

Course Profile

Geography of Canada

Grade 9
Academic

• *for teachers by teachers*

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Course Overview

Geography, Academic, Grade 9

Identifying Information:

School: St. Thomas Aquinas High School
Catholic Central High School
District: London District Catholic School
Course Title: Geography of Canada
Grade: 9
Course Type: Academic
Ministry Course Code: CGAID
Secondary Policy Document:
The Ontario Curriculum
Grade 9 and 10 World Studies
Publication Date: 1999
Credit Value: 1

Department: Social Sciences
Course Developer(s): Marion Austin, John Marinelli, Steve Patterson, Jim Sweeney
Development Date: February 28, 1999
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Revision Date: April 6, 1999
Additional Codes:

Description/Rationale

This course uses a variety of frameworks, including ecozones 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.

How This Course Supports The Ontario Catholic School Graduate Expectations

The Ontario Catholic graduate will be able to achieve many of the expectations in their study of geography. Through their examination, evaluation and application of knowledge of interdependent systems (especially physical, ecological and socio-economic), students will discover what is necessary for the development of a just and compassionate society. This course will help in the development of a responsible Catholic citizen who respects and affirms the diversity and interdependence of the world's different peoples, respects the environments, and promotes the wise use of resources. Furthermore, it is expected that Catholic students of geography will promote the dignity of humankind and realize the nature of stewardship bestowed upon them as children of God.

Unit Titles (Time and Sequence)

Unit 1	Canada's Global Connections	22 Hours
Unit 2	Canada's Natural Diversity	35 Hours
Unit 3	Canada's People	18 Hours
Unit 4	Canada's Resource Stewardship	18 Hours
Unit 5	Canada's Economic Diversity	17 Hours

Unit Organization

Unit # 1: Canada's Global Connections

Time: 22 hours

Description

This unit has a dual purpose: to introduce students to the study of geography and to help students begin to develop a global perspective. Students will appreciate that geography has both human and physical aspects. They will become familiar with the tools which a geographer employs and with some of the career opportunities available. The unit will also reinforce skills such as scale, direction, and latitude and longitude which have been previously taught in the elementary programs. Students will also begin to understand Canada's connections to the world through their study of trade and development. Finally, students will examine Canada's involvement in world organizations. This unit will begin students' journey in understanding their responsibility as stewards of the earth and the need for social justice in the world.

Ontario Catholic School Graduate Expectations: 2b,2c,3c,3f,4a,5a,5e,5g,7e,7f

Strand(s): Global Connections/Understanding and Managing Change/Methods of Geographic Inquiry

Overall Expectations: GCVO1D,GCVO2B,GCV03B,UMVO3B,MIVO1B,MIVO2B,MIVO3D

Specific Expectations: GCIO1D,GCIO2D,GCIO3B,GCIO5B,GC202D,GC3O1D,UM204D
MI101B,MI102B,MI201D,MI203D,MI204B,MI206B,MI208B,MI210D,MI211D,MI304D

Unit # 2: Canada's Natural Diversity

Time: 25 hours

Description

The focus of the unit is on the Ecozones of Canada; the content covers the Physical, Climate, Vegetation and Soil Regions of Canada. The major task of the unit which is outlined in activity #6, asks the students to discover the number and extent of the ecozones of Canada and to consider the results of human and natural impacts on these ecozones. The goal of the final activity of the unit is to heighten awareness of the responsibility involved in good stewardship from the perspective of Catholic Church teachings. The subsequent units on Canada's Resource Stewardship and Canada's Economic Diversity will continue to explore this theme. Essential to our faith is the call "to realize our responsibility within creation and our duty towards nature and the Creator?" Joannes Paulus II, 1989

Ontario Catholic School Graduate Expectations: 2c,2e,3f,4a,4f,5a,5e,5g,7f,7i,7j

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

Overall Expectations: SSVO1B,SSVO2B,SSVO3B,SSVO4B,SSVO5B,MIVO1B,MIVO2B,MIVO3D

Specific Expectations: HEIO1B,HEIO2B,HEIO3B,HEIO5D,HE205B,SSI01B,SSI02B,SSI03B,SSI05D,SS3O1D,SS3O4D,SS3O5B,GCIO5B,GC303D,UMI102B,UM201B,UM202B,UM203B,MI101B,MI102B,MI201D,MI202B,MI203D,MI204B,MI208B,MI209D,MI210D,MI211D,MI212B,MI213B,MI214B,MI301B,MI302D,MI303B,MI304D,MI305B

Unit # 3: Canada's People

Time: 21 hours

Description

Canada's human systems are as diverse and as ever-changing as our natural systems. In this unit, students demonstrate their understanding of the concepts of cultural diversity within the Canadian mosaic, population distribution and migration trends, and urban and rural population trends. Students are called upon to respect and celebrate the rich historical and cultural heritage of Canadian society and to promote the dignity of the individual as a gift from God. The unit culminates with a celebration of the cultural diversity represented within the fabric of Canadian society.

Ontario Catholic School Graduate Expectations: 1e,1h,2e,3f,4a,5e,7g

Strand(s): Geographic Foundations, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: SSVO1B,SSVO3B,SSVO5B,UMVO1B,UMVO2B,MIVO1B,MIVO2B

Specific Expectations: SSI04B,SSI05B,SS202D,SS203D,SS204D,SS205D,SS305B,SS306B,UMI01B,UMI02B,UMI03D,UM201B,UM202B,UM302D,MI102B,MI201D,MI203D,MI205B,MI207B,MI208B,MI211D,MI213B,MI303B

Unit # 4: Canada's Resource Stewardship

Time: 22 hours

Description

Canada has been blessed by God with an abundance of physical natural resources. We have a rich tradition of responsible stewardship from our Aboriginal peoples and early settlers. Students are expected to critically examine our use and management of resources; promote the wise use of resources; and cherish our resources as gifts to be used and shared by God. In this unit students demonstrate an understanding of Canada's resource utilization and the distribution and sustainability of selected Canadian resources. Energy management is examined in an energy megaproject and municipalities' use of water in waste management. The unit culminates with students simulating a government committee charged with the task of developing a set of criteria to determine whether a specified area of crown land should be open to resource development.

Ontario Catholic School Graduate Expectations: 1d,2e,3f,4f,5e,7h,7i

Strand(s): Human Environmental Interactions; Global Connections; Understanding and Managing Change; Geographic Inquiry.

Overall Expectations: HEVO1D,HEVO3B,HEVO4D,GCVO3B,UMVO2B,MIVO3D,

Specific Expectations: HEIO2B,HEIO4B, HEIO5D, HE201D,HE202D,HE203D,HE301D,HE302D,HE303D,GC301D, GCSE10,UM201B,UM204D,UM302D,MI101B,MI102B,MI201D,MI202B,MI203D,MI204B, MI207B,MI210D,MI211D,MI214B,MI301B,MI302D,MI303B,MI304D

Unit # 5: Canada's Economic Diversity

Time: 20 hours

Description

Canada is becoming influenced more and more by a global economy. In this unit, students study Canada's trade relations and NAFTA, economic networks, requirements of industry, types of industries and the careers they offer, the networks involved in manufacturing selected products; and the industrial and governmental collaboration used to solve an environmental problem. The unit culminates in a case study that examines a local municipality's zoning of land for industrial use. The move to a global economy has marginalized some people and put the environment at risk. Students are encouraged to critically examine issues in light of Catholic social teaching related to the promotion of peace, justice and prosperity for all.

