

*Catholic District School Board Writing Partnership*

# Course Profile **Geography of Canada**

Grade 9  
Academic

• *for teachers by teachers*

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## **Acknowledgments**

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## Unit 3: Canada's Resource Stewardship

**Time:** 18 hours

**Unit Developer(s)**

J. Marinelli, London District Catholic School Board

**Development Date:** July 1999

**Unit 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.

**Strand(s) and Expectations:**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2e, OCSG3f, OCSG4f, OCSG5e, OCSG7h, OCSG7i.

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

**Overall Expectations:** HEV.01D, HEV.02D, HEV.03B, HEV.04D, GCV.02B, GCV.03B, UMV.02B, MIV.03D.

**Specific Expectations:** HE1.02B, HE1.04B, HE1.05D, HE2.01D, HE2.02D, HE2.03D, HE3.01D, HE3.02D, HE3.03D, GC3.01D, GC3.02D, UM2.01B, UM2.04D, UM3.02D, MI1.01B, MI1.02B, MI2.01D, MI2.02B, MI2.03D, MI2.04B, MI2.07B, MI2.14B, MI3.01B, MI3.02D, MI3.03B, MI3.04D.

**Activity Titles (Time + Sequence)**

Activity 1	Canada's Resources and Consumption	150 minutes
Activity 2	Canada's Energy Sources	300 minutes
Activity 3	Valuing Natural Resources	150 minutes
Activity 4	Local Management of Energy, Water, and Waste	150 minutes
Activity 5	Sustainable Resource Use	330 minutes

**Unit Planning Notes**

- Ensure that students have access to the Internet and other hypermedia for research purposes for Activities 2 and 5.
- Collect a variety of sources (texts, hypermedia, magazines, etc.) pertaining to alternative energy sources.
- Obtain information from local governing bodies regarding the management of waste and the conservation of energy and water in the area
- Provide transparencies for each group in Activity 4.
- Decide on the various groups who value our resources and shape roles for the students who represent these interest groups in Activity 4

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- Develop or acquire a case study involving a logging company wishing to harvest trees from crown land.
  - Check IEPs for identified pupils.

**Note:** The numbering system used in the Assessment/Evaluation section for each activity is tied directly to the numbers in the Teaching/Learning Strategies section.

### **Prior Knowledge Required**

- Expectations contained in Grade 7 and 8 Geography Programs.
- Use of the Internet and other hypermedia when researching a topic.
- An understanding of “ecological footprint” from Unit 2.
- Internet protocol - school policy regarding the use of the Internet

### **Teaching/Learning Strategies**

#### **Whole Group**

- discussion, brainstorming, analysis, note-taking, questioning

#### **Small Group**

- brainstorming, feasibility report, collaborative learning, issue analysis, presentations, researching an issue, computer assisted learning

#### **Individual**

- calculations and graphing, comparative chart, evaluating, chart, advantage/ disadvantage analysis, response writing, computer assisted learning, political cartoon, pictograph

### **Assessment/Evaluation**

#### **Diagnostic and Formative Assessment**

Roving Conferences/Formal Teacher Observation/Valuing Resources Checklist/Probe Questioning

#### **Summative Evaluation**

Formal Teacher Observation/Response Writing Rubric/Oral Presentation Rubric/ Report Card Rubric/Written Report Rubric/Paper and Pencil Test

### **Resources**

#### Print

Approved texts:

*Making Connections: Canada's Geography*

*Canada: Exploring New Directions*

*Perspectives: Canada's Geography*

*Contact Canada*

Atlas

*World Resources 1998-99*. New York: Oxford University Press, 1998.

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## Computer

Internet Sources/Estat

Multimedia Encyclopedia/*PCglobe*

Spreadsheet software

## Audio-Visual

*Battle for the Trees*, National Film Board of Canada

*Oil Means Trouble*, National Film Board of Canada

*Power*, National Film Board of Canada

*Waste Management - A Time for Action*, National Film Board of Canada

## Other

Newspaper articles

Catechism of the Catholic Church

Local Government/ Utilities Company

## **Activity 1: Canada's Resources and Consumption**

**Time:** 150 minutes

### **Description**

In this activity, students examine Canada's rich resource base. Using selected resources, students compare Canada's share of resources with the rest of the world by means of a display. Knowledge of Canada's share of resources is needed to make recommendations for sustainable resource use in the culminating activity. Comparison of an average Canadian's resource use and consumption with citizens from developing countries is also analyzed in this activity and resource distribution is addressed from the viewpoint of Catholic social justice.

### **Strand(s) and Expectations:**

**Ontario Catholic School Graduate Expectations:** OCSG5e, OCSG4f.

**Strand(s):** Global Connections, Methods of Geographic Inquiry, Human-Environment Interactions

**Overall Expectations:** HEV.02D, GCV.02B.

**Specific Expectations:** GC3.01D, GC3.02D, HE1.04B, MI2.11D, MI2.14B.

### **Planning Notes**

- Some tasks may be carried out by means of selected spreadsheet software. If teachers decide to employ this tool, ensure accessibility to computers.
- Identify which resources can be successfully investigated given the sources available to the students for this activity.

### **Prior Knowledge Required**

- Knowledge of what a commodity is from Unit 1.
- An understanding of "ecological footprint" from Unit 2.
- Knowledge of Grade 7 Geography unit "Natural Resources".
- Review Catholic point of view regarding resource distribution.

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## Teaching/Learning Strategies

1. The teacher introduces the unit and explains how the knowledge, skills, and thinking processes needed in the culminating activity are addressed.
2. Review the term commodity (goods or services purchased or used by consumers) and compare it with natural resource (a substance found in nature that is useful or valuable to people).
3. The teacher leads a class discussion on resources in Canada. The discussion focuses around the following questions:
  - i) What are natural resources and what are the different types of resources (renewable & non-renewable)? Provide examples.
  - ii) For which natural resources is Canada known?
  - iii) Why is Canada rich in resources?
  - iv) What is the importance of resources and the production of commodities, to Canadians?
4. Using statistics from a textbook, atlas, Internet, or any other source, students calculate Canada's share of selected resources with the rest of the world (e.g., minerals, petroleum, fish). This can be done by dividing the class into groups and assigning specific resources to each group.
5. Students make use of appropriate visual material to present the information to the class (e.g., pictograph). Material can be displayed in an area of the classroom.
6. Using information regarding resource use and consumption (e.g., energy use, food consumption), students compare Canadians with citizens of various developing countries utilizing a comparison organizer (Appendix 3.1.1). A point should be made about the correlation between our share of commodities and our consumption and use of resources.
7. A teacher-led, class discussion addresses the teachings of the Church concerning the moral responsibilities of wealthy nations such as Canada.

## Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

3. Informal teacher observation and feedback to students can be used to monitor progress in small groups. Anecdotal notes can be recorded when needed.
4. Formative teacher assessment of the students' completion of the visual display using a checklist with the following criteria: knowledge of facts, ability to research information, accuracy of display, appropriateness of graphing techniques (Appendix 3.1.2).
5. The teacher checks the comparison organizer for completion.

## Resources

### Source of statistics

Atlas or textbook

World Resources 1998-99, Oxford University Press, New York (1998)

World Resource Institute

[http://www.wri.org/sdis/data\\_tbl](http://www.wri.org/sdis/data_tbl)

Statistics Canada

<http://www.statcan.ca>

Energy Usage

<http://www.undp.org/hdro/energy>

Food Consumption

<http://www.undp.org/hdro/food>

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## Other

Ryan, Michael. *Solidarity: Christian Social Teaching and Canadian Society*. London, Ontario: Devine Word Centre, 1986.

*Catechism of the Catholic Church*, moral responsibility of wealthy nations ~ 2439-2440

## Accommodations

- Provide individual help with finding and organizing information.
- Some students may need additional explanation on how to use statistical methods or with mathematical calculations.
- Mixed ability groups may be formed.
- Some students may need peer assistance with completing the comparison chart.

## Appendices

Appendix 3.1.1 - Comparative Chart

Appendix 3.1.2 - Checklist for Visual Display

## Activity 2: Canada's Energy Sources

**Time:** 300 minutes

### Description

Through this activity, students gain knowledge of the regional distribution of Canada's energy sources and evaluate energy megaprojects undertaken in Canada. The feasibility of using alternative energy sources and implementing conservation strategies is evaluated. Students realize the relative importance of each energy source in Canada and recognize the importance for consumers to practise responsible stewardship of energy resources.

### Strand(s) and Expectations:

**Ontario Catholic School Graduate Expectations:** OCSG3f, OCSG4f, OCSG7i.

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

**Overall Expectations:** HEV.02D, HEV.03B.

**Specific Expectations:** HE1.04B, HE2.03D, HE2.02D, MI1.01B, MI2.02B, MI2.03D.

### Planning Notes

- The teacher arranges access to a computer lab and the Internet.
- The teacher needs a variety of sources (texts, hypermedia, books, etc.) pertaining to alternative energy sources for use by the students.

### Prior Knowledge Required

- Knowledge of Grade 7 expectations on Natural Resources
- Knowledge of different forms of energy (i.e. hydro-electric, nuclear)
- Some computer skills in order to use the Internet
- Internet protocol - school policy regarding the use of the Internet

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## Teaching/Learning Strategies

1. Students examine the energy sources in Canada using an atlas and then create a map to display the distribution of these resources across Canada. The map is reviewed by the class to ensure correct information.
2. Students use a text to list the importance of each source of energy to Canadians. This can be accomplished by means of a chart with the headings (sources of energy) and points made under each heading.
3. Students individually research an energy megaproject (e.g., Hibernia, James Bay, Athabaska Tar Sands, Churchill Falls) and conduct a pro/con analysis using the Internet. With this information students produce a short report (roughly 1 page in length) of the megaproject.
4. Each energy project studied is discussed as a class, and general aspects that are common to all of the megaprojects are noted in notes by the students and on the blackboard.
5. Small groups of students use a variety of sources, (provided to them by the teacher) to evaluate the feasibility of using and implementing conservation strategies associated with one alternative energy source (e.g., solar, wind, tidal, geothermal). Evaluation is based on:
  - i) What is the cost of the alternative energy source relative to the mainstream sources?
  - ii) What are the advantages/disadvantages of the alternative energy source?
6. Each group reports to other classmates using the jigsaw method. Through a class discussion, the teacher summarizes the findings and makes general conclusions regarding the research.

## Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

1. Formative teacher assessment of the students' maps using a Map rubric (Appendix 1.4).
3. Formative teacher assessment of the written report on a megaproject using a Writing Rubric.
3. Informal teacher assessment using probe questions to assess student skills in the inquiry process. Observations can be recorded using a checklist or anecdotal notes can be made.
6. Formative teacher assessment of the jigsaw activity using anecdotal notes if necessary and by use of a checklist based upon the following criteria: student knowledge of their assigned energy source and their ability to communicate information to classmates. Both these criteria are evaluated as one of the following: not evident, satisfactory, or excellent.

## Resources

### Print

Classroom text and atlas

### Video

*Power (James Bay II Project)*, National Film Board of Canada

*Oil Means Trouble (Hibernia)*, National Film Board of Canada

### Internet

Hibernia

<http://www.gov.nf.ca/exec/premier/hibernia.htm>

Churchill Falls

<http://www.ptm.ca/churchill>

<http://www.nlh.nf.ca>

Athabasca Oil Sands

<http://www.nsask.ca/education/ideas/tplan/sslp/yukon/bitumont.htm>

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Alternative Energy Sources

<http://www.nrel.gov/ceb.html>

<http://www.solstice.crest.org/renewables/index.shtml>

<http://www.eren.doe.gov/>

### **Accommodations**

- Find alternate information sources for students experiencing difficulty with computer searches.
- The length of the writing assignment may be shortened for some students.
- Mixed ability groups may be formed.
- Students with a keen interest in energy may wish to create a poster describing how energy from damming is created.

### **Appendices**

Appendix 1.4 - Map Rubric

## **Activity 3: Valuing Natural Resources**

**Time:** 150 minutes

### **Description**

Students further develop their sense of how human activities affect the environment by studying some local disturbances to the natural environment. Students develop criteria to determine the value of natural resources from various viewpoints, and test the criteria by means of a role playing endeavour. This activity concludes with a short, response-writing assignment concerning our moral obligation of resource sustainability for future generations as “God willed creation as a gift to man, an inheritance destined for and entrusted to him”.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2e, OCSG7e.

**Strand(s):** Human-Environment Interactions, Methods of Geographic Inquiry

**Overall Expectations:** HEV.01D.

**Specific Expectations:** HE1.02B, HE2.01D, MI2.01D, MI3.01B, MI3.04D.

### **Planning Notes**

- Teachers are to be aware of the kinds of human activities occurring in the local area that affect the local environment (e.g., urban development, agricultural land use etc.).
- Provide transparencies for each group in this activity.
- The teacher should identify various interest groups who value particular resources. The teacher then shapes the roles for the students who represent these interest groups (e.g., logging company, environmentalist).

### **Prior Knowledge Required**

- Students need to have a good understanding of “ecological footprint” from Unit 2, Activity 7.

### **Teaching/Learning Strategies**

1. The teacher begins the class by reviewing, through discussion, the concept of an ecological footprint (definition - the total human impact on an ecosystem).

