

## **Grade 9 Geography**

Through the use of active learning strategies emphasizing multicultural tolerance within Canada,

### **Essential Question:**

How is Canada's cultural diversity reflected in its communities?

### **Objectives:**

1. Identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones.
2. Distinguish between the characteristics of urban and rural environments (e.g. population density, land use, forms of settlement, development patterns)
3. Analyse statistical data on population density to identify trends and variations;
4. Identify patterns of migration within Canada and between Canada and other countries
5. Identify and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal people, francophones, immigrant groups)
6. Describe how the arts (e.g., dance, drama, literature, music, visual arts) in Canada reflect natural or cultural landscapes;
7. 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)
8. 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
9. 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;
10. Use graphic organizers (e.g. semantic webs, timelines, future wheels, analogy charts, Venn diagrams) effectively to visualize, clarify, and interpret geographic information
11. Demonstrate an ability to distinguish among opinion, argument, and fact in research sources;
12. Use different types of maps to interpret geographic relationships, including changes over time in a specific location
13. Use statistical methods effectively when analyzing geographic information
14. Demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries
15. Analyse connections between different parts of Canada, and between Canada and other countries (e.g. migration patterns, cultural activities, foreign ownership, trade)
16. Demonstrate an understanding of similarities among cultures and the need to respect cultural differences
17. Demonstrate an understanding of selected factors that cause change in human and natural systems
18. Demonstrate an understanding of the factors influencing demographics and migration in Canada

## **Unit Outline**

### **Section 1 - Population challenges**

- a) Canada's population – introduction
- b) Population growth (vocabulary and components of)
- c) Population patterns - mapping, discussion, reasons for settlement pattern, distribution.
- d) Destinations of immigrants – interview to become aware of push-pull factors - presentation
- e) Immigrating to Canada – online immigration application, build resume

### **Section Two – Mosaic of People**

- f) Culture – family history
- g) Cultural imprints – identify social/physical imprints in your community, sports, recreation, retail and dining
- h) Multiculturalism – collage – group presentation
- i) Historical Imprints

### **Section Three – Cultural Change**

- j) Simulation – Inuvial
- k) The Inuit in Canada
- l) Native subgroups in Canada
- m) Royal Commission on Aboriginal peoples
- n) Aboriginal Land Claims

### **Purpose:**

#### **Knowledge**

##### 1. Major Concepts

population patterns, death and birth rates, push pull factors, immigration, migration, culture, cultural imprints, multiculturalism, historical imprints, Aboriginals, Land Claims, Royal Commission.

##### 2. Main Understandings

movement of people within Canada and externally, patterns and effects of population growth, cultural impacts, aboriginal impacts and movement historic and present.

### **Overall**

Comprehension of Canada's population movement and the diverse multicultural make-up of society.

### **Skills**

Mapping skills, critical thinking, application of information to models, analysis of data and maps, predictions for the future of Canada's population, compare Canada to other countries.

### **Values**

Tolerance of diverse cultures

Appreciate the foundation of the development of our great nation

## **Materials**

- Maps
- Textbook
- Computer access
- Portfolio folder materials
- Magazines for collages
- Newspapers and Magazines for current event reference material
- National Film Board of Canada “Heritage Immigrants – The Long Journey”

## **Closure**

- 3 Quizzes
- Group Presentation
- Individual Presentation of Portfolio materials including graphic organizer, interview, online immigration application report and resume etc.
- End of unit test