Ontario Catholic School Graduate Expectations: 1d, 2e, 3f, 5e, 7e

Strand(s): Managing Change, Global Connections, Human-Environment Interactions, Global Foundations, Geographic Inquiry

Overall Expectations: UMVO1B,UMVO2B,GCVO2B,GCVO3B,HEVO2D,SSVO5B,

Specific Expectations: SS104B,SSI06D SSE02D, HEI02B,HE205B,HE303D,GC101D GC203D, UM201B,UM203B,UM204D,UM302D,UM303D,UM304D,MI101B,MI202B,MI208B,MI210D,MI212B,MI213B, MI302D, MI304D

Instructional Strategies

- Aerial Photo Analysis** - examine photos of landforms for common characteristics.
- Brainstorming** - group generation of initial ideas expressed without analysis.
- Case Study** - investigating a real or simulated problem.
- Classifying** - grouping according to an identified pattern.
- Cooperative Learning** - small group investigation or problem solving.
- Conferencing** - student to student or student to teacher discussion.
- Computer-assisted learning** - use of a computer to learn or reinforce material.
- Diagraming** - synthesizing concept information into visual illustration.
- Discussion/Debate** - exchange of ideas on an issue for clarification of views.
- Graphing** - visual tool for problem solving.
- Guest Speakers** - experts in the field.
- Lectures** - dissemination of information by speakers or teachers.
- Mapping** - representing physical, demographic, numerical data through visual forms.
- Mind Mapping** - mental images drawn on paper.
- Note Making** - summarizing text.
- Organizers** - an organized outline, based on a pattern, provided as a direction to be followed leading to a desired product.
- Poster Making** - synthesizing information or concepts to deliver a message or advertisement.
- Presentation/Report** - oral, written and visual presentation of researched topic to a specified audience or person.
- Reading** - periodicals, articles, journals, newspapers, magazines or scripture for information on a selected topic or issue.
- Scenario Writing** - describes a situation

Main Resources

- Canada: Exploring New Directions, 4th edition, Fitzhenry & Whiteside (Markham, 1999)
- Making Connections: Canada's Geography, Prentice Hall Ginn (Scarborough, May 1999)
- Canada, Land of Diversity, 3rd edition, Prentice Hall Ginn (Scarborough, 1996)
- Canada School Atlas, Oxford University Press (Toronto 1998)
- Canada and the World Atlas Resource, Prentice Hall Ginn (Scarborough, 1996)
- Geolab 1 and Geolab 2, McGraw Hill Ryerson (Toronto 1981)
- Jerusalem Bible
- Guidance Career Monographs
- Newspaper and Magazines
- Canadian Geographic Magazine
- Articles in 'The Monograph' (OAGEE)
- Do Justice! CCB Toronto (1987)
- Christian Justice, St. Mary's Press, Minnesota (1995)
- Proclaiming Justice and Peace, Papal Documents from Rerum Novarum through Centesimus Annus

Computer Software

- M F Teach
- pcglobe
- Mac Globe
- Internet Sites Cited
- Choices
- Longitude Latitude
- Geographic Information Systems: Arc View, Idrisi, Map Info, Spans Map

Audio Visual

- Palau Fragile Ecosystems
- National Geographic, Voyage of Discovery

Assessment Strategies

Throughout this entire course a variety of assessment methods, strategies and instruments will be employed. This chart can assist teachers in selecting a variety of appropriate assessment strategies.

Method	Sample Strategies	Sample Instruments
Reflection		
Method used to determine how and why students learn to assess dimensions of learning not easily observed or measured through tasks; to assess student understanding of personal growth and development	self-assessment peer-assessment response journals learning logs wrap-up activities	probe questions probe statements learning rubrics anecdotal comments checklists surveys
Observation		
Method used to monitor and assess intellectual, social, emotional and spiritual growth and development not otherwise easily measured or inferred	formal teacher observation informal teacher observation student observation	checklists teacher logs student profile sheets developmental profiles anecdotal notes rubrics rating scales
Conferencing		
Method used to collect evidence of student learning through listening, questioning, responding, explaining; to assess communication and thinking skills; to monitor personal growth and development and attitudes toward learning	student-teacher conferencing parent-teacher conferencing peer conferencing roving conference	anecdotal notes teacher logs probe questions checklists surveys inventories
Paper & Pencil Tests		
Method used to assess students' achievement of particular knowledge or skills in depth	standard tests teacher-made (standards referenced) tests criterion-reference achievement tests provincial (standards referenced) tests diagnostic tests standardized (norm-referenced) tests	teacher tests commercially prepared tests Canadian Achievement tests Provincial tests student profiles developmental tracking records
Performance Assessments		
Method used to assess students' ability to apply, integrate and transfer their knowledge, skills and values; to evaluate student progress and achievement of learning expectations and standards; to determine expanded opportunities for individual students	presentations, performances exhibitions, demonstrations role performance/role simulations formal written assignments (essays, reports...) graphic organizers projects writing folders portfolios	rubrics checklists logs peer assessment developmental profiles rating scales anecdotal notes video/audio taping exemplars standards mind maps, Venn diagrams, T-charts right angles