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2. The teacher lists two or three local, human activities which have had some environmental impact on the area (e.g., landfill site, urban development, agricultural land use, etc.). Each small group discusses one of the activities listed by the teacher and determines the various ways, they believe, that particular human activity has had an impact on the area. Each group compiles a list on an overhead transparency and when complete, displays and presents their list to the class.
  3. By means of a class discussion, a list of criteria is produced which is used to determine the value of our natural resources. Some ideas may include: ecological value, ethical value, economic value, and aesthetic value among others.
  4. The Catholic view of the value of natural resources can be addressed through a class reflection and discussion exercise using selections from the Catechism of the Catholic Church. The teacher can take selections from the Catechism and have students reflect on their meaning and follow with a class discussion.
  5. The teacher assigns each student a role to play in valuing resources (e.g., developer, naturalist, construction worker, priest, etc.). Each student then values the resources from the viewpoint of their assigned role, using the criteria developed by the class and a self-developed point system. The point system weights certain criteria ahead of others and results in a score out of 100 (e.g., a developer weights economic value high whereas the naturalist weights aesthetic values high).
  6. To conclude, the results of the various roles can be compared, and a discussion of the process and outcomes can occur as a class. The class needs to realize that although the scores may be similar, the weighting of the criteria varies amongst the groups.
  7. Students write a half- to one-page response addressing the benefits and complications of trying to determine the value of our natural resources using the rubric (Appendix 3.3.1) as a guide. Students assess our moral responsibility to future generations regarding human activity and the environment based on the teachings of the Catholic Church from previous class discussions.

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

2. Informal teacher observation and feedback to student. Teacher monitors student progress in small groups. Anecdotal notes can be recorded when needed.
4. Informal teacher assessment of the students' understanding of Catholic teachings using probe questions during the class discussion.
5. Formative teacher assessment using a checklist to collect evidence of each student's ability to apply, integrate, and transfer his/her knowledge, skills and values required when valuing resources. These can be evaluated using one of the following: not evident, satisfactory, or excellent.
7. Formative teacher assessment using a rubric for each student's response paper assessing personal growth and development, an understanding of Catholic teachings, use of written language, and an understanding and application of knowledge (Appendix 3.3.1).

**Resources**

Newspapers can be used to find local human activities which have environmental effects.

*Catechism of the Catholic Church*

Respect for the integrity of creation ~ 2415 - 2418

God creates an ordered and good world ~ 299

Alberta Bishops' Statement on the Care of God's Creation, October 4, 1998

<http://www.cccb.ca>

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## Accommodations

- Mixed ability groups may be formed.
- Some students may need help developing a point system for valuing resources.
- Shorter responses may be assigned for those students with writing difficulties.

## Appendices

Appendix 3.3.1 - Rubric for Assessing Response Writing Assignment.

## Activity 4: Local Management of Energy, Water, and Waste

**Time:** 150 minutes

### Description

The focus of this activity is the management of water, energy, and waste materials in the local community. Students examine the success of local waste management practices and their environmental effects on the local natural surroundings. Students produce a report card that rates the success of local waste management. Students follow up with a process that evaluates the success of energy and water conservation strategies in the community by means of a score sheet.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG3f, OCSG7i.

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

**Overall Expectations:** HEV.O4D.

**Specific Expectations:** HE3.01D, HE3.02D, UM3.03D, MI1.02B.

### Planning Notes

- Teachers gather or direct students to search for information from local governing bodies regarding the management of waste and the conservation of energy and water in the area.

### Prior Knowledge Required

- Knowledge of local community's recycling programs.

### Teaching/Learning Strategies

1. Using materials collected by the teacher or themselves, students analyze local waste management methods focusing on the following two questions:
  - i) What happens to household garbage and industrial waste in the community?
  - ii) How are sewage and toxic wastes handled in the community?(This analysis is carried out by the teacher leading the class in a discussion and creating a flow diagram for the class to copy down)
2. Using the knowledge students have gained from the analysis of local waste management practices, students create a rubric which reflects the successes and failures of local waste management methods on the environment. The rubric/report card uses the following categories:
  - i) current practices of the local municipality;
  - ii) benefits to the environment from current practices;
  - iii) negative effects to the environment from current practices;
  - iv) suggestions for improvement.
3. Students assess local waste management practices using the rubric they have created.

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4. Students share their views on the impact of local recycling programs by brainstorming ideas and listing them in their notebook. The focus is on how recycling programs alleviate some of the environmental problems associated with waste management. A class discussion follows whereby the ideas from the brainstorming are addressed by the teacher and listed on the blackboard.
  5. Using a rating scale of 0 to 5 (0 being “non-existent” and 5 being “excellent”), students rate the local community’s efforts in promoting efficiency in energy and water conservation (Appendix 3.4.1). The teacher concludes the activity by summarizing the key points and discussing relevant issues and concerns of the students.

**Extension:** Students wanting to raise awareness on the issue of local waste and water management, may write an editorial and submit it to the local newspaper.

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

1. Informal teacher assessment using probe questions to collect evidence of the students’ understanding of waste management methods and the environmental problems associated with them. Anecdotal notes can be made when necessary.
- 2/3. Formative teacher assessment using the student-created “rubric for assessing local waste management methods”. The rubric reflects the student’s ability to analyze, evaluate, synthesize, and make conclusions, and their ability to communicate these items.
5. The student’s rating of energy and water use is checked for completion by the teacher.

**Resources**

Print

Classroom text

Ministry of the Environment. *Guide to Resource Conservation and Cost Savings Opportunities in the Municipal Water and Wastewater Sector.*

Video

*Waste Management - A Time for Action*, National Film Board of Canada

Internet

Energy Efficiency Tips

<http://www.onhydro.com/residential/energy/index.html>

Ontario Water and Wastewater

<http://www.oww.org/>

Canadian Water and Wastewater Association

<http://www.cwwa.ca/>

**Accommodations**

- Mixed ability groups may be formed.
- Students having trouble synthesizing information may need some one-on-one help by the teacher or a peer.

**Appendices**

Appendix 3.4.1 - Energy and Water Conservation Score Sheet

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## Activity 5: Sustainable Resource Use

**Time:** 330 minutes

### Description

In this culminating activity students simulate a government committee charged with the task of developing a set of criteria to determine whether a specified area should be open to clear-cutting. Recommendations are made for sustainable resource use in the area, developed from a student inquiry into clear-cutting practices. Students synthesize the information they have gathered into a short presentation to the class.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG3f, OCSG7i.

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

**Overall Expectations:** HEV.03B, MIV.03D, UMV.02B.

**Specific Expectations:** UM2.01B, MI2.01D, MI2.02B, MI2.03D.

### Planning Notes

- The teacher may develop or acquire a case study involving a logging company wishing to harvest trees from crown land, in turn creating many jobs in the area. This can be based on an actual event or simply fictitious. (The video *Battle for the Trees* can be used as a basis for a case study.)
- Ensure that students have access to the Internet and other hypermedia for research purposes.

### Prior Knowledge Required

- From Activity 3, students have valued natural resources and they should use the material studied as a reference for this activity

### Teaching/Learning Strategies

1. Show the class the video *Battle for the Trees* or *Enough is Enough*. Both deal with the interests of various people (ordinary citizens, scientists, loggers, environmentalists, and Native peoples), who are witnessing the liquidation of public forests and, with it, a way of life. Students take notes on the following:
  - i) the battle strategies of all parties involved;
  - ii) some practical solutions that balance economic needs with the preservation of the ancient forests.
2. The teacher introduces and reads through, with the class, a case study (created by the teacher or from another source - e.g., Temagami) concerning a logging company proposing to harvest trees from an old-growth forest on crown land. With small groups established, each is responsible for the following items:
  - i) the development of criteria to determine the value of this stand of trees on crown land; these criteria involve the viewpoints of all interest groups (as a start, students use the criteria for valuing resources developed in Activity 3 of this unit and then add to this if needed);
  - ii) advantages and disadvantages of clear-cutting forest, from all viewpoints, and each group voices opinions on the issue;
  - iii) recommendations put forth to the government regarding sustainable resource use in the area;
  - iv) a decision regarding whether the logging company should have access to the old-growth forest and in what capacity (conditions and/or restrictions).

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3. Each group presents the findings from the four items above to their classmates via a short, formal presentation using appropriate methods and technology to communicate their findings. The audience simulates a government committee and assesses the presentations of all groups using a rubric (Appendix 3.5.1). The class votes on which presentation is the most persuasive.
  4. A debriefing led by the teacher concludes the presentations with discussion being part of this process.
  5. Students write a half- to one-page response to the activity, articulating the difficulties in making decisions when groups with various interests are involved, using the rubric (Appendix 3.3.1) as a guide, as in Activity 3.
  6. The response writing is accompanied with a student created political cartoon that shows the conflict over our forests. The teacher may use exemplars to give the class an idea of what is involved in their creation. Students make use of the information gathered by their group and communicated by the other groups as the basis for the cartoon as well as their own ideas.

### **Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

1. Informal observation by the teacher ensuring that students are taking notes while the film is being viewed.
2. Roving conference by the teacher to ensure students are on task, while in small groups, and to help the students with any concerns they may have.
3. Formative peer assessment of the presentation using the Peer Presentation Evaluation rubric (Appendix 3.5.1). The rubric is incorporated into the overall Report to Cabinet Rubric within the Communication criteria.
3. Summative assessment by the teacher using the Report to Cabinet Rubric (Appendix 3.5.2). This rubric assesses the knowledge, inquiry skills and application of concepts of the students. It incorporates the peer assessment of communication completed by the students (Appendix 3.5.1).
5. Formative teacher assessment using a rubric for each student's response paper assessing personal growth and development, use of written language, and an understanding and application of knowledge (Appendix 3.3.1).
6. Political Cartoon to be assessed by the teacher using a rubric based on the following criteria: understanding of the issue of conflict over our forests, clarity of the message by means of the display, application of knowledge to their display, and ability to make connections between various viewpoints (e.g., environmentalist and developer).
7. Paper and pencil test to assess student progress and achievement of learning expectations and standards for Unit 3.

### **Resources**

#### Print

Class text

#### Video

*Battle for the Trees*, National Film Board of Canada

*How Much is Enough*, National Film Board of Canada

*Perspectives in Science 2 - Forestry*, National Film Board of Canada

### **Accommodations**

- For students with oral language difficulties, the presentation expectations may be reduced and/or modified to suit their abilities. Specific tasks within the group may be assigned to suit their strengths.
- Some students may be provided with reading material that is highlighted or their task may be otherwise modified (consult IEPs).

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## **Appendices**

Appendix 3.5.1 - Peer Presentation Evaluation Rubric

Appendix 3.5.2 - Report to Cabinet Rubric

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## Appendix 3.1.1: Resource Use and Consumption

### Comparing Canada with Developing Nations

		COUNTRY				
		CANADA				
R E S O U R C E						

Summarize: (Comment on Canada's consumption/use of resources compared with some developing countries)

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## Appendix 3.1.2: Checklist for Visual Display

Resource studied: \_\_\_\_\_

For each criteria check under one of the headings given.

- |   | <b>Not Evident</b> | <b>Satisfactory</b> | <b>Excellent</b> |
|---|--------------------|---------------------|------------------|
| 1. Students have a sound understanding of the overall task assigned.  |                    |                     |                  |
| 2. Students used an appropriate source to research information for the resource being study.  |                    |                     |                  |
| 3. Students accurately represented the data associated with the resource under study.   |                    |                     |                  |
| 4. The display of information is neat and legible.  |                    |                     |                  |
| 5. Basic graph components are present including: <ul style="list-style-type: none"><li>- Title</li><li>- Legend</li><li>- Border</li><li>- Labels</li><li>-</li></ul> |                    |                     |                  |
| 6. Students worked well as a group displaying co-operativeness and a good work ethic.   |                    |                     |                  |

Summary comments...

### Appendix 3.3.1: Rubric for Response Writing

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding (20%)</b> <ul style="list-style-type: none"> <li>understanding of concepts and theories</li> </ul>	- demonstrates limited knowledge of concepts and theories	- demonstrates some knowledge of concepts and theories	- demonstrates considerable knowledge of concepts and theories	- demonstrates thorough knowledge of concepts and theories
<b>Thinking/ Inquiry (30%)</b> <ul style="list-style-type: none"> <li>critical thinking skills</li> <li>questions and evaluates various points of view and/or conclusions</li> <li>ability to synthesize information</li> </ul>	- uses critical thinking skills with limited effectiveness  - limited effectiveness in questioning and evaluating various notions  - synthesizes information with limited effectiveness	- uses critical thinking skills with moderate effectiveness  - effectiveness in questioning and evaluating various notions  - synthesizes information with some effectiveness	- uses critical thinking skills with considerable effectiveness  - considerable effectiveness in questioning and evaluating various notions  - synthesizes information with considerable effectiveness	- uses critical thinking skills with a high degree of effectiveness  - extensive effectiveness in questioning and evaluating various notions  - synthesizes information with a high degree of effectiveness
<b>Communication (15%)</b> <ul style="list-style-type: none"> <li>communicates response clearly through written text</li> </ul>	- written information and ideas expressed with limited clarity	- written information and ideas expressed with moderate clarity	- written information and ideas expressed with considerable clarity	- written information and ideas expressed with a high degree of clarity
<b>Application (35%)</b> <ul style="list-style-type: none"> <li>transfer of concepts to new context</li> <li>makes logical conclusions and/or generalizations</li> <li>makes connections between human activity and the natural environment</li> </ul>	- transfers concepts to new context with limited effectiveness  - infrequently makes logical conclusions and/or generalizations  - infrequently able to make connections	- transfers concepts to new context with moderate effectiveness  - sometimes makes logical conclusions and/or generalizations  - sometimes able to make connections	- transfers concepts to new context with considerable effectiveness  - usually makes logical conclusions and/or generalizations  - usually able to make connections	- transfers concepts to new context with a high degree of effectiveness  - always makes logical conclusions and/or generalizations  - always able to make connections

\* Refer to the course overview - Evaluation of Student Achievement - for appropriate weighting.

### Appendix 3.4.1: Energy and Water Conservation Score Sheet

Using the rating scale below, rate the success of your local community’s ability to promote efficiency in energy and water use.

