



**The Bishop Strachan School**  
**Department Name: Canadian, Business and World Studies**

**Course Title: Geography of Canada**  
**Grade Level: 9**  
**Ministry Course Code: CGC1D**

**Teacher's Name: Helena Pereira Raso and Danny Schryburt**

**Developed by: Charlotte Fleming, Darren Frake, Helen Pereira Raso and Danny Schryburt**

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**Developed from: Helen Pereira Raso and Danny Schryburt**

**Text: Making Connections: Canada's Geography 2<sup>nd</sup> edition, by Bruce W. Clark and John K. Wallace. Prentice Hall, 2006 (in-class set)**

**Prerequisite: None**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

## Overall Curriculum Expectations

### Geographic Foundations: Space and Systems

1. describe the components and patterns of Canada's spatial organization;
2. demonstrate an understanding of the regional diversity of Canada's natural and human systems;
3. analyse local and regional factors that affect Canada's natural and human systems.

### Human-Environment Interactions

4. explain the relationship of Canada's renewable and non-renewable resources to the Canadian economy;
5. analyse the ways in which natural systems interact with human systems and make predictions about the outcomes of these interactions;
6. evaluate various ways of ensuring resource sustainability in Canada.

### Global Connections

7. describe how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;
8. analyse connections between Canada and other countries;
9. report on global issues that affect Canadians.

### Understanding and Managing Change

10. explain how natural and human systems change over time and from place to place;
11. predict how current or anticipated changes in the geography of Canada will affect the country's future economic, social, and environmental well-being;
12. explain how global economic and environmental factors affect individual choices.

### Methods of Geographic Inquiry and Communication

13. use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada's natural and human systems;
14. analyse and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies; communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Independent Study	Total
1) Geomatics	13	Tamakwa Algonquin Park (2 hours)	Integrated Projects: (2 in the year one at mid-term and one as part of their summative)  (6 hours)	15
2) Human Geography	40			40
3) Physical Geography	35			35
5) Final Summative Assignment	10	Field Study (4 hours)		20
<b>TOTAL HOURS</b>	98	6	6	110

## Unit Descriptions

### Unit 1 – Geomatics

Students will be introduced to a geographer's toolkit. This includes map design, scale, longitude / latitude, grid systems, and geo-technologies. These geographical skills will assist students in developing the analytical skills required to succeed in this course. Students will spend 4 day at Tamakwa in Algonquin Park where they will be working with GPS units to develop a GIS map of the park; linking waypoints from there time there to show the different ecosystems that exist within that community. Students will be constructing their own attribute tables, hyper linking the photos from Algonquin Park into the Arc View software.

### Unit 2 - Canada's Human Geography

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. The unit culminates with a celebration of the cultural diversity represented within the fabric of Canadian society. Canada has been endowed 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 and promote the wise use of our resources. 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.

### Unit 3 - Canada's Physical Geography

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 is 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 of environmentally conscious citizens.

### Final Summative – Integrated Project

Students will be implementing the skills gathered in this course. They will consider the physical surroundings as well as the human systems and infrastructure. There is a field study that requires research, gathering primary research, analyze and organize their findings to present a coherent, structured, geographically accurate, and practical solution. Students will be doing their summative as an integrated task that looks at each of their core subjects and reaches our overall expectations for the course.

### Teaching/Learning Strategies

Lecture	Brainstorming	Self Analysis
Demonstration	Group Work	Peer Analysis
Reading	Debate	Teacher Analysis
Structured Discussion	Group Critique	Case Study
Practice Exercise	Videotape Critique	Role Play
Research Project	Field Trip	Game

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Classroom Discussion	Teacher Anecdotal Notes
Worksheets	GIS Maps and Analysis	Online Discussion Boards	Teacher Log
Examinations	Presentations	Self Assessment and Evaluation	Rubrics
	Argumentative Paragraph	Peer Assessment	
	Role Playing		
	Reflecting Writing		
	Diagrams		

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (15% and 15%)** of the final grade will be based on a final evaluation in the form of an examination and other method of evaluation suitable to the course content and administered towards the end of the course (field study).

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	Physical Geography (35 hours)	2, 3, 5, 10, 13-15	Geology Lab
			“Discovering Earthquakes” GIS Lab
			Unit test
			test on GIS skills
			Ecozone Picture Cube Assignment
	Human Geography (40hours)	1,2, 3, 5, 7, 10, 11,13-15	“Finding your Place” Ecozone GIS lab
			Canada’s Aboriginal peoples oral presentation
			“Immigration in Canada” GIS lab
			Integrated Project on Urban Dilemmas and Native Studies
			Unit test

	<b>Geomatics And Tamakwa (15 marks)</b>	13 - 14	Geocaching Activity Field Study and Data analysis at Tamakwa Map design and GIS Project
<b>30%</b>	<b>Final Summative (15 hours)</b>	1 - 15	Integrated Project with Science and English on Environmental Stewardship and Globalization

### Course Resources

1. *Making Connections:Canada's Geography 2<sup>nd</sup> edition*, by Bruce W. Clark and John K. Wallace. Prentice Hall, 2006
2. CBC News in Review Videos
3. Articles from the Globe and Mail and Toronto Star
4. Access to SIRS and EbscoHOST
5. WebQuest links
6. *Making Connections* Teacher's Guide
7. *BSS Style Guide*

**Achievement Chart – Canadian and World Studies, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness