learning Through Application***

*By the end of the course, students will:*

UM3.01D

- produce and evaluate a set of criteria (e.g., in terms of religious and political pluralism, bilingualism, contributions of ethnocultural groups) to describe Canadian identity);

UM3.02D

- select appropriate problem-solving strategies (e.g., decision-making matrix, round table discussion) and apply them to a case study (e.g., designate a World Heritage site, select best site for particular manufacturing industry);

UM3.03D

- evaluate the impact of change (e.g., new technologies) on a selected planning project (e.g., residential or resort development, urban renewal, water and sewage systems);

UM3.04D

- predict job and career opportunities that may be available in all sectors of the Canadian economy in the twenty-first century (e.g., in primary, secondary, tertiary, quaternary sectors).

The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies

### **Methods of Geographic Inquiry**

#### **Overall Expectations**

*By the end of the course, students will:*

MIV.01B

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

MIV.02B

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

MIV.03D

- select and use appropriate methods and technology to communicate the results of geographic inquiries, and present a variety of viewpoints on issues affecting Canadians.

#### **Specific Expectations**

##### ***Understanding Concepts***

*By the end of the course, students will:*

MI1.01B

- demonstrate an understanding of the 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***

*By the end of the course, students will:*

MI2.01D

- use geographic terms correctly in written and oral communication (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);

MI2.02B

- develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry;

---

MI2.03D

- locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, Internet) to research 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;

MI2.06B

- describe biases in information and identify what types of information are relevant to particular inquiries;

MI2.07B

- decide whether or not the questions they have used for a geographic inquiry have been answered or the problems addressed;

MI2.08B

- select and use appropriate methods for displaying geographic data;

MI2.09D

- collect (e.g., through observation, surveying, interviewing) and synthesize information about the local bioregion;

MI2.10D

- select and use appropriate technology (e.g., computer-generated maps, graphs, air photos, digital maps) to present geographic information;

MI2.11D

- create and use effectively photographs, charts, graphs, models, and diagrams;

MI2.12B

- use different types of maps (e.g., road, topographical, thematic) to interpret geographic relationships, including changes over time in a specific location;

MI2.13B

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

MI2.14B

- use statistical methods (e.g., average, median, correlation) effectively when analysing geographic information.

***Learning Through Application***

*By the end of the course, students will:*

MI3.01B

- determine whether or not a conclusion or solution arrived at during an inquiry can be transferred to another context (e.g., determine if local waste management solution would be appropriate for another community);

MI3.02D

- map existing transportation, communication, and energy networks in order to plan and make decisions concerning a regional community;

MI3.03B

- select and use an organizer or decision-making model effectively to study a regional or national geographic issue;

MI3.04D

- use geographic data to support conclusions and opinions;

MI3.05B

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