**Rating Scale:**

- |                    |                  |
|--------------------|------------------|
| 0 - non-existent   | 3 - satisfactory |
| 1 - poor           | 4 - good         |
| 2 - little attempt | 5 - excellent    |

<b>Criteria for Evaluation</b>	
Products are supplied to home owners that reduce the flow of water from showerheads, toilets, and faucets.	SCORE _____
Water use surveys are provided to homeowners and businesses to help determine ways of reducing water use.	_____
Bylaws are established regarding water use during peak usage periods.	_____
Information is provided to the public on a regular basis which helps educate people on methods of water conservation and efficient energy use.	_____
Building codes are established regarding the insulation of new and existing buildings.	_____
Energy efficient appliances are promoted through the local utility company.	_____
Energy efficient products, such as lamps, dimmers, timers, and appliance controls are made available to the public in order to conserve energy.	_____
Rewards are given to homeowners and businesses for the wise use of energy.	_____
Others ...	_____
<b>Total Score:</b>	

Comment on the community’s overall success in promoting efficiency in energy and water use.

### Appendix 3.5.1: Peer Presentation Evaluation Rubric

Category / Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication	- rarely demonstrated a confident voice tone	- occasionally demonstrated a confident voice tone	- frequently demonstrated a confident voice tone	- consistently demonstrated a confident voice tone
• tone of voice				
• eye contact	- rarely made eye-contact with the audience	- occasionally made eye-contact with the audience	- frequently made eye-contact with the audience	- always made eye-contact with the audience
• timing	- rarely maintained smooth flow and pace - presentation had no sequence to it	- flow and pace was somewhat adequate - some things were out of order	- flow and pace was mostly smooth - few things were out of order	- maintained effective flow and pace - presentation followed a logical sequence
• organization				
• use of visuals and/or audios	- no use of visuals or audios	- little use of visuals and/or audios	- sufficient use of visuals and/or audios	- excellent use of visuals and/or audios
• cohesiveness	- did not work well as a group	- some cohesion between members	- worked well as a group	- group worked with a high degree of cohesion
• audience	- not involved or interested	- somewhat involved, sometimes interested	- involved and interested	- very involved and interested
• conclusion	- no conclusion obvious	- conclusion evident but not effective	- a good conclusion of the presentation	- extraordinary conclusion

\* To be used in conjunction with rubric 3.5.2 (it contains the Communication criteria of rubric 3.5.2)

#### COMMENTS

Strengths:

Concerns:

Next Steps:

### Appendix 3.5.2: Report to Cabinet Rubric

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding (25%)</b> <ul style="list-style-type: none"> <li>understanding of how the resource is valued by various groups</li> <li>knowledgeable on the issue of clear-cutting</li> </ul>	- demonstrates limited understanding of this	- demonstrates some understanding of this	- demonstrates considerable understanding of this	- demonstrates complete understanding of this
	- demonstrates limited knowledge about clear-cutting	- demonstrates some knowledge about clear-cutting	- demonstrates considerable knowledge about clear-cutting	- demonstrates thorough knowledge about clear-cutting
<b>Thinking/Inquiry (25%)</b> <ul style="list-style-type: none"> <li>analysis utilized to make recommendations for sustainability</li> <li>inquiry process (researching, evaluating and synthesizing information)</li> </ul>	- very little analysis utilized to make recommendations	- some analysis utilized to make recommendations	- considerable analysis utilized to make recommendations	- thorough analysis utilized to make recommendations
	- applies few skills to the inquiry process	- applies skills of the inquiry process with some proficiency	- applies skills of the inquiry process with considerable effectiveness	- applies skills of the inquiry process with a high degree of effectiveness
<b>Communication (20%)</b> <ul style="list-style-type: none"> <li>written report is concise</li> <li>use language and grammar</li> </ul>	-incorporate Appendix 3.5.1 - Peer Presentation Evaluation Rubric here.			
	- written report is expressed with limited conciseness	- written information and ideas expressed with moderate conciseness	- written information and ideas expressed with considerable conciseness	- written information and ideas expressed with a high degree of conciseness
	- language and grammar used ineffectively	- language and grammar used with little effectiveness	- language and grammar used appropriately	- language and grammar used very effectively
<b>Application (30%)</b> <ul style="list-style-type: none"> <li>decision regarding access to old-growth forests</li> <li>ability to make connection between present actions and future implications</li> </ul>	- decision not made on logical grounds	- decision made with little support	- decision based on considerable data and with some arguments	- decision made in a logical manner with supportive arguments
	- connection made is very weak	- connection made with some effectiveness	- makes connections with good understanding	- makes connections with a high degree of understanding

\* Refer to the course overview - Evaluation of Student Achievement - for appropriate weighting.

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## Unit 4: Canada's Economic Diversity

**Time:** 17 hours

**Unit Developer(s)**

S. Patterson

J. Sweeney

London District Catholic School Board

**Development Date:** July 1999.

### Unit 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.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2a, OCSG2e, OCSG3f, OCSG5b, OCSG5e, OCSG7e.

**Strand(s):** Understanding and Managing Change, Global Connections, Human-Environment Interactions, Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

**Overall Expectations:** UMV.O1B, UMV.O2B, GCV.O2B, GCV.O3B, HEV.O2D, HEV.O4D, SSV.O5B.

**Specific Expectations:** SS1.04B, SSI.06D, SSE.02D, HEI.02B, HE2.05B, HE3.03D, GC1.01D, GC2.03D, UM2.01B, UM2.03B, UM2.04D, UM3.02D, UM3.03D, UM3.04D, MI1.01B, MI2.02B, MI2.08B, MI2.10D, MI2.12B, MI2.13B, MI3.02D, MI3.04D.

### Activity Titles (Time + Sequence)

Activity 1	Classification of Industry	150 minutes
Activity 2	Economic Networks	150 minutes
Activity 3	Networks involved in manufacturing selected products	150-225 minutes
Activity 4	Industry and Governmental Collaboration on an Environmental Problem	150-225 minutes
Activity 5	Trade Relations	225-300 minutes
Activity 6	Industrial Land Use: A Case Study	150-225 minutes

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## Unit Planning Notes

- Check web sites as noted in the activities for information needed.
- Collect samples of job advertisements, newspaper and magazine articles showing bias.
- Check identified pupils' IEPs for accommodation suggestions.
- Obtain copies of Municipal Zoning Bylaws and Zoning Maps.
- Collect newspaper articles on local land use concerns for use in the culminating activity.

**Note:** The numbering of the Assessment/Evaluation techniques is tied directly to the numbers in the preceding Teaching/Learning Strategies.

## Prior Knowledge Required

- Students need to be familiar with the Grade 8 Unit 3 on Economic Systems.

## Teaching/Learning Strategies

### Whole Group

- brainstorming (Activity 2), questioning, discussing, concept clarification (Activity 4), debating (Activity 4), lecturing.

### Small Group

- inquiry process, issue-based analysis, classifying, collaborative learning, computer-assisted learning, graphing (Activity 1), decision-making matrix (Activity 6), research.

### Individual

- note-making, organizers, computer-assisted learning, graphing (Activity 1), research, visualization.

## Assessment/Evaluation

### Diagnostic and Formative Assessment

Roving conferences; formal teacher observation/Mission Statement Assessment Rubric for Activity 3/checklist for graphing in Activity 1/Group work assessment in Activity 2.

### Summative Evaluation

Formal teacher observation/ Rubric for letter to the editor in Activity 6/Oral Presentation Assessment Rubric

## Resources

### Print

Approved Texts (e.g., *Canada, Land of Diversity*; *Canada: Exploring New Directions*; *Making Connections*; *Perspectives*; *Contact Canada*)

Atlas

Canada Yearbook

### Computer

Internet Sites (e.g., about.com)

*PCGlobe*

Guidance Centre Career Choices

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estat

GIS

Other

*The Monograph*

Newspaper and magazine articles

School Resource Teachers

NFB

## **Activity 1: Classification of Industry**

**Time:** 150 minutes

### **Description**

Students develop the concept of types of industry and build on the study of Canada's resources from the previous unit, Canada's Resources. The students graph statistics to compare the percentage of Canada's labour force involved in each sector to identify those areas where the majority of Canadian work force can be found. The students may use the traditional sector titles of Primary, Secondary, and Tertiary or the sectors as defined by the newly established North American Industry Classification System (NAICS). The culminating activity for this unit, which requires students to apply these classifications of industries to a case study, should be introduced at this time.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG 3f.

**Strand(s):** Managing Change, Global Connections, Human-Environment Interactions, Methods of Geographic Inquiry.

**Overall Expectations:** UMV.O1B, GCV.O3B.

**Specific Expectations:** MI1.01B, MI2.02B, MI2.10D, MI3.04D.

### **Planning Notes**

- Statistics Canada in their study of labour statistics currently uses the NAICS system of classification in order to have a common system in use for Canada, United States, and Mexico. This system is fully explained on their Internet site.
- Part of this activity asks students to share information about their families. The teacher needs to monitor the class to ensure students respect classmates and do not impose demeaning or negative comments based upon the results of the survey of parents' occupations or the career choice students choose for their research.
- Teachers are reminded to collect local newspaper articles for the case study in the culminating activity.

### **Prior Knowledge Required**

- The concept of industrial categories as used in Unit 3 on Canada's resource stewardship.

### **Teaching /Learning Strategies**

1. Teacher presents the students with the information necessary to describe categories of industry as presented in the NAICS system of classification or previous classification system and to record the numbers of workers in each category.

- 
2. Students build a chart to organize the information given for each of the types of industry and then record the information presented especially the numbers of workers in each category and the totals so as to be able to calculate the percentages.
  3. Using the percentages calculated for each category of industry the students build a pie graph to demonstrate the percentages of the labour force in each category. The teacher guides students with the conversion of raw data to percentages so as to calculate the degrees for the graph.
  4. Teacher has students complete a confidential survey to gather information as to where students' parents and relatives work. (This is optional as some students may not wish to share this information). The teacher collates and shares the results with the class in order to compare class results to Canadian results. This correlation will help the students develop an understanding of the classification of labour in the local work force.

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

3. Summative teacher assessment of student graphs for accuracy of content and for accuracy of construction of a pie graph using the checklist entitled "Pie Graph Assessment", Appendix 4.1.1.

**Resources**

A textbook or atlas for the course to supply the necessary statistics for industry types

An electronic source of the latest statistics for industry types can also be found using Estat or Statistics Canada: <http://www.statcan.ca/english/concepts>

**Accommodations**

- Students could be given a prepared chart and graph to fill in the information.
- Peer helpers can be assigned to some pupils to help generate the necessary pie graph.

**Appendices**

Appendix 4.1.1 - Pie Graph Assessment Checklist

**Activity 2: Economic Networks**

**Time:** 150 minutes

**Description**

This activity requires students to refine their understanding of the characteristics of the human systems especially those related to the location of business and industry. By examining existing systems and networks, a comprehensive list of factors determining the location of an industry or commercial enterprise is generated by the students. This list of location factors is used in the culminating activity when examining local zoning by-laws for the pupils' letter to the editor.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2e, OCSG3f.

**Strand(s):** Managing Change, Global Connections, Human-Environment Interactions, Methods of Geographic Inquiry.

**Overall Expectations:** UMV.O1B, SSV.O5B.

**Specific Expectations:** SS1.04B, SS1.06D, HEO.I02B, UM2.01B, MI2.02B, MI2.10B, MI2.13B, MI3.02D.

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## Planning Notes

- Students require a collection of phone books and/or business directories to search the local community for examples of business/industry. As students are asked to make a contact with a local business/industry a means of communication needs to be established (e.g., telephone, fax, e-mail). Check with the main office, department office, or school library/resource centre to establish these lines of communication.

## Prior Knowledge Required

- Understanding of the concept of location of industries in relation to sources of raw materials from the Grade 8 unit on Economic Systems.

## Teaching/Learning Strategies

1. Brainstorm with the class to generate a list of the factors used by industry to determine where to locate a facility and confirm with a textbook reference (e.g., *Making Connections*, Prentice-Hall, page 346).
2. The students examine the networks already in place in many parts of Canada using an atlas and a classroom text. Students examine existing networks of transportation, communication and energy, and build maps of these systems for their local community or region.
3. Place students in small groups to build the following matrix of Primary, Secondary, and Tertiary industries. Students develop:
  - (i) list of potential local businesses for each sector (phone book or directory)
  - (ii) list of location factors(at least 4 to be considered)
  - (iii) series of questions to be used as a survey for an interview with the Chief Executive Officer or designate of a local business or industry (e.g., history, location decisions or problems especially those related to local zoning by-laws etc.). Students complete the survey of the local CEO by phone, fax, e-mail or personal interview and bring the information back to the group, e.g.,

	Primary	Secondary	Tertiary
Names of Industry			
Location Factors			
History			

\* An option here is to use a sample industry from a classroom text. An example of a connecting study using ATI Graphics can be found in *Making Connections*, Prentice-Hall, Page 357.

4. Create a bulletin board display of the surveys. Students study the results to determine which factor is dominant for the local community being studied.

## Assessment/Evaluation (numbers refer to Teaching/Learning Strategies)

2. Informal teacher observation of class to ensure vocabulary and terminology is developed fully and make anecdotal notes as necessary.
3. Students conduct peer evaluations within their group using the assessment tool, Group Work Assessment found in Appendix 4.2.1.
3. Teacher assesses the students' survey for the completeness of the information gathering process by means of an informal observation of the survey.

## Resources

*The Monograph* (guide for brainstorming), Winter 1991 Vol. No. 42, Issue No. 4.