*Evaluation of Student Achievement

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Examination:			
Summative at end of course			
•Knowledge/Understanding	35	Final Examination	20
•Thinking/Inquiry/Problem Solving	25	Final Assignment	10
•Communication	20	Performance Tasks	30
•Application/Making Connections	20	Lab Exercises	20
		Tests	<u>20</u>
Final Assignment: Portfolio Submission		Course Grade	100
•Knowledge/Understanding	15		
•Thinking/Inquiry/Problem Solving	40		
•Communication	25		
•Application/Making Connections	20		
Performance Tasks: Presentation, Displays, Case Studies			
•Knowledge/Understanding	15		
•Thinking/Inquiry/Problem Solving	15		
•Communication	40		
•Application/Making Connections	30		
Lab Exercises: Maps, Graphs, Organizers			
•Knowledge/Understanding	15		
•Thinking/Inquiry/Problem Solving	35		
•Communication	15		
•Application/Making Connections	35		
Tests: Quizzer, Unit Tests			
•Knowledge/Understanding	50		
•Thinking/Inquiry/Problem Solving	25		
•Communication	10		
•Application/Making Connections	15		

* To reflect the academic nature of this course, student assessment strategies will place more emphasis on theoretical learning than on applications.

Additional Information: Course Notes

At the end of the course a final assignment will be submitted identifying the best place to live in Canada. This final assignment will take the form of an answer to a preassigned question to be submitted at the time of the final course exam. The question should be outlined at the beginning of the course and the answer should be written in a two-page essay format.

The methods of geographic inquiry skills have been integrated throughout the five units of study. Wherever activities call for collaborative rubric creation between the teacher and students, the Achievement Chart model should be used as a guide to the levels of achievement.

Teachers must be aware of special needs students on IEP and become familiar with these students' strengths, needs, social skills and instructional strategies that have been effective in the past. Consult

with appropriate itinerant or support staff for specific accommodations for students on IEP. Refer to appendices A & B for an overview of a range of modifications for special learners in secondary schools. The “Special Education Guide” (MET) is an excellent resource to consult for specific recommendations for assisting students with identified difficulties.

Many of the activities in this profile require students to conduct research using the Internet. The teacher must assess the students’ skill level in using the Internet as a research tool and the students’ ability to have access to the Internet. The teacher must familiarize the students with the local board’s policy regarding the safe use of the Internet and obtain the necessary parental permission forms. The students must be aware of what to do if they become exposed to inappropriate sites. The students must use the Internet in a manner which reflects the local boards’ Catholic Mission Statements.

OSS Policy Applications

This course gives consideration to integrating technology across the curriculum, career education, students with special needs, community as a resource and using the school library information centre.

Course Evaluation

It is recommended that the teacher keep a reflection log after each activity in the unit as a tool for making adjustments to future delivery of the course. Teachers should ensure that all expectations for the course have been addressed and assessed using a tracking checklist. It is recommended that students be involved in the evaluation of the course using periodic short checklists and a more detailed summative evaluation at the end of the course.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Title: Geography, Academic, Grade 9 Expectation Codes
Strand: Geographic Foundations: Space and Systems (SS)

Overall Expectations:

At the end of Grade 9, students will:

- SSV01B demonstrate an understanding of spatial organization components (e.g., place, location, region, pattern);
- SSV02B describe selected Canadian ecozones and identify the processes that shape them;
- SSV03B identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;
- SSV04B demonstrates 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);
- SSV05B analyse factors that affect natural and human systems in Canada using local and regional examples.

