

## Issues in Canadian Geography, Grade 9, Academic

**Course Title:** Issues in Canadian Geography

**Course Code:** CGC1D

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisites:** None

**Curriculum Document:** [Canadian and World Studies, Revised \(2018\)](#)

**Course Developer:** [Christian Virtual School](#)

**Department:** Sarah McKercher

**Development Date:** September 2020

**Most Recent Revision Date:** September 2020

**Teacher(s):**

Mark Hindermeier B. Kin. (Hon), B. Ed., M. Ed. (Candidate), [OCT](#)

### Course Description:

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

| Unit Title and Description   | Time Allocated  |
|--|-----------------|
| <p><b>What is Geography?</b></p> <p>For centuries, humans have been fascinated with knowing where things are. Today, we have the ability to track and map almost anything, from areas with the most tweets about hamburgers, to areas with the greatest natural disasters in history, to far-flung planetary systems. Our fascination with knowing where things are has only increased as technology has advanced. Behind that fascination is a desire to know why. Why are things the way they are and how did they get there? In their search for answers, people who study geography ask questions and investigate in a process known as the geographic inquiry process. Along the way, they use a variety of tools and skills that help them gather information and communicate what they find with regular people.</p> <p><i>In this unit, students will be introduced to some of these tools and skills. They will be given a chance to use them as they seek to answer questions about geography. As students work through the lessons and activities, they will learn to recognize how these skills can help them as they study geography, in addition to how they can help them in other areas of their life.</i></p> | <p>12 Hours</p> |

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| <p><b>Interactions in the Physical Environment</b></p> <p>The world as we know it is relatively new. In fact, the world is still growing and changing a little more each day. Because of these many natural processes, Canada's unique geography both challenges and rewards the people living there.</p> <p><i>In this unit, students will explore the different geographic regions of Canada. Their work will familiarize them with different landforms and climate regions in Canada and explain how these different regions were formed. Students will also see how these regions influence the different cultural and economic activities Canadians practice today. They will also explore how interactions between Canadians and the environment are producing new challenges at home and abroad.</i></p>   | 25 Hours |
| <p><b>Managing Canada's Resources and Industries</b></p> <p>What gives Canada its economic edge? Could it be that its location next to the United States gives it an economic boost? Perhaps the vast amount of land covered with prime forests and mineral deposits offers such benefits. Maybe the large amount of coastline providing access to rich marine life deep below the water's surface makes great wealth possible. For centuries, Canada's resources have been at the heart of its economic base, but some economists argue that this situation is changing. What does the future hold for Canada's economy and how can the country sustainably manage its resources to ensure there is enough of similar potential for the future?</p> <p><i>In this unit, students will explore the connection between Canada's geographic make up and the economy. They will review the different economic sectors before investigating their importance to the Canadian economy and how they are influenced by trade between Canada and other countries. Finally, students will explore the different approaches Canada is taking to sustainable resource development.</i></p> | 25 Hours |
| <p><b>Changing Populations</b></p> <p>When you think about populations, you may also think of change. Population numbers are always in flux due to births, deaths, immigration, and emigration. Have you ever thought about what influences population change might have on a town, city, country, or even the world?</p> <p><i>In this unit, students will be introduced to the topic of demography which is the study of changes affecting human populations. They will be looking at the population of Canada and the impacts that a changing population has on Canada and the rest of the world. Students will investigate population trends over time, and consider how migration, immigration, an ageing population, and urbanization have the potential to tip the balance of economic and social demands.</i></p>   | 20 Hours |
| <p><b>Livable Communities</b></p> <p>Canada's landscape has gone through many changes since the first human settlement. While some changes happen because of earth's processes, many lasting effects came about as a result of human development. Over the years, different levels of government have created policies in their efforts to find a way for Canadians to use the land sustainably, but there is still a much work to be done.</p>   | 20 Hours |

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| <p><i>This unit allows students to explore the unique challenges posed by Canadian land use and development. Students will identify various factors that influence land use and explains how they affect land use patterns. Topics such as urban growth, sustainability, and the management of developing communities are examined according to various case studies. Energy, transportation, and Canadian food systems are all studied in relation to sustainable, cost-effective growth and management.</i></p> |                |
| <p><b>Final Assessment</b></p> <p>The final assessment in this course consists of both a project and final exam that is worth 30% of the final grade.</p>   | <p>8 Hours</p> |

**Overall Curriculum Expectations**

**Geographic Inquiry and Skill Development**

1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;
2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset

**Interactions in the Physical Environment**

1. The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada;
2. Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems;
3. The Characteristics of Canada's Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them;

**Managing Canada's Resources and Industries**

1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada;
2. The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective;
3. Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors;

**Changing Populations**

1. Population Issues: analyse selected national and global population issues and their implications for Canada;
2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada;

3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population;

#### **Livable Communities**

1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada;
2. Impacts of Urban Growth: analyse impacts of urban growth in Canada;
3. Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns;

#### **Resources Required:**

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- Access to various web resources for guided research activities
- A calculator (online or handheld)
- Writing or colouring tools and paper
- Access to voice recording or video recording tools (webcam, cell phone, etc.)

#### **Teaching and Learning Strategies:**

The Canadian and world studies courses will prepare students for a life of responsible citizenship in which they think critically about events, developments and issues in their daily lives. In the geography courses, the goal is to help students develop a sense of place. At their own pace, students will work towards:

- developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;
- analysing the connections within and between natural and human environments and communities;
- developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;
- being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.

#### **Assessment and Evaluation Strategies**

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable

them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

## Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

### Program Planning Considerations

#### Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve

those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

### **English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.