A classroom textbook or atlas for the course to supply the necessary information about the location factors for industry (e.g., *Making Connections*, Prentice-Hall, pg. 357)

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Internet site for information on existing networks

<http://www.geography.about.com>

Road maps showing major transportation links in Canada and/or the province of Ontario.

Local phone book or business directory.

Business/industry contacts.

### **Accommodation**

- Students could be given a prepared list of factors and then compare the factors to the existing networks of transportation and communication as displayed on road maps.
- Students with expertise in operating the hardware (phone, fax, computer) could be encouraged to assist those not at a comfortable level to operate these devices.

### **Appendices**

Appendix 4.2.1 - Group Work Assessment

## **Activity 3: Networks Involved in Manufacturing Selected Products.**

**Time:** 150 minutes

### **Description**

Students study the actual production of a product from the initial phase as a raw resource through the processing and marketing phase as a finished product for domestic sale or export. This allows for application in the culminating activity for this unit where students need to prioritize location factors and the importance of production facilities for a local industry or commercial activity.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2a, OCSG2e, OCSG3f.

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

**Overall Expectations:** UMV01B

**Specific Expectations:** UM203B, MI102B, MI210D, MI214B, SS106B

### **Planning Notes**

- The teacher is to select a product to be studied from start to finish. This could be a product from local facility necessitating the gathering of information, or a textbook study of a product (e.g., Stelco Steel, Ford automobile, Tommy Hilfiger clothing, etc.).
- There are many examples in various classroom textbooks (e.g., “The Making of Steel,” Chapter 5 of *CANADA: Exploring New Directions*).

### **Prior Knowledge Required**

- the technique involved in building a flow diagram
- the understanding of the manufacturing system as outlined in the Grade 8 unit Economic Systems

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## Teaching /Learning Strategies

1. The teacher brainstorms with the class to create a list of the resources, materials, and services needed to create the product selected for investigation.
2. The students examine a flow diagram to show the process of building the product and prepare a list of all products and services needed for the process. For each item on the list, locate a possible source whether it is a local, provincial, territorial, or foreign supplier.
3. The students research the most likely locations for the supply of raw materials needed for the product and the services needed to complete the product (i.e., local, provincial, territorial or foreign suppliers).
4. Students develop a comparison organizer to record the impacts of production, transportation and marketing of a product, if this product were to be produced in this local area, e.g.,

Sector	Industry	Environmental Problem	Remedial Action
Primary	Farming	Use of fertilizer	Regulations for the use of fertilizers
	Farming	Animal effluent	Fence off water supply from animals
Service	Restaurant	Garbage production	Food inspection
etc.			

A more comprehensive study of the impact of the production of a specific product can be found in the following case study (5).

5. In small groups, students research the manufacture of a controversial product such as Nike shoes. An interesting study of Nike's movement of its manufacturing bases between 1980 and the present is found in Julia Ahlers, *Christian Justice*, pp. 142-143. Students analyse the impact of the production, transportation and marketing of this product on the environment and people. Students apply Catholic social teaching to the manufacturing and marketing of Nike shoes or any of the products studied thus far and prepare or amend (if one already exists) a mission statement that could be used in the company's official promotions.

### Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

2. Teacher uses probe questions to ensure that students understand the full implication of each component of the flow chart.
5. Teacher formatively assesses the mission statement for its values, attitude and impact using the rubric "Mission Statement Assessment", Appendix 4.3.1

### Resources

A text or atlas of a Canadian industry (e.g., automobile, steel, foods and beverages production)

NFB. Video on the production of nails entitled *Nails*. Title Code: 105C 0179 194 MSN: 14492

A short NFB video on *How do They.....?* describes how four different items are made. Title Code: 193C 0197 166 MSN:35631.

Ahlers, Julia and Michael Wilt. *Christian Justice*. Winona, Minnesota: Saint Mary's Press, 1994.

Information about Catholic Social Justice found on the Canadian Conference of Catholic Bishops' web site: [www.cccb.ca](http://www.cccb.ca)

### Accommodations

- Mixed ability groups may need to be formed.
- A prepared flow chart could be displayed for some students to copy and affix appropriate labeling.
- Some students could be assigned to search for a diagram that shows the processes involved in a different product.

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## Appendices

Appendix 4.3.1 – Rubric for Mission Statement Assessment.

### Activity 4: Industry and Governmental Collaboration on an Environmental Problem

**Time:** 150 – 225 minutes

#### Description

Government’s regulatory role is reflected in its ability to formulate by-laws. This activity examines the role of industry and governments in their initiatives to control the impact of the industrial activity on the natural systems. Topics such as pollution, recycling, and sustainable development are just a few of the ideas to pursue to illustrate the compliance of industry to local by-laws. The concept of responsible stewardship introduced earlier in the study of ecozones is revisited.

#### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG2a, OCSG2e, OCSG3f, OCSG7e.

**Strand(s):** Geographic Foundations: Space and Systems, Methods of Geographic Inquiry, Human-Environment Interactions, Global Connections

**Overall Expectations:** SSV.O5B, HEV.04D, UMV.02B.

**Specific Expectations:** HE1.02B, HE2.05B, HE3.03D, MI2.05B, MI2.08B, MI3.04D, MI2.02B.

#### Planning Notes

- This activity requires a delicate approach to the issues of environmental damage and control. The teacher may need to mediate issues and to ensure that all sides of an argument are heard and given their consideration.

#### Prior Knowledge Required

- The previous activities outlined the necessary components for operating an industry and are needed for this activity.

#### Teaching/Learning Strategies

1. Teacher brainstorms for other examples of how human activities affect the environment (i.e., transportation – air pollution; home building – loss of forests; urban growth – loss of agricultural and wetlands; waste management — dumps and water pollution; irrigation – damming and water diversions). Teacher assigns students to prepare a one-page collage of headlines from newspapers and magazines that illustrate similar examples. The collages can simply be shared visually for reinforcement of the concept.
2. The teacher presents students with appropriate readings on the Catholic view of the environment. Students list and analyse the reasons why the Catholic Church preaches protection of the environment. The teacher may refer to the “Alberta Bishops’ Statement on the Care of God’s Creation” found at [www.cccb.ca](http://www.cccb.ca) or the *Catechism of the Catholic Church*, numbers 2415-2417. Teacher then conducts and monitors a class debate on who has the responsibility for managing environment – individuals, government ministries, industrial companies, local community governments.

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3. Teacher presents the students with a copy (or overview) of the local municipality's by-laws concerning recycling. Students individually produce an evaluation report on evidence of the municipality's and stakeholders' compliance with the spirit of the recycling program. The report should contain visual and statistical evidence and recommendations on how to improve participation rates. The stakeholders are owners of residential properties, rental properties, commercial properties and industrial enterprises. The teacher initiates the report by thoroughly explaining the pertinent features of the recycling bylaw or arranging for a municipal official to speak to the class on the salient features of the by-law.

### **Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

1. Teacher to observe groups to ensure they understand and can complete the task.
2. Formative teacher assessment of class debate using Debate Assessment Rubric - Appendix 4.4.1
3. The teacher collects the evaluation recycling reports for a formal assessment of the student writing.

### **Resources**

Atlas or textbook with an appropriate collection of news articles (e.g., related to shoreline erosion or other issue)

A copy of Province of Ontario's recycling laws and the local community's recycling by-laws

*Catechism of the Catholic Church*. Toronto: Doubleday, 1995.

"Alberta Bishops' Statement on the Care of God's Creation", October 4, 1998, found on web site of Canadian Conference of Catholic Bishops: [www.cccb.ca](http://www.cccb.ca)

### **Accommodations**

- Students may combine efforts to find newspaper articles.
- Alternate forms of reporting could be accepted for the recycling report (e.g., tape recording, oral presentation, or report directly to the teacher).

### **Appendices**

Appendix 4.4.1 - Debate Assessment Rubric.

## **Activity 5: Trade Relations**

**Time:** 300 minutes

### **Description**

In this activity, students track the impact of Canada's participation in trade agreements and assess the role of multinational corporations in economic success. It is imperative to include a careful study of the Catholic Church's teaching on multinational corporations. Students' awareness of the impact of outside forces on local decisions is necessary for completion of the case study in the culminating activity.

### **Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG3f, OCSG2a, OCSG5b, OCSG7e.

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

**Overall Expectations:** GCV.02B, UMV.01B.

**Specific Expectations:** UM2.O4D, UM3.O4D, GC1.01D, GC2.03D.

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## Planning Notes

- Information on trade agreements and International Corporations (Multinational Corporations) are needed for this activity and need to be gathered beforehand. These can be found in a classroom text (e.g., Chapter 32 of *Making Connections Canada's Geography*, Prentice-Hall).

## Prior Knowledge Required

- Research skills from previous units especially those of gathering information from Internet sites, yearbooks, atlases, and other library/resource centre selections.

## Teaching /Learning Strategies

- As a form of research into the impact of Canada's participation in trading agreements (e.g., NAFTA, GATT) with other countries, students read government reports of Canada's role, successes and gains as a result of these agreements or newspaper accounts of free trade events. The North American Free Trade Agreement has been controversial and thus arguments for and against the agreement can be listed in chart form. One suggestion is to list the issues of NAFTA and then find an argument for and an argument against.

Example:

Issue	Argument for	Argument against
Jobs		
Competitiveness		
Efficiency of producers		
Opportunities for producers		
Environmental protection		

- Multinational Corporations (MNC) are defined as large companies that operate in more than one country. Students use the definition of the term "Transnational Corporations" or "Multinational Corporations" to suggest examples of well-known corporations (e.g., Shell, Walt Disney, General Motors) that fit the definition. Students study yellow pages of the local phone book to create a list of local businesses and industries that also fit the definition. Students hypothesize as to the advantages and disadvantages of locating their MNC in the community. Using a brainstorming session, pose the question to students: "Should the local community encourage more MNCs to invest locally?" If so, suggest ways to encourage investment by MNCs; if not, state reasons why.
- Students list the priorities of MNCs (e.g., profits, labour, production, environmental concerns). Students analyze the Catholic Church's teaching that the basic purpose of economic structures "must not be the mere multiplication of products...(nor) profits or domination, but to serve the needs of the people for a more fully human life." (*Do Justice*, p. 343). Students apply the foregoing Catholic statement to the mission statements of several MNCs.

## Assessment/Evaluation (numbers refer to Teaching/Learning Strategies)

- Teacher formally assesses student lists of pros and cons of trading blocs by means of roving observation.
- Students do a self-assessment of their lists of advantages/disadvantages of transnational or multinational corporations locating locally, using a checklist, Advantages/Disadvantages of Multinational Corporations Assessment - Appendix 4.5.1.

- 
4. Teacher assesses students' understanding of the social teaching of the Catholic Church as this teaching is applied to the activities of some multinational corporations again using a checklist combined with the above assessment.
  4. A summative paper and pencil test to test for cumulative knowledge of this unit (e.g., location factors, classification of industry types, product flow, examples of human impact and MNCs).

### Resources

A text or atlas of Canadian statistics.

Information and statistics about NAFTA and GATT can be found at the web site: <http://info.ic.gc.ca> and in *CANADA YEARBOOK*

NFB has a provocative video entitled *The Emperor's New Clothes* that could be used as background for the teacher. Pieces could be used for classroom viewing. The Title Code is: 117C 9196 165 MSN:35631

NFB has an equally provocative video on multinational corporations entitled: *Super-Companies*. Title Code: 106C 0187 096 MSN:19206

Sheridan, E.F., ed. *Do Justice: The Social Teaching of the Canadian Catholic Bishops*. Sherbrooke, Quebec: S.J. Pauline Press, 1987.

Ryan, Michael. *Solidarity: Christian Social Teaching and Canadian Society*. London, Ontario: Divine Word Centre, 1986. pp. 100-130 on multinational corporations

Bishop's web site

[www.cccb.ca](http://www.cccb.ca)

### Accommodations

- A graph with titles could be prepared and then students fill in the categories.
- Students with advanced computer skills could survey web sites to gather further information required.

### Appendices

Appendix 4.5.1 – MNC Checklist.

## Activity 6: Industrial Land Use: A Case Study

**Time:** 150 minutes

### Description

In this activity students conduct a case study that examines a local municipality's zoning of land for industrial/commercial use. As outlined in this unit, industry has special locational needs. Local municipalities have the responsibility to ensure, on behalf of local citizens, that any activity, including industrial activity complies with the needs of the community (e.g., jobs). Students select an appropriate problem solving strategy and apply it to the case study where a decision is required regarding any zoning and by-law changes necessary to permit an industry/commercial activity to locate in the local community.

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## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG1d, OCSG 2e, OCSG3f, OCSG5e, OCSG7e.

**Strand(s):** Geographic Foundations: Space and Systems, Understanding and Managing Change, Global Connections, Human-Environment Interactions, Methods of Geographic Inquiry.

**Overall Expectations:** UMV.O1B, UMV.02B, SSV.O5B.

**Specific Expectations:** SS1.04B, SS1.06D, HEI.02B, UM2.01B, UM3.02B, MI2.02B, MI2.10B, MI2.13B, MI3.02D.

## Planning Notes

- This culminating activity requires the collection and preparation of materials to carry out the simulation and local case study. An extension to this activity would be to have the students send their letters to the local newspaper.