Specific Expectations:

By the end of the course students will:

- SSI01B demonstrate an understanding of the terms and concepts associated with regions (e.g., bioregion, ecozone, ecological footprint, boundaries, transition zone, ecumene);
- SSI02B demonstrate an understanding of the characteristics of natural systems (e.g., climate, landforms, soils, natural vegetation, wildlife);
- SSI03B demonstrate an understanding of how natural and human systems interact within ecozones;
- SSI04B demonstrate an understanding of the characteristics of human systems (e.g., transportation, population, communication, energy networks, industry);
- SSI05D distinguish between the characteristics of urban and rural environments (e.g., population density, land use, forms of settlement, development patterns);
- SSI06D explain the geographical requirement that determine the location of businesses, industries, and transportation systems, and make predictions about future locations of these enterprises and systems.
- SS201D produce a set of criteria for identifying regions, including ecozones;
- SS202D analyse statistical data on population density to identify trends and variations;
- SS203D identify patterns of migration within Canada, and between Canada and other countries;
- SS204D identify and explain the regional distribution patterns of various people across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups);
- SS205D analyse the location pattern of recent native land claims in Canada;
- SS301D use knowledge of the local bioregion to generate manageable research questions;
- SS302D produce a research paper evaluating the effect of government land use policy and produce on evaluation of its effect on planning in the local community;
- SS303D identify the best place in Canada to live using a reasoned argument to justify this choice;
- SS304D identify how they can contribute to the quality of life in their homes, local bioregions, province, nation, and the world;
- SS305B describe how the arts (e.g., dance, drama, literature, music, visual arts) in Canada reflect natural or cultural landscapes;
- SS306B make recommendations for appropriate forms of human systems (e.g., transportation, social services, political structures, resource management) for the territory of Nunavut.

Strand: Human-Environment Interactions

Overall Expectations:

At the end of Grade 9, students will:

- HEV01D analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;
- HEV02D describe Canada's renewable and non-renewable resource bases, and explain their relationship to the Canadian economy;
- HEV03B 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.

HEV04D explain the role of government in managing resources and protecting the environment.

Specific Expectations:

By the end of the course students will:

- HEI01B demonstrate an understanding of what is meant by an “ecological footprint”;
- HEI02B demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, park development, forest harvesting, land reclamation) affect the environment;
- HEI03B 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).
- HEI04B identify the regional distribution of Canada’s energy sources and describe the relative importance of each source;
- HEI05D 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;
- HE201D develop and test criteria to determine the value of natural resources including agricultural lands and wilderness;
- HE202D produce an evaluation of the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and implementing conservation strategies;
- HE203D evaluate differing viewpoints on the benefits and disadvantages of selected energy megaprojects (e.g., James Bay, Hibernia, Athabaska tar sands, Churchill falls);
- HE204D 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;
- HE205B 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 wood-lots or schoolyards, industrial initiatives to reduce pollution);
- HE301D analyse and evaluate the success, in environmental and economic terms, of local waste management methods;
- HE302D produce an evaluation of methods used by the local community to promote efficiency in energy and water use;
- HE303D produce an evaluation of proposed solutions to environmental problems (e.g., by government, industry, other interested groups) and make recommendations for sustainable resource use.

Strand: Global Connections

Overall Expectations:

At the end of Grade 9, students will:

- GCV01D demonstrate an understanding of how Canada’s diverse geography affects its economic, cultural, and environmental links to other countries;
- GCV02B analyse connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade);
- GCV03B research and report on global concerns that affect Canadians (e.g., wilderness protection, economic impact of globalization).

