

Catholic District School Board Writing Partnership

Course Profile **Geography of Canada**

Grade 9
Applied

• *for teachers by teachers*

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Acknowledgements

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Western Ontario Catholic Curriculum Cooperative

Institute for Catholic Education

Course Overview

Geography of Canada, Grade 9, Applied

School:

Department:

District: St. Clair Catholic District School Board

Course Title: Geography of Canada

Grade: Nine

Course Type: Applied

Development Date: April 1999

Ministry Course Code: CGC 1P

Credit Value: 1.0

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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 investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities, in order to understand Canada's character and diversity.

How This Course Supports The Ontario Catholic School Graduate Expectations

The Catholic vision regarding the value of creation and all living things is foundational to the study of the discipline of Geography. Understanding the process that shapes the earth and how life-forms interact with the environment and each other, are rooted in Stewardship, Solidarity, Justice, and the principle of the Common Good. The essential areas of learning which are presented in this course enable students to act as responsible citizens and as informed Catholics, and to make judgements about environmental and societal issues. Essential to our faith is the call "to realize our responsibility within the creation and our duty towards nature and the Creator", Joannes Paulus II, 1989.

Unit Titles (Time and Sequence)

Unit 1	Recognizing Canada's Diverse Natural Landscapes	22 hours
Unit 2	Natural Resources: The Challenge of Sustainability	22 hours
Unit 3	People, Places and Patterns	22 hours
Unit 4	Canadian Industry: Location, Impact, Opportunity	22 hours
Unit 5	Canada and the World	22 hours

Unit Organization

Unit 1: The Diversity of Canada's Natural Landscapes

Time: 22 hours

Description

This unit focuses on the marine and terrestrial ecozones of Canada. Students come to an understanding of the diversity of Canada's natural landscape by examining their own local bioregion and then expanding their investigation to compare all of Canada's ecozones. Each ecozone is examined as a unique interconnection of climate, soils, and living things. Students come to appreciate the impact of each human on the environment by identifying and illustrating the concept of "ecological footprint". They develop an appreciation for the diversity of the earth and the gift of God's creation, as well as an understanding of their roles as stewards of the environment.

Ontario Catholic School Graduate Expectations: CGE 1d, 1i, 3f, 4f, 5a, 7d, 7i.

Strand(s): Geographic Foundations: Space and Systems, Human Interactions with the Environment, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P: SSV.01B, SSV.03B, SSV.04B, SSV.05B, HEV.01P, MIV.01B, MIV.02B, MIV.03P.

Specific Expectations: CGC 1P: SS1.01B, SS1.02B, SS1.03B, SS1.05P, SS1.06P, SS1.07P, SS2.01P, SS2.02P, SS3.01P, HE1.01B, HE3.03P, UM3.02P, MI1.01B, MI2.01P, MI2.03P, MI2.04P, MI2.06B, MI2.09P, MI2.08B, MI2.10P, MI2.11P, MI2.12B, MI2.13B, MI2.14B.

Unit 2: Natural Resources: The Challenge of Sustainability

Time: 22 hours

Description

Students demonstrate their understanding of how people use resources in Canada and the issue of sustainability by using a variety of informational sources including primary and secondary print media as well as electronic sources like the Internet. Students evaluate environmental issues like megaprojects, energy alternatives, waste reduction, and conservation by applying appropriate strategies to locate, read, and understand information. Finally, they present their work through a variety of responses. Their effort reinforces the Catholic values of stewardship and the common good within the framework of environmental awareness.

Ontario Catholic School Graduate Expectations: CGE 1d, 1i, 3b, 3c, 3d, 3f, 7i, 7j.

Strand(s): Human Interactions with the Environment, Understanding and Managing Change, Methods of Geographic Inquiry, Geographic Foundations: Space and Systems

Overall Expectations: CGC 1P: HEV.01P, HEV.02P, HEV.03B, UMV.01B, UMV.02B, MIV.01B, MIV.03P.

Specific Expectations: CGC 1P: HE1.01B, HE1.02B, HE1.03B, HE1.04B, HE2.01P, HE2.02P, HE3.01P, HE3.02P, UM2.01B, UM2.02B, UM3.02P, MI1.02B, MI2.03P, MI2.07B, MI2.10P, MI2.11P, MI2.12P, MI2.13B, MI2.14B, MI3.01B, MI3.02P.

Unit 3: People, Places, and Patterns

Time: 22 hours

Description

Students demonstrate their understanding of the five themes of geography. Location, Place, Human Environment Interaction, Movement, and Region are examined to determine the connection between human systems and the physical environment. This leads to the understanding of how the past influences present patterns and relationships. The final Five Theme Photo-Video Display Presentation synthesizes all previous learning while allowing the student to reflect on the relationship between God, community, and their personal role in society.

Ontario Catholic School Graduate Expectations: CGE 2c, 2e, 3f, 5e, 5f, 7f, 7g.

Strand(s): Human Interactions with the Environment, Global Connections, Understanding and Managing Change

Overall Expectations: CGC 1P: HEV.01P, GCV.01P, UMV.01B, UMV.02B.

Specific Expectations: CGC 1P: HE1.02B, HE2.05B, HE3.02P, GCI.05P, GC2.03P, GC3.01P, UM1.01B, UM1.03P.

Unit 4: Canadian Industries - Location, Impact, Opportunity

Time: 22 hours

Description

Evolving out of Unit 3 - People, Places, and Patterns, students focus on Canada's industrial base. The dignity of work and role of technology permeates the student's investigations. Mastery of increasingly difficult activities over time provides the impetus to participate for students. Students develop notes, make maps, create a poster, write a report, and predict the future of local industry.

Ontario Catholic School Graduate Expectations: CGE 2b, 2d, 3c, 5b, 7b.