## Prior Knowledge Required

- The concept of industrial location factors from the Grade 8 on Economic Systems
- The format for writing a letter to the editor

## Teaching /Learning Strategies

1. Prior to beginning this activity, the teacher assigns students the task of finding examples in the local media of debate over industrial/commercial land use in their municipality.
2. The teacher presents the local municipality's zoning plans for industrial/commercial land use. The pupils become aware of the location of areas being designated for these types of land use. Use a classroom text to present information on land use patterns (e.g., *Making Connections*, Prentice-Hall, page 223).
3. The teacher leads an oral class discussion to identify local issues involving industrial/commercial land use from students' research into media reports. Students identify which sector of the labour force is involved.
4. An option here is for the teacher to present an example of a simulation using a decision-making matrix to apply to problem solving. A good example of a simulation to use is in the winter issue of *The Monograph* Volume No. 48, Issue No.14 involving a decision on a second National Basketball Association (NBA) team for Canada. The simulation comes complete with statistics and the matrix for the decision-making process. It is advisable to do a simulation where the decision has already been made so as to be able to follow the process and then apply the process to a local simulation.
5. The teacher and/or the students select one issue involving a municipal zoning by-law presently being discussed in the local community. In small groups the students conduct a case study. The design and use of the decision-making matrix similar to the one above in strategy 4 is the first priority as this keeps the group focused on the issues and aids in their ability to make a decision.
6. Individually students use the results of their case study to prepare a letter to the editor of the local newspaper expressing their viewpoints on the land use issue being debated by the local community. The letter addresses five key elements:
  - (i) I am reacting to...(state the issue).
  - (ii) My main opinion is ...
  - (iii) Reasons and facts to support my opinion are...(Use information from this unit e.g., location factors, by-law adherence, Catholic faith traditions, etc.).
  - (iv) My special qualifications are...(the study of this unit gives students the qualifications to respond to the issue).
  - (v) I want to be identified as ...

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**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

4. Informal teacher observation of class to ensure students are on task and understand the decision-making matrix.
5. Formative assessment of each student-designed decision-making matrix to check for completeness, accuracy and usefulness for the local case study.
6. Individual summative teacher assessment of the letters to the editor using the rubric “Assessment Rubric for Letter to the Editor”, Appendix 4.6.1.

**Resources**

A textbook for the course or local newspapers to find examples of local issues.

*The Monograph* Volume 48, Issue No.4 for the NBA site selection.

*The Monograph* Volume 44, Issue No.4 for ideas on letters to the editor.

Local newspapers

A copy of the local municipality’s zoning by-laws and zoning maps.

**Accommodation**

- Students could combine efforts to create one letter to the editor.
- Some students may use another method instead of writing the letter (e.g., tape recording, video recording)

**Appendices**

Appendix 4.6.1 - Assessment Rubric for Letter to the editor.

### Appendix 4.1.1: Pie Graph Assessment Checklist

1. Title: Clearly states what information is shown on the graph	No	Yes
2. Legend: Symbols or features used are identified	No	Yes
3. Content Labels: Labels clearly identify graph sectors	No	Yes
4. Accuracy of Calculations: Percentages/degrees are accurate	No	Yes
5. Source of Information: The source is clearly noted	No	Yes
6. Neatness of Construction: Pie graph is neat	No	Yes
7. Overall Appearance: Graph is centred on page	No	Yes

### Appendix 4.2.1: Group Work Assessment

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

**Fixed Scale** R: Rarely S: Sometimes U: Usually A: Always

Criteria	R	S	U	A
1. <b>Co-operation:</b> The student worked cooperatively with members of the group, and was willing to help with any task.				
2. <b>Respect:</b> The student listened to others' ideas, considered their points of view, and offered constructive suggestions.				
3. <b>Effort:</b> The student contributed well to group discussions and to the work required.				
4. <b>Responsibility:</b> The student worked responsibly and to the best of his/her ability on contributions to the task.				
5. <b>Task Commitment:</b> The student was able to focus on what was needed to do throughout the process of the task and kept working when something was challenging.				
6. <b>Problem Solving:</b> The student tried to think of and use good problem-solving strategies throughout the process of completing the task.				
7. <b>Additional Criteria:</b>				
8. <b>Comments or Suggestions for Improvement:</b>				

### Appendix 4.3.1: RUBRIC FOR MISSION STATEMENT ASSESSMENT

<b>*Category/ Criteria</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
Knowledge/ Understanding (20%) <ul style="list-style-type: none"> <li>Mission statement</li> </ul>	- not well thought out - not complete	- thought process evident - for the most part complete	- well thought out - complete	- exceptionally well thought out - complete beyond expectations
Communication (20%) <ul style="list-style-type: none"> <li>Quality of work</li> </ul>	- visual presentation limited in appeal - spelling and grammar errors evident	- presentation quality acceptable - some spelling and grammar errors evident	- presentation quality well done - few spelling and grammar errors evident	- presentation exceptional quality - no spelling or grammar errors evident
Application (40%) <ul style="list-style-type: none"> <li>Communicating message</li> </ul>	- does not clearly describe position - company's attributes not evident - not persuasive	- clearly describes position - company's attributes somewhat evident - somewhat persuasive	- clearly describes position - company's attributes evident - persuasive	- outstanding in describing position - company's attributes very evident - persuasive using many techniques
Thinking/Inquiry (20%) <ul style="list-style-type: none"> <li>Creativity and originality</li> </ul>	- very little creativity or originality	- aspects of statement original	- statement creative and original	- statement exceptionally creative yet original

\*Refer to Evaluation of Student Achievement chart in the course profile overview for appropriate weighting of the categories.

#### COMMENTS

Strengths:

Concerns:

Next steps:

### Appendix 4.4.1: Rubric For Debate Assessment

*Category	Levels of Performance			
Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding (10%) 1. Organization and Clarity: <ul style="list-style-type: none"> <li>viewpoints and responses are outlined clearly and orderly</li> </ul>	- unclear in most parts	- clear in some parts but not over all	- most clear and orderly in all parts	- completely clear and orderly presentation
Thinking/Inquiry (10 %) 2. Use of Arguments: <ul style="list-style-type: none"> <li>reasons are given to support viewpoint</li> </ul>	- few relevant reasons given	- some relevant reasons given	- most reasons given; most relevant	- many relevant reasons given in support
Application (10%) 3. Use of Examples and Facts: <ul style="list-style-type: none"> <li>examples and facts given to support reasons</li> </ul>	- few relevant supporting examples	- some relevant examples given	- many examples/facts given	- many relevant supporting examples/facts
Communication (30%) 4. Use of Rebuttal: <ul style="list-style-type: none"> <li>arguments made by the other team are responded to and dealt with</li> </ul>	- effective counter-arguments are limited	- few effective counter-arguments made	- some effective counter-arguments made	- many effective counter-arguments made
Communication (30%) 5. Presentation Style: <ul style="list-style-type: none"> <li>tone of voice</li> <li>use of gestures</li> <li>level of enthusiasm</li> </ul>	- few style features were used	- few style features were used convincingly	- all style features were used, most convincingly	- all style features were used convincingly
6. Additional Criteria (10%) <ul style="list-style-type: none"> <li>developed by teacher and/or students</li> </ul>				

\*Refer to Evaluation of Student Achievement chart in the course profile overview for appropriate weighting of the categories.

Comments and suggestions for Improvement:

## Appendix 4.5.1: Advantages/Disadvantages of Multinational Corporations Assessment

Your response:

YES NO

1. Is complete with suggestions
2. Is an organized display of arguments
3. Reflects the needs of the local community (e.g., more jobs created)
4. Reflects Catholic teachings on MNC (e.g., dignity of work)
5. Reflects the needs of Canada (e.g., competitiveness with other nations)

## Appendix 4.6.1: Assessment Rubric for Letter to the Editor

*Category Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding (20%) <ul style="list-style-type: none"> <li>• Facts and reasons used in letter link to factors affecting natural and human systems as outlined in the unit</li> </ul>	- reasons have limited link to factors	- reasons have some link	- facts and reasons have considerable links	- reasons and facts have very strong links
Communication (30%) <ul style="list-style-type: none"> <li>• The five key elements addressed</li> <li>• Spelling and Grammar</li> </ul>	- elements addressed with limited effectiveness	- elements addressed with some effectiveness	- elements addressed with considerable effectiveness	- elements addressed with excellent effectiveness and style
Thinking/Inquiry (30%) <ul style="list-style-type: none"> <li>• Point of view statement in letter</li> <li>• The tone of the letter reflects the Catholic faith tradition</li> </ul>	- limited clarity & effectiveness - limited reflection	- moderate clarity and effectiveness - moderate reflection	- considerable clarity and effectiveness - considerable reflection	- very high degree of clarity and effectiveness - deep reflection
Application (20%) <ul style="list-style-type: none"> <li>• The letter demonstrates effectiveness in transferring concepts of unit to reach logical conclusions</li> </ul>	- limited effectiveness in transferring concepts to conclusions	- moderate effectiveness in transferring concepts to logical conclusions	- considerable effectiveness in transferring concepts to conclusions	- a high degree of effectiveness in transferring concepts to conclusions

\*Refer to Evaluation of Student Achievement chart in the course profile overview for appropriate weighting of the categories.

Comments and Suggestions:

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## Unit 5: Canada's People

**Time:** 18 Hours

**Unit Developer(s):** M. Austin, London District Catholic School Board

**Development Date:** July 1999

### Unit 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 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.

### Strands(s) and Expectations

**Ontario Catholic School Graduate Expectations:** OCSG1e, OCSG1h, OCSG2e, OCSG3f, OCSG4a, OCSG5e, OCSG7g.

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

**Overall Expectations:** SSV.01B, SSV.03, SSV.05B, UMV.01B, MIV.01B, MIV.02B.

**Specific Expectations:** SS1.01B, SS1.05D, SS2.02D, SS2.03D, SS2.04D, SS2.05D, SS3.05B, UM1.01B, UM1.02B, UM1.03D, MI1.02B, MI2.03D, MI2.08B, MI2.11D, MI2.13B.

### Activity Titles (Time + Sequence)

Activity 1	Using Maps to Examine Canada's Population Distribution	150 minutes
Activity 2	Using Maps and Graphs to Investigate Variations in Canada's Population Density	150 minutes
Activity 3	Analyzing Canada's Changing Demographics	150 minutes
Activity 4	Investigating Immigration Patterns	225 minutes
Activity 5	Patterns of Settlement and Aboriginal Land Claims	100 minutes
Activity 6	Ethnic Panorama	300 minutes

### Unit Planning Notes

- This unit provides students with multiple opportunities for analysing, communicating and interpreting data. Check with the Mathematics teachers for possible connections with the Grade 9 Mathematics course, especially the Relations strand.
- Review appropriate resources and the data charts in the Appendix and if desired make selections regarding how you will use them.
- The data analysis activities have more relevancy to students if they are connected to their community, and to events happening in it. Collect articles from newspapers and magazines to use with your class on issues related to topics such as community change, and immigration.
- Consult with the school librarian for assistance in locating materials for the culminating activity.
- Many of the topics covered in this unit address the cultural diversity of Canada. It is critical that teachers be sensitive to issues that may arise in student discussions, and be active in dispelling myths and stereotypes.

- 
- Book computer time for Activities 2, 3, 4, and 6.
  - For teachers who are non-specialists, glossary text references have been cited in the Resources for Activities 1 and 3. These are useful in defining unfamiliar terms.
  - Teachers need to be aware that the numbering system used in the Assessment/Evaluation section for each Activity is tied directly to the numbers in the Teaching/Learning Strategies section.

### **Prior Knowledge Required**

- Prior learning from Grade 7 Unit 1 and Grade 8 Geography program on geographic communication.
- Concepts developed in understanding patterns in human geography and migration in Grade 8.
- Internet protocol - school policy regarding the use of the Internet.

### **Teaching/Learning Strategies**

#### **Whole Group**

- brainstorming, questioning, discussion, concept clarification, lecturing.

#### **Small Group**

- inquiry process, small group discussions, classifying, collaborative learning, computer-assisted learning, graphing, research, oral presentations.

#### **Individual**

- note-making, computer-assisted learning, map-making, creating graphs, research, oral presentations, written interpretation.

### **Assessment/Evaluation**

- For many of the activities in this unit, students produce graphs and maps followed by oral or written interpretations. By providing students with rubrics (see Appendix 5.1.2, Appendix 5.2.2, Appendix 5.2.3) at the beginning of the unit, they can collect their work in a portfolio and use the rubrics for self- and peer- assessment as they work on the activities. A rubric (Appendix 5.6.4) may then be used by the teacher for assessment of student-chosen best pieces in the portfolio. Students may also be asked to complete a self assessment of their work (Appendix 5.6.3). The timing of the assessment of the portfolio is at the teacher's discretion. A separate rubric has been provided for summative assessment by the teacher for the culminating activity.

### **Diagnostic and Formative Assessment**

Rubrics; roving conferences; informal teacher observation.

### **Summative Evaluation**

Rubrics; paper and pencil test (end of Activity 3)

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## Resources

### Print

#### **Texts**

*Making Connections Canada's Geography*

*Canada Exploring New Directions*

*Perspectives Canada's Geography*

*Contact Canada*

#### **Atlases**

*Canada School Atlas; Canada and the World Atlas Resource*

### Computer

Internet; M F Teach; *ArcView*; *CorelDRAW*; *ClarisWorks*; *Paint* or *Super Paint*; *Estat*.

### Other

Newspaper articles

Bible

*Catechism of the Catholic Church*

## **Activity 1: Using Maps to Examine Canada's Population Distribution**

**Time:** 150 minutes

### **Description**

In this activity, students map and examine the variations in provincial/territorial populations across Canada. They study Canada's ecumene and explore reasons for the distribution of Canada's people. This study of Canada's population distribution helps the students in the culminating activity when they map the distribution of a specific ethnic group.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** OCSG3f, OCSG5e.

**Strand(s):** Space and Systems; Methods of Geographic Inquiry

**Overall Expectations:** SSV.01B, SSV.03B, MIV.01B.

**Specific Expectations:** SS1.01B, SS1.05D, MI12.11D, MI2.13B.

### **Planning Notes**

- Review Grade 8 Geography unit - Patterns in Human Geography.
- Locate data for provincial and territorial population numbers.