Specific Expectations:

By the end of the course students will:

- GCI01D analyse the global distribution of major international agreements and organizations in which Canada participates (e.g., United Nations, North American Free Trade Agreement, Commonwealth, Sommet de la francophonie);
- GCI02D 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);
- GCI03B demonstrate a knowledge of Canada’s significant world contributions (e.g., peace-keeping, telecommunications technology);
- GCI04D demonstrate an understanding of the interdependence of Canadian and world economies;

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- GCI05D explain how Canada's natural systems form part of global natural systems (e.g., Pacific Ring of Fire, continental shelves, global biomass);
- GC201D 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);
- GC202D evaluate Canada's participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights);
- GC203D research the impact of transnational corporations and international trade on people and the environment.
- GC301D calculate Canada's share of selected world commodities (e.g., minerals, fuels, forest and agricultural products, manufactured goods and services);
- GC302D 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;
- GC303D produce a proposal for a solution to a global geographic or environmental issue.

Strand: Understanding and Managing Change

Overall Expectations:

At the end of Grade 9, students will:

- UMVO1B demonstrate an understanding of how natural and human systems change over time and from place to place;
- UMV02B 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;
- UMV03B demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities.

Specific Expectations:

By the end of the course students will:

- UMI01B demonstrate an understanding of similarities among cultures and the need to respect cultural differences;
- UMI02B 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);
- UMI03D demonstrate an understanding of the factors influencing demographics and migration in Canada;
- UM201B research different perspectives on a geographic issue (e.g., clear-cutting, waste disposal) and present arguments supporting a point of view;
- UM202B predict the consequences of human activities (e.g., agriculture, recreation) on natural systems (e.g., soil depletion, climate change);
- UM203B 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);
- UM204D research and identify the educational requirements for a career related to geography;
- UM301D produce and evaluate a set of criteria (e.g., in terms of religious and political pluralism, bilingualism, contributions of ethnic-cultural groups) to describe Canadian identity);
- UM302D 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);
- UM303D 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);
- UM304D 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).

Strand: Methods of Geographic Inquiry

Overall Expectations:

At the end of Grade 9, students will:

- MIV01B 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;

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- MIV02B 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;
- MIV03D 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:

By the end of the course students will:

- MI101B demonstrate an understanding of the technologies used in geographic inquiry (e.g., Geographic Information Systems (GIS), hypermedia);
- MI102B demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;
- MI201D use geographic terms correctly in written and oral communication (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);
- MI202B develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry;
- MI203D locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, Internet) to research a geographic issue;
- MI204B use graphic organizers (e.g., semantic webs, timelines, future wheels, analogy charts, Venn diagrams) effectively to visualize, clarify, and interpret geographic information;
- MI205B distinguish among opinion, argument and fact in research sources;
- MI206B describe biases in information and identify what types of information are relevant to particular inquiries;
- MI207B decide whether or not the questions they have used for a geographic inquiry have been answered or the problems addressed;
- MI208B select and use appropriate methods for displaying geographic data;
- MI209D collect (e.g., through observation, surveying, interviewing) and synthesize information about the local bioregion;
- MI210D select and use appropriate technology (e.g., computer-generated maps, graphs, air photos, digital maps) to present geographic information;
- MI211D create and use effectively photographs, charts, graphs, models, and diagrams;
- MI212B use different types of maps (e.g., road, topographical, thematic) to interpret geographic relationships, including changes over time in a specific location;
- MI213B use cartographic conventions correctly when constructing maps (e.g., scale, legend, direction);
- MI214B use statistical methods (e.g., average, median, correlation) effectively when analysing geographic information
- MI301B 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);
- MI302D map existing transportation, communication, and energy networks in order to plan and make decisions concerning a regional community;
- MI303B select and use an organizer or decision-making model effectively to study a regional or national geographic issue;
- MI304D use geographic data to support conclusions and opinions;
- MI305B use computer technology effectively to communicate with students in different regions.