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

Overall Expectations: CGC 1P: SSV.04B, UMV.01B, UMV.03B, M1V.01B, M1V.02B, M1V.03B.

Specific Expectations: CGC 1P: SS1.04B, SS1.08B, SS3.02b, SS3.04P, UM2.03B, UM3.03B, UM3.05P, MI1.02B, MI2.02B, MI2.06B, MI2.04B, MI2.07B, MI2.08B, MI2.09B, MI2.12B, MI2.13B.

Unit 5: Canada and the World

Time: 22 hours

Description

Students appreciate our Catholic belief of solidarity and interdependence with the Third World. Students analyse how Canada participates in the world by focussing on environmental, tourism, and contemporary global issues using a variety of group activities, simulations, and mapping skills. Multiple media resources are used in the culminating activity. This activity includes both visual and oral presentation components, which enable students to assess how Canadians and others view our global obligations. Students explore how global, economic, and lifestyle influences may affect their individual career choices.

Ontario Catholic School Graduate Expectations: CGE 1d, 2e, 5e, 7e, 7f, 7g.

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

Overall Expectations: CGC 1P, GCV.01P, GCV.02B, GCV.03B, UMV.03B, MIV.03P, SSV.01B.

Specific Expectations: CGC 1P, SS2.04P, GCI.05P, GC3.02P, CGA1P, GC1.01P, GC1.02P, GC1.03B, GC2.01P, GC2.02P, GC2.03P, GC.04P, GC3.01P, M11.02B, M12.02B, M12.03P, M12.04B, M12.05B, M12.09P, M12.11P, M12.14B, UM1.01B, UM2.01B

Strategies and Resources

Instructional Strategies

Instructional strategies include the following:

Multiple Intelligence Activities

- to help students determine their best learning style and the best way for them to frame activities

Brainstorming

small to large group generation of initial ideas expressed without criticism or analysis

Case Study

- investigation of real and simulated problems

Conferencing

- student to student discussion

Debate

- defence of a point of view

Field Study

- a class visit to reinforce classroom learning

Independent Study

- students explore and research a topic of interest as a process or product

Jigsaw

- specialized group learning followed by home group sharing

Model Building

- construction of a working model to demonstrate a specific function, feature, design concept, or pattern

Reflection

- critical, directed, and self

Report/Presentation

- oral and written presentation of researched topic to class

Assessment Strategies

The assessment plan includes the following:

Personal Communication

- journals/conferencing logs
- self-assessment
- student-teacher conferences
- roving conferences
- personal reflection

Paper and Pencil Tests

- unit tests (knowledge)
- mid-term and final exams

Observation

- formal/informal

Performance Assessment

- research project/essay
- model building assignment

Assessment tools include:

- checklists
- marking schemes
- rubrics
- anecdotal comments with suggestions for improvement
- oral testing

Main Resources

The following resources support teaching and learning:

Textbooks

Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills: Oxford University Press, 1999.

Clarke, B and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.

Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.

Canadian School Atlas. Oxford University Press, 1998.

Canada and the World: Atlas. Prentice-Hall Ginn, 1996.

National Atlas of Canada, 1999.

<http://ellesmere.ccm.nrcan.gc.ca/>

Videotapes

News in Review. Toronto: Canadian Broadcasting Corporation, CBC, 1997.

Canadian Immigration. Classroom Video

National Geographic. Five Theme Geography, 1995.

Computer Software

Arc Voyager, ESRI (1999)

MF Teach, Thinkspace, Inc. (1998)

MacGlobe©

PCGlobe©

SIM City (partial listing)

MapView (partial listing) [1998]

Towards an Ecozoic Curriculum (1996) Ontario Association of Environmental Educators

Note: web sites are listed in individual activities.

Models and Manipulatives

- wall maps
- topographic maps
- Great Lake Placemap Series (1995)
- Government of Canada Ecozone Poster Set (Government of Canada, 1997)

Catholic Resources

Books

Do Justice! Toronto: CCB, 1987.

Christian Justice. Minnesota: St. Mary's Press, 1995.

Dreams, Dilemmas and Decisions. Manitoba: Friesen Press, 1994.

Computer Software

Welcome to the Catholic Church, CD-ROM. Oregon: Harmony Media, 1996.

Evaluation of Student Achievement

Course Grade Weighting

1.	Lab Exercises, Problem Solving Models, Demonstrations	20%	NOTE: Overall mix is: 60% -Applications and Practical Connections 40% Theoretical Learning
2.	Unit Projects-Culminating Activities	30%	
3.	Unit Tests	20%	
4.	Final Assignment (during Exam)	15%	
5.	Final Examination	15%	
	TOTAL	100%	

Knowledge/Skill Category Weighting

Instruments	Weight	Knowledge/ Understanding	Thinking/ Inquiry	Communication	Application
Lab Exercises, Problem Solving	10%	20%	20%	10%	50%
Models, Demonstrations	10%	20%	40%	10%	30%
Unit Projects	30%	10%	20%	30%	40%
Unit Tests	20%	40%	30%	20%	10%
Final Assignment (as part of Exam)	15%	20%	20%	20%	40%
Final Examination	15%	20%	20%	20%	40%

Additional Information

Course Notes

Students should possess the Achievement Chart for Canada and World Studies to use for rubric creation. Students maintain a personal research log listing all Internet sites used throughout the course. They should include their best work from the course in their career portfolio.

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/resource centre.

Course Evaluation

Teachers assess the effectiveness of this course primarily by student achievement, especially by exceptional students. Peer evaluation within the subject department, and student assessment of the course are also valuable tools. Finally, a detailed journal of the teacher's experience with the course is suggested.

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;
- 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.