### **Prior Knowledge Required**

- Student familiarity with the concepts of rural and urban, population distribution and density, Census Metropolitan Area (CMA), and with mapping skills.

### **Teaching/Learning Strategies**

1. At the beginning of this unit it is very important that the teacher take the time to explain what the portfolio is, what is expected and how the work is being assessed. It is suggested that the students be asked to submit at least three pieces of work from this unit - a map, a graph, and a written exercise. A rubric (Appendix 5.6.4) has been provided and copies of it should be given to the students at the beginning of the unit. Students are also asked to complete a self-assessment of their efforts in this unit

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(Appendix 5.6.3). This helps to develop an awareness of what is to be assessed. It is recommended that the portfolio be collected at the end of the unit. It is also very important that in the introduction to the unit the teacher introduces the culminating activity. This allows students to begin to gather information. It would also be helpful for the students if they receive a copy of the Ethnic Panorama Rubric (Appendix 5.6.1)

2. After examining a dot map of Canada's population distribution, students brainstorm patterns and hypothesize about the reasons for the demographic variations across the country.
3. Introduce the concepts of ecumene, population density and distribution, core and periphery, heartland and hinterland, and CMA'S and urbanization.
4. After receiving instructions on how to produce an isodemographic map, students use an appropriate source to set up a table with province/territory and population. Using the data from the table, students construct an isodemographic map to illustrate Canada's population distribution.
5. Students rank the provincial and territorial populations from highest to lowest and analyze the results. (Which province/territory has the highest population? the lowest? Why?) Record findings in notes.
6. By referring to the dot map of Canada's population distribution and other thematic maps in the Canada section of the atlas, students describe and account for the following patterns: (Record findings in notes.)
  - distribution of population in Nova Scotia and Newfoundland;
  - the clustering of population along the Ontario-Quebec border northeast of Sudbury;
  - the clustering of population around Lac-Saint-Jean near Chicoutimi-Jonquiere;
  - the distribution of population in Southern Saskatchewan;
  - the ribbons of population in southern British Columbia;
  - the population pattern in the Yukon, Nunavut and the Northwest Territories.

#### **Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

2. Formative teacher assessment using a roving conference while students brainstorm. Teacher may make anecdotal notes for future reference. Teachers may find the Observation Checklist (Appendix 5.1.1) a useful tool to employ during this time.
3. Formative peer assessment using the "Rubric for Isodemographic Map" (Appendix 5.1.2). Students will assess for completeness and accuracy.
4. Formative teacher assessment of written responses - check for accuracy and completion.

#### **Resources**

Atlas - *Canada School Atlas* - pp.26, 185, 186; *Canada and the World Atlas Resource* - p. 10.

Texts - *Perspectives* - pp. 94-97, Glossary - pp. 293-304; *Making Connections* - pp. 201-204, Glossary - pp. 489-501; *Canada Exploring New Directions* - pp. 76-77, Glossary - pp. 405-411; *Contact Canada* - pp. 252, 253-255.

#### **Accommodations**

- Provide individual support in calculating the population squares needed for the creation of the isodemographic map.
- Provide a model of an isodemographic map so student can visualize the completed work
- Allow additional time to complete map
- Consult with Resource teachers.
- Check IEPs for additional information.

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## Appendices

Appendix 5.1.1 - Observation Checklist

Appendix 5.1.2 - Rubric for Isodemographic Map

## Activity 2: Using Graphs and Maps to Investigate Variations in Canada's Population Density

**Time:** 150 minutes

### Description

This activity is designed to establish a firm understanding of Canada's population distribution and of the concept of population density. Students graphing skills are reinforced and the skill of creating a choropleth map is introduced. The creation of a choropleth map continues to familiarize students with GIS and prepares them for the activities found in the culminating activity. Students are also asked to make connections to previous units in their comparison of ecozones and population densities.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** OCSG3f, OCSG5e.

**Strand(s):** Space & Systems; Understanding and Managing Change; Methods of Geographic Inquiry

**Overall Expectations:** SSV.03B, MIV.01B.

**Specific Expectations:** SS1.03B, SS2.02D, MI2.11D, MI2.13B.

### Planning Notes

- Teachers should review all of the terminology and procedures involved in the activity.
- All charts and data sheets should be prepared beforehand.
- Because this activity may be completed using computer technology, teachers should book lab time.
- Students may construct their graph using a spreadsheet program such as *Microsoft Works*, *Corel Chart* or *Claris* (all Ministry licensed). Students may also construct choropleth maps using a GIS, such as *ArcView* or a desktop publishing program such as *CorelDRAW* or *ClarisWorks* (both Ministry licensed) or *Paint* or *SuperPaint*. Teachers should provide students with a .pcx or .bmp file containing a base map of Canada.

### Prior Knowledge Required

- Student familiarity with the expectations from Grades 7 and 8 which deal specifically with an understanding of map and graphing skills and patterns in human geography.

### Teaching/Learning Strategies

1. After a review of the concept of "population density" and the differences between population distribution and population density, students brainstorm:
  - i) Where does Canada have high and low population densities? Why?
  - ii) How does Canada's population density compare with that of other countries? (e.g. Japan, Russia, Mexico)
  - iii) What are the advantages and disadvantages of having a high or low population density in your country?

- 
2. After reviewing the construction of a bar graph, students use Data Chart 1 (see Appendix 5.2.1) to complete the following:
    - i) Using the data chart, construct a bar graph to show how population density varies across Canada.
    - ii) Analyse the graph and account for observations you make (e.g., What province or territory is most densely populated? Even though Ontario and Quebec have large populations, their population densities are not as large as some others. Why? Why are the population densities for the Yukon and the NWT so low?
    - iii) Does Canada's overall population density give a clear picture of how Canada's population is distributed? Why/why not?
  3. For teachers not familiar with choropleth maps, a good sample is provided in the text *Making Connections* - pp.52, 164. After receiving instruction on how to produce a choropleth map using a GIS program, students then relate population density to ecozones using Data Chart 2 (see Appendix 5.2.1) and complete the following:
    - i) Construct a choropleth map to show how population density varies across Canada.
    - ii) Analyse the map and account for observations you make.
    - iii) Why is a map more useful for this analysis than a bar graph?
    - iv) Do the population densities of the provinces/territories or the population densities of the ecozones give you a clearer picture of where most people live in Canada? Explain your choice.

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

1. Informal teacher observation of the map and graph work. This would be an opportunity for the teacher to make notes on individual students and possibly use the Observation Checklist (Appendix 5.1.1).
2. Formative self-assessment of the graphs using the Graphing Rubric (Appendix 5.2.2) and formative self-assessment of the written responses for accuracy and completeness.
3. Formative peer-assessment of the map using the Choropleth Map Rubric (Appendix 5.2.3).

**Resources**

Data Charts 1 and 2 (Appendix 5.2.1)

Atlas - *Canada School Atlas* - pp.26, 186, *Canada and the World Atlas Resource* - p.10

*Perspectives* - pp. 290-291

Computer

*Microsoft Works, Corel Chart, Claris;*

*GIS - Arc View, MF Teach, CorelDRAW, ClarisWorks, Paint or SuperPaint*

**Accommodations**

- Provide students with completed bar graph for interpretation questions.
- Provide examples of completed graph or map.
- Provide oral instructions and opportunities for oral presentations.
- Use of a peer helper in construction of the graph or map.
- Give more time to complete work.

**Appendices**

Appendix 5.1.1 - Observation Checklist

Appendix 5.2.1 - Data Charts 1 and 2

Appendix 5.2.2 - Graphing Rubric for use with Canada's Peoples Activities

Appendix 5.2.3 - Choropleth Map Rubric

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## Activity 3: Analysing Canada's Changing Demographics

**Time:** 150 minutes

### Description

Students undertake a variety of activities designed to increase their understanding of population trends in Canada. Through the use of graphic organizers, students analyze trends, draw conclusions and make predictions about Canada's population composition and change. The introduction to concepts related to demographics (e.g., birth rate, life expectancy) enhances students' understanding of the graphs created for the culminating activity.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** OCSG4a, OCSG5e.

**Strands:** Space and Systems, Managing Change, Methods of Geographic Inquiry

**Overall Expectations:** SSV.03B, UMV.01B, MIV.01B.

**Specific Expectations:** SS1.04B, UM1.02B, UM1.03D, MI2.08D, MI2.11D.

### Planning Notes

- The teacher should be prepared (in advance of this activity) to teach the concepts of population growth rate, percentage population change, birth rate, death rate, rate of natural increase, life expectancy, population pyramid (age-sex structure) and dependency ratio.
- Students may construct their graphs using a spreadsheet program such as *Microsoft Works*, *Corel Chart* or *ClarisWorks* (all Ministry licensed).

### Prior Knowledge Required

- Students should be familiar with the concepts centred around creating maps and graphs to organize information, have an understanding of the factors affecting population distribution, the terms describing population characteristics, the correlation between population characteristics, and be familiar with the identification of push and pull factors in population change from the Grade 7 and 8 curriculum.

### Teaching/Learning Strategies

1. The teacher provides a definition of the term demography. Students brainstorm what a demographer studies, why these studies would be important, and who would be interested in the findings of a demographer (e.g., government - to decide where to build schools, hospitals, etc.; businesses - to discover where their market is). Students also speculate on the factors that account for and influence population change, what parts of Canada are experiencing the largest and slowest population growth rates, the reasons for these growth rates, and the problems that may result.
2. The teacher provides instruction on the concepts related to demographics such as: population growth rate, percentage population change, birth rate, death rate, rate of natural increase, life expectancy, population pyramid (age-sex structure).
3. After reviewing the production of a multiple-line graph, the students use Data Chart 3 (see Appendix 5.2.1) to complete the following and record findings in notes:
  - i) Produce a multiple line graph with two vertical axes to illustrate the data from Data Chart 3.
  - ii) Describe what has happened to Canada's population since 1951.
  - iii) Describe what has happened to Canada's population growth since 1961.
  - iv) Why do you presume the growth rate was so high from 1951-1961?
  - v) Why do you think the growth rate has fallen since this time?

- 
- vi) What may eventually happen to Canada's population if the growth rate continues its decline? Why might this be a problem?
- vii) How might Canada stop this from happening?
4. In small groups, students construct population pyramids using Data Chart 4 (see Appendix 5.2.1) or are given already constructed pyramids to represent Canada's age-sex structure for the following years: 1971, 1986, 2001, 2016: (projections for 2001 and 2016 are based on medium growth) and then answer the following questions. (Additional data and guiding questions available in Data Chart 5 can be used to assist with these questions)
- i) Explain the "bulge" in the younger cohorts of the 1971 pyramid (e.g., who are they, when were they born, why are there so many of them?)
- ii) What has happened to birth rates since this time? (e.g., have the "baby-boomers" had as many children as their parents did?) How can you tell by looking at the pyramids? Why do you think they have changed?
- iii) What has happened to life expectancies since this time? How can you tell by looking at the pyramids? Why do you think they have changed?
- iv) The "baby-boomers" are now in the middle age (working-class) cohorts. How might this be good and how might it be bad at the present time?
- v) By 2016 many of the "baby-boomers" will have retired. How might this be good and how might it be bad?
- vi) Once the "baby-boomers" begin to die, what may happen to Canada's population? What are the two ways that this may be avoided? Which is Canada focusing on now? Why?

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

3. Formative teacher assessment of student understanding of creating a multiple-line graph through a roving conference.
4. Formative peer assessment of the population pyramids using the Graphing Rubric (Appendix 5.2.2). Teacher checks written responses for completeness and accuracy.
5. Summative teacher assessment of the concepts taught in the preceding activities e.g., terminology (population density, CMA's, birth rate), Canada's population trends, graphing (bar, population pyramids) using a paper and pencil test.

**Resources**

Print

**Texts**

*Perspectives* - pp. 97-99, Glossary - pp. 293-304; *Making Connections* - pp. 167-175; Glossary - pp. 489-501; *Canada Exploring New Directions* - pp. 79-82, Glossary - pp. 405-411; *Contact Canada* - pp. 246-249, Glossary - pp. 467-473.

**Atlas**

*Canada School Atlas* – pp. 185, 186, 188; *Canada and the World Atlas Resource* - pp. 10, 180, 181,182.

Data Charts 3, 4, and 5 - Appendix 5.2.1

Internet

<http://www.statcan.ca/english/pgdb/people/popula.htm>

<http://www-nais.ccm.emr.ca/schoolnet/issuesmap>

<http://www.statcan.ca/english/pgdv/people/popula.htm>

<http://www.census.gov/ftp/pub/ipc/>

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<http://www.idbpyr.html>

### **Accommodations**

- Teacher may provide a summary of terms in more simplified language.
- Use taped instructions or questions.
- Make sure the data charts are provided in large, well-spaced print.
- Modify the task or reduce the written component.
- Alternate form of testing - oral, taped responses, use of a scribe.

### **Appendices**

Appendix 5.2.1 - Data Charts 3, 4, 5

Appendix 5.2.2 - Graphing Rubric for use with Canada's Peoples Activities

## **Activity 4: Investigating Immigration Patterns**

**Time:** 225 minutes

### **Description**

Students explore the nature of Canada's migration patterns; what constitutes migration, factors which cause migration, and trends in Canadian migration. This overview of migration gives the students the necessary skills to be successful when they study the history of a specific ethnic group in the culminating activity.

### **Strand(s) and Expectations**

**Ontario Catholic Graduate Expectations:** OCSG1h, OCSG7g.

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

**Overall Expectations:** SSV.05B, UMV.01B, MIV.02B.

**Specific Expectations:** SS2.03D, SS2.04D, UM1.02B, UM1.03D, MI1.02B, MI2.08B, MI2.11D.

### **Planning Notes**

- Teachers should prepare the graphical and map data before hand and where necessary reproduce charts in a form the student may readily use.
- Teachers should also be prepared to teach or review the necessary skills in graphing and mapping required to complete the exercises.

### **Prior Knowledge Required**

- Students should be familiar with the expectations in the Grade 7 and 8 program which focused on an understanding of the movement theme, graphing, charting and mapping, factors affecting population distribution, decision-based migration, push and pull factors, the cultural effects of immigration, and the historical effect on Canada's development of migration.

### **Teaching/Learning Strategies**

1. To help students appreciate the fact that Canada is a relatively young country with many immigrants, conduct the following exercise. (Caution and sensitivity to family situations is required when conducting this exercise.) Ask all the students to stand beside their desks. 1. If they or their parents came from another country, they are to sit down. 2. If their grandparents immigrated to Canada, they are to sit down. 3. If their great-grandparents immigrated, they are to sit down. By this point, the

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majority of the students will be sitting. Ask those remaining if they know when their families came to Canada. This is a simple but powerful exercise in demonstrating that Canada is a country of many immigrants.

2. Using the Exodus story as a basis, students generate a list of reasons why the Israelites wanted to leave Egypt to go to the Promised Land (e.g., poor living conditions, being treated as slaves, a better future elsewhere etc.). Students suggest other reasons why people would want to leave their homelands (e.g., war, education, jobs, etc.). Students determine which reasons are “pull” factors (reasons for coming to Canada) and “push” factors (reasons for leaving one’s homeland).
3. In small groups, students use Data Chart 6 (Appendix 5.2.1) to construct a circle graph for each province/territory for display on a blank map of Canada. Groups list which provinces/territories appear to have the greatest ethnic diversity and which have the least, and provide explanations for why.
4. The teacher asks the class whether your local area is experiencing a net gain or a net loss in population as a result of people moving and asks what evidence there is in your area that this gain or loss is occurring. Then the students use Data Chart 7 (Appendix 5.2.1) to construct a multiple line graph to illustrate Canada’s immigration and emigration since 1861. The vertical scale should be divided into two sections by a zero at its midpoint. The upper part of the graph is to represent immigrants and the bottom part is to represent emigrants.
5. Students use the graph to help them answer the following. Record responses in notes.
  - Explain the pattern created by the immigration and emigration lines (Hint: when one is high the other is generally low. Why do you think this is so?)
  - Identify the periods of peak immigration and attempt to explain each one.
  - Identify the periods of peak emigration and attempt to explain each.
  - Identify and attempt to explain the major periods of net migration gain and net migration loss.
  - What are the pull factors, past and present that have made Canada a desirable place to live for new immigrants?
  - Identify some push factors and provide examples wherever possible.
6. Students work in pairs constructing a multiple line graph to illustrate Data Chart 8 (one line for each birthplace of immigrants) (see Appendix 5.2.1) and the other using a blank map of the world to construct a flow line map to illustrate the flow of immigrants into Canada from their places of birth from 1991-96. (The width of each arrow should be based on 1mm=10 000 immigrants). They then answer the following questions:
  - i) What has happened to the total number of immigrants coming into Canada? How have the origins of Canada’s immigrant population changed since pre-1961?
  - ii) What explanations can you provide for these changes?
  - iii) What impact may these trends have on Canada’s economic, social, and cultural life?

**Assessment/Evaluation** (*numbers refer to Teaching/Learning Strategies*)

3. Formative teacher assessment of the circle graphs by using the Rubric for Graphing (Appendix 5.2.2).
4. Formative peer assessment of the multiple line graph by using the Rubric for Graphing (Appendix 5.2.2).
5. Formative teacher assessment of the written responses. Check for accuracy and completeness.
6. Formative self-assessment of multiple line by using the Rubric for Graphing (Appendix 5.2.2).

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## Resources

### Print

#### Texts

*Perspectives* - pp. 52-53, 224-226, 230; *Making Connections* - pp. 13, 170, 192-196; *Canada Exploring New Directions* - pp. 11, 70, 85, 95-110; *Contact Canada* - pp. 250, 256-265.

Atlas - *Canada and the World* - pp. 13, 14, 183, 184, 185.

*Bible* – Exodus 3: 1-22; Exodus 5: 1-22; Exodus 6: 1-10.

Data Charts 6, 7, and 8 - Appendix 5.2.1

### Internet

<http://www.pch.gc.ca/csp-pec/english/about/multi>

<http://www.statcan.ca/english/pgdb/people/popula.htm>

<http://www-nais.ccm.emr.ca/english>

<http://cicnet.ci.gc.ca/english/coming/howto1.html>

<http://www.amassa.org>

## Accommodations

- Provide individual support in locating countries on world map.
- Allow shorter written responses.
- Responses could be taped or given orally.
- Some students may need to be provided with partially completed graphs or maps.
- Students with ability challenges should be paired with other students with well developed skills in mapping and graphing.

## Appendices

Appendix 5.2.1 - Data Charts 6, 7, 8

Appendix 5.2.2 - Graphing Rubric for use with Canada's Peoples Activities

## Activity 5: Patterns of Settlement and Aboriginal Land Claims

**Time:** 100 minutes

### Description

In this activity, students examine where immigrants settle when they come to Canada. They also look at the impact of settlement on Aboriginal people and analyse Aboriginal land claims.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** OCSG1h, OCSG3f, OCSG4a, OCSG7g.

**Strand(s):** Space and Systems; Methods of Geographic Inquiry

**Overall Expectations:** SSV.05B, MIV.02B.

**Specific Expectations:** SS2.04D, SS2.05D, MI2.03D.

### Planning Notes

- Teacher should review the appropriate units from the Grade 7 and 8 History program that deal with Aboriginal issues.

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## Prior Knowledge Required

- Students will need to be familiar with early European and Aboriginal settlement patterns from the Grade 7 History unit - New France - and with the Indian Act of 1876 from the Grade 8 History unit - Canada: A Changing Society.

## Teaching/Learning Strategies

1. Students examine where immigrants settle when they come to Canada by examining Data Chart 9 (Appendix 5.2.1), summarizing in their notes which provinces have the greatest and least percentage of their population classified as immigrant, and explaining why.
2. Students speculate reasons why aboriginal groups would have been greatly affected by the arrival of immigrants to Canada (e.g., early immigrants needed land to farm). How have aboriginal groups reacted to the arrival of non-Aboriginal immigrants?
3. Using an appropriate text source, students research the background to Aboriginal land claims (e.g., Ipperwash, Caldwell First Nation). Students should research the treaty-making process, the impact of the treaties on the Native peoples, and what the current situation is.
4. In small groups students discuss how the following quote taken from the Catechism of the Catholic Church is relevant to Aboriginal land claims. According to the Church, how should the government deal with this situation?

*The common good comprises “the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily”.*

*The common good consists of three essential elements: respect for and promotion of the fundamental rights of the person; prosperity or the development of the spiritual and temporal goods of society; and the peace and security of the group and its members.*

*The dignity of the human person requires the pursuit of the common good. Everyone should be concerned to create and support institutions that improve the conditions of human life.*

## Assessment/Evaluation (numbers refer to Teaching/Learning Strategies)

1. Formative teacher assessment of students’ work examining where immigrants settle - check for accuracy and completeness.
2. Formative teacher assessment of students’ completed notes on Aboriginal land claims. Check for accuracy and completeness.
3. Formative teacher assessment of students’ group work discussing the Church’s view of how Aboriginal land claims should be dealt with by the government through Informal Teacher Observation. Teachers may use the Observation Checklist (Appendix 5.1.1).

## Resources

### Print

Data Chart 9 - Appendix 5.2.1

*Catechism of the Catholic Church*. pp.517-521

Texts - *Perspectives* - pp.138-140; *Making Connections* - pp.177-185;

### Internet

<http://www.bloorstreet.com/300block/aborcan.html#1>

<http://www.inac.gc.ca/sites/index.html>

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## Accommodations

- Students with writing difficulties may benefit from some teacher assistance in organizing information and structuring their notes.
- Some students may require a scribe to assist with note taking.
- Use a computer for note-making.
- When using tests: modify tests for some students, allow for more time for some students, allow students to write with resource support, or allow students to give answers orally.

## Appendices

Appendix 5.1.1 - Observation Checklist

Appendix 5.2.1 - Data Chart 9

## Activity 6: Ethnic Panorama

**Time:** 300 minutes

### Description

Throughout this unit, students have studied in general why people have come to Canada, where they have settled, and what patterns of settlement have been established. This culminating activity allows the students to focus on one ethnic group and discover its impact on Canada. Further, it helps students in their call 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.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** OCSG1h, OCSG4a, OCSG5e, OCSG7g.

**Strand(s):** Space and Systems; Understanding and Managing Change; Methods of Geographic Inquiry

**Overall Expectations:** SSV.05B, UM.V01B, MI.V01B.

**Specific Expectations:** SS3.05B, UM1.01B, UM3.01D, MI2.03D, MI.211D, MI.213B.

### Planning Notes

- It is important for this activity that a world-wide range of ethnic groups be studied and that the students understand that the groups have come to Canada at different time periods. For example, Irish, Ukrainian and Scottish groups have a much earlier arrival than Korean, Ethiopian, or El Salvadoran groups. The groups examined will also be greatly influenced by the ethnic make-up of the class. If the class is very diverse ethnically, the task will be simpler. Teachers should identify 7 to 10 groups which may be studied. Of course, there should be flexibility for student input.
- Book computer lab and library time.
- Ensure students have parent/guardian permission for Internet access at school as required by board policy and restrict their access to only those sites appropriate for the activity.

### Prior Knowledge Required

- A good understanding of choropleth mapping and graphing
- Familiarity with terminology related to population distribution, demography and migration
- Ability to research material from both print and Internet sources

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## Teaching/Learning Strategies

1. This activity provides an excellent opportunity for students to use both GIS programs and the Internet. Once the three student groups have chosen the ethnic culture they will study, the teacher outlines the responsibilities of the groups. The final product should include the following elements:
  - Cartogram: Map of Canada - choropleth map showing the distribution of the ethnic group
  - Historical Time line - events which sparked the movement of people (e.g., war), arrival dates in Canada, contributions to Canada, etc.
  - Graphs - statistical comparison of Canada and the homeland using the Human Development Index (birth rate, death rate, literacy rate, etc.)
  - Symbols - flag, shield, etc. associated with the homeland
  - Cultural Artifact - music; national anthem; ethnic dress; art work
  - Food - sample of a food associated with the ethnic group (to be shared with class)
2. Before beginning the student presentations, it is essential that the teacher set the tone in the classroom to respect the cultures being presented. The teacher could begin with a reading such as the following taken from the Catechism of the Catholic Church:

*Respect for the human person proceeds by way of respect for the principle that “everyone should look upon his neighbor (without any exception) as ‘another self,’ above all bearing in mind his life and the means necessary for living it with dignity”. No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a “neighbour,” a brother. (p.522)*
3. Students present their products to the class during an Ethnic Panorama Day. Each group makes a brief presentation to the class about their ethnic group. (5 minutes). Once the formal presentations are completed, students look at the various cartograms and sample the prepared foods.
4. As an individual response to the preceding activity, students are asked to write a one-page response of what they believe the Canadian identity is.

## Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

1. Summative teacher assessment of the group presentations by using the Ethnic Panorama Rubric (Appendix 5.6.1).
2. Summative teacher assessment of the one page assignment on Canadian Identity by using the Written Response Rubric (Appendix 5.6.2).

## Resources

### Atlases

*Canada School Atlas*

*Canada and the World Atlas Resource.*

### Computer Software

*Microsoft Works, Corel Chart, ClarisWorks, Paint or SuperPaint*

GIS programs - *MF Teach, ArcView*

### Internet

<http://infocan.gc.ca>

<http://www-nais.cc.,emr.ca/issues/language/english/englang.html>

<http://ca.yahoo.com/>

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<http://www.stats.demon.nl/>  
[http://dir.yahoo.com/Government/National\\_Symbols\\_and\\_Songs/](http://dir.yahoo.com/Government/National_Symbols_and_Songs/)  
<http://www.archives.ca>  
[http://Canada.gc.ca/canadiana/faitc/faind\\_e.html](http://Canada.gc.ca/canadiana/faitc/faind_e.html)  
<http://www.pch.gc.ca/ceremonia-symbol/>

### **Accommodations**

- Check IEP for accommodations required when special needs pupils are placed in groups.
- Pre-select the group assignment for some pupils.
- Assign specific tasks to pupils before they enter a group.
- Extend use of GIS for gifted students.
- Tape responses of work on Canadian identity.

### **Appendices**

Appendix 5.6.1 - Ethnic Panorama Rubric  
Appendix 5.6.2 - Rubric for Canadian Identity Assignment  
Appendix 5.6.3 - Portfolio Rubric

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### Appendix 5.1.1: Observation Checklist

Student Name: \_\_\_\_\_

Observed by: \_\_\_\_\_

Criteria	Dates Observed					
Work space is organized.						
Remains focused on task.						
Discussions with peers are relevant to the task.						
Has required tools for working (books, pencils, pens, etc.).						
Follows directions.						
Asks relevant questions.						
Uses appropriate voice level.						
Starts task without prompts.						
Shows tolerance for others' ideas.						
Is alert in class.						
Participates in small group discussions.						
Participates in large group discussions.						
Expresses his/her ideas/opinions.						
Is polite to peers/adults.						

**General Comments:**

## Appendix 5.1.2: Rubric for Isodemographic Map

Categories/ Criteria*	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p>Knowledge/ Understanding (25%)</p> <ul style="list-style-type: none"> <li>Understanding of population concepts</li> <li>Understanding of the concept behind an isodemographic map</li> </ul>	<p>- demonstrates a limited understanding of population concepts</p> <p>- has difficulty creating isodemographic maps without assistance</p>	<p>- demonstrates some understanding of population concepts</p> <p>- demonstrates some understanding of isodemographic map</p>	<p>- demonstrates considerable understanding of population concepts and can apply the understanding to problems</p> <p>- can create and explain an isodemographic map</p>	<p>- demonstrates a high degree of understanding of population concepts and can creatively apply the understanding to problems</p> <p>- demonstrates a thorough understanding of isodemographic mapping, could apply the concept to another project without further instructions</p>
<p>Thinking/Inquiry (35%)</p> <ul style="list-style-type: none"> <li>Ability to use information from the isodemographic map</li> <li>Organization of the material.</li> <li>Ability to see relationships between population concepts</li> </ul>	<p>- is able to use information from the isodemographic map with limited effectiveness</p> <p>- limited organization evident with some aspects</p> <p>- has difficulty seeing the relationship between many population concepts</p>	<p>- is able to set some information from the isodemographic map</p> <p>- information is organized and mostly complete</p> <p>- is able to make some clear conclusions about population concepts and their relationships</p>	<p>- is able to draw facts from the isodemographic map</p> <p>- information is clearly organized and is complete</p> <p>- draws clear relationships between most population concepts addressed</p>	<p>- uses the isodemographic map to see relationships, trends and can make predictions from the map</p> <p>- information is organized in highly effective manner, concisely and completely</p> <p>- draws clear relationships between population concepts addressed</p>

<b>Categories/ Criteria*</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
Communication (15%) <ul style="list-style-type: none"> <li>Communicates information through mapping.</li> </ul>	- limited ability to illustrate concepts through mapping	- uses maps with some effectiveness	- communicates information through maps with clarity	- communicates information through maps with a high degree of clarity and precision
Application (25%) <ul style="list-style-type: none"> <li>Application of population concepts</li> <li>Applying the information in the isodemographic map</li> </ul>	- demonstrates difficulty in applying population concepts - has difficulty applying the information in isodemographic maps	- demonstrates some understanding of population concepts - applies the information in isodemographic maps in some instances to solve other problem	- clearly understands and uses the population concepts - applies the information in isodemographic maps without any apparent difficulty	- understands and uses population concepts effectively - applies the isodemographic map information in a highly effective manner and with ease

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Name:

## Appendix 5.2.1: Data Charts

[Statistics Canada – www.statcan.ca]

### Data Chart 1

Province/ Territory	Population (people)	Area (Km <sup>2</sup> )	Population Density (people km <sup>2</sup> )	% of Canada's Total Population
NF	551792	371634.6	1.48	1.91
PEI	134557	55660.4	23.77	.047
NS	909282	52840.8	17.21	3.15
NB	738133	71569.2	40.46	2.56
Que	7138795	1357811.7	5.26	24.76
ON	10753573	916733.7	11.73	37.28
Man	1113898	547703.8	2.03	3.86
Sask	990237	570113.5	1.74	3.43
Alta	2696826	638232.7	4.23	9.35
BC	3724500	892677	4.17	12.91
Yukon	30766	531843.6	0.06	0.11
NWT	64402	3246389.5	0.02	0.22
Canada	28846761	9203210.5	3.13	100

### Data Chart 2

Ecozone	Population (People)	Area (km <sup>2</sup> )	Population Density (People km <sup>2</sup> )	% of Canada's Total Population
Arctic Cordillera	1047	239216	0.00438	0.00428
Northern Arctic	16328	1433362	0.0114	0.0667
Southern Arctic	10314	775734	0.0133	0.0422
Taiga Plains	21429	563241	0.038	0.0876
Taiga Shield	33589	1268623	0.0265	0.137
Pacific Maritime	2510203	196449	12.8	10.3
Mixed Wood Plains	14016101	113431	123.6	57.3
Boreal Plains	707695	656970	1.08	2.89
Prairie	3851089	440537	8.74	15.7
Taiga Cordillera	309	245865	0.126	0.00126
Boreal Cordillera	30839	432128	0.0714	0.126
Atlantic Maritime	2504393	195554	12.8	10.2
Montane Cordillera	751761	461198	1.67	3.07
Hudson Plains	9938	360318	0.0284	0.0406
Boreal Shield	169500	1774000	0.96	

## Appendix 5.2.1: Data Charts (Continued)

[Statistics Canada – www.statcan.ca]

### Data Chart 3

Canada	1951	1956	1961	1966	1971	1976	1981	1986	1991	1996
Population (millions)	14.0	16.1	18.2	20.0	21.6	23.0	24.3	25.3	27.3	28.9
Growth Rate (%)		14.8	13.4	9.7	7.8	6.6	5.9	4.0	7.9	5.7

### Data Chart 4

Year	0-4m	0-4f	5-9m	5-9f	10-14m	10-14f	15-19m	15-19f	0-24m	20-24f
1971	4.27%	4.08%	5.27%	5.04%	5.41%	5.18%	5.01%	4.85%	4.54%	4.50%
1986	3.61%	3.43%	3.59%	3.40%	3.55%	3.39%	3.91%	3.70%	4.83%	4.61%
2001	3.10%	2.94%	3.35%	3.18%	3.42%	3.25%	3.41%	3.26%	3.39%	3.25%
2016	2.84%	2.69%	2.87%	2.71%	2.92%	2.76%	3.04%	2.87%	3.28%	3.12%

Year	25-29m	25-29f	30-34m	30-34f	35-39m	35-39f	40-44m	40-44f	45-49m	45-49f
1971	3.83%	3.66%	3.13%	2.99%	3.02%	2.84%	2.99%	2.86%	2.84%	2.86%
1986	4.83%	4.70%	4.38%	4.38%	3.9%	3.92%	3.24%	3.14%	2.58%	2.53%
2001	3.46%	3.37%	3.74%	3.68%	4.32%	4.23%	4.28%	4.24%	3.75%	3.78%
2016	3.40%	3.28%	3.47%	3.37%	3.45%	3.36%	3.41%	3.3%	3.47%	3.45%

Year	50-54m	50-54f	55-59m	55-59f	60-64m	60-64f	65-69m	65-69f	70-74m	70-74f
1971	2.40%	2.45%	2.18%	2.21%	1.76%	1.82%	1.36%	1.49%	0.95%	1.16%
1986	2.39%	2.37%	2.32%	2.38%	2.05%	2.30%	1.61%	1.93%	1.25%	1.61%
2001	3.36%	3.36%	2.57%	2.61%	2.00%	2.08%	1.74%	1.88%	1.48%	1.75%
2016	3.77%	3.75%	3.59%	3.65%	3.03%	3.19%	2.56%	2.75%	1.79%	2.04%

Year	75-79m	75-79f	80-84m	80-84f	85-89m	85-89f	90+m	90+f
1971	0.64%	0.85%	0.39%	0.54%	0.19%	0.27%	0.065	0.11%
1986	0.81%	1.17%	0.45%	0.75%	0.19%	0.40%	0.08%	0.21%
2001	1.09%	1.52%	0.63%	1.07%	0.31%	0.66%	0.12%	0.40%
2016	1.18%	1.48%	0.78%	1.114%	0.44%	0.81%	0.22%	0.67%

### Data Chart 5

#### Average Family Size

1971	1976	1981	1986	1991	1996
3.7	3.5	3.3	3.1	3.1	3.0

#### Canadian Families by Number of Children at Home

YEAR	0	1	2	3	4	5
1976	30	23.5	23.5	12.5	6	4
1991	35	26.5	26	9.5	2	.5

(Notice: How have the number of children had by Canadian families changed? How might this impact Canada's population size and structure in the future?)

## Appendix 5.2.1: Data Charts (Continued)

[Statistics Canada – www.statcan.ca]

### Family Structure

	1976	1991
Husband-Wife Families	90.2	87.0
Female Lone-Parent Families	8.1	10.7
Male Lone-Parent Families	1.7	2.3

(Notice: What's happening to the traditional family structure of the past? Will this impact on the number of children families choose to have? How and why?)

### Percentage of Married Males/Females for Selected Age Groups

Year	20-24		25-29		30-34		35-39		40-44	
	male	female	male	female	male	female	male	female	male	female
1976	32	54	71	81	85	87	89	88	90	87
1991	17	33	51	65	70	75	78	78	81	78

(Notice: Are people waiting longer to get married these days? Why? Are a greater or lesser percentage of us getting married as compared to before? Is there a relationship between these two trends and the number of children people are having today?)

### Life Expectancy at Birth

1920-22		1930-32		1940-42		1950-52		1960-62		1970-72		1980-82		1990-92	
male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
59	61	60	62	63	66	66	71	68	74	69	76	72	79	75	81

(Notice: What has happened to Canada's life expectancy? How will this impact on our population structure in the future? What will it mean for Canadians?)

### Data Chart 6

#### Population by Mother Tongue

Note: All numbers have been rounded to the nearest thousand. All numbers are expressed in thousands.

Canada	NF	PEI	NS	NB	QB	ON	MN	SK	AB	BC	YK	NT
English	539	125	836	473	586	7695	813	817	2195	2785	26	36
French	2	6	35	239	5700	479	48	19	52	53	1	1
Non-official Language	5	2	24	10	658	2297	221	127	424	801	3	26

### Data Chart 7

#### Immigration and Emigration since 1951

Note: Numbers are expressed in thousands.

	1861	1871	1881	1891	1901	1911	1921	1931	1941	1951	1961	1971	1981	
	1871	1881	1891	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	
<b>Im</b>	352	260	350	680	250	1550	1400	1200	149	548	1543	1429	1824	1876
<b>Em</b>	170	411	404	836	380	739	1089	971	241	379	462	707	858	639

## Appendix 5.2.1: Data Charts (Continued)

[Statistics Canada – www.statcan.ca]

### Data Chart 8

Birthplace	Pre-1961	1961-1970	1971-1980	1981-1990	1991-1996
United States	45050	50 200	74 015	46 405	29 025
Central and Southern America	6370	17 410	67 470	106 230	76 335
Caribbean and Bermuda	8390	45 270	96 025	72 405	57 315
United Kingdom	265 580	168 140	132 950	63 445	25 420
Other Northern European and Western Europe	284 205	90 465	59 850	48 095	31 705
Eastern Europe	175 430	40 855	32 280	111 370	87 900
Southern Europe	228 145	244 380	131 620	57 785	52 455
Africa	4945	25 685	58 150	64 265	76 260
West-Central Asia and Middle East	4975	15 165	30 980	77 685	82 050
Eastern Asia	20 555	38 865	104 940	172 715	252 340
South-east Asia	2485	14 040	111 700	162 490	118 265
Southern Asia	4565	28 875	80 755	99 270	140 055
Oceania and Other	4250	9240	15 420	10 240	9875

### Data Chart 9

#### Destination of Immigrants Coming to Canada

Province	1913	1955	1992
British Columbia	15%	13%	14%
Prairies	35%	13%	11%
Ontario	31%	52%	51%
Quebec	15%	20%	22%
Atlantic Provinces	4%	2%	1%

### Appendix 5.2.2: GRAPH RUBRIC for use with CANADA'S PEOPLES ACTIVITIES

Categories/ Criteria*	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding (15%) <ul style="list-style-type: none"> <li>Understanding of concepts</li> </ul>	- demonstrates a limited understanding of a concept;	- demonstrates some understanding of concept:	- demonstrates consider - able understanding of concepts and can apply the understanding to problems;	- demonstrates a high degree of understanding of concepts and can apply the understanding to problems;
Thinking/Inquiry (15%) <ul style="list-style-type: none"> <li>Ability to use information from the graphs.</li> <li>Organization of the information</li> <li>Ability to see relationships between concepts</li> </ul>	- is able to use information from the graphs with limited effectiveness - limited organization evident with some aspects - has difficulty seeing the relationship between many concepts	- is able to set some information from the graphs - information is organized and mostly complete - is able to make some conclusions about concepts and their relationships	- is able to draw facts from the graphs - information is clearly organized and is complete - draws clear relationships between concepts addressed	- uses the graphs to see relationships, trends and can make predictions from the graph - information is organized in highly effective manner, concisely and completely - relationships between concepts are very effectively presented
Communication (40%) Communicates information through a graph	- communicates information through graphs with limited clarity	- communicates information through graphs with some clarity	- communicates information through graphs with considerable clarity	- is able to create graphs which are clear, informative and pleasing to look at
Application (30%) <ul style="list-style-type: none"> <li>Application of concepts</li> <li>Applying the information in the graphs</li> <li>Applying the information to extended circumstances</li> </ul>	- demonstrates difficulty in applying the concepts - has difficulty applying the information in graphs - applies calculations and data to extended circumstances in a limited manner	- demonstrates some understanding of the concepts - applies information in graphs in some instances to solve other problems - applies calculations and data to extended circumstances with some effectiveness	- clearly understands and uses the concepts - applies the information in graphs without any apparent difficulty - applies calculations and data to extended circumstances with considerable effectiveness	- understands and uses concepts effectively - applies the graph information in a highly effective manner and with ease - applies calculations and data to extended circumstances in a highly effective manner

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Name:

COMMENTS

Strengths:

Concerns:

Next Steps:

### Appendix 5.2.3: CHLOROPLETH MAP RUBRIC

Categories/Criteria*	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding (20%)</b> <ul style="list-style-type: none"> <li>Understanding of population density concepts</li> <li>Understanding of a choropleth map</li> </ul>	- demonstrates a limited understanding of population density concepts - has difficulty reading choropleth map without assistance	- demonstrates some understanding of population density concepts - demonstrates some understanding of choropleth map	- demonstrates considerable understanding of population density concepts and can apply the understanding to problems - can create and explain a choropleth map	- demonstrates a high degree of understanding of population density concepts and can apply the understanding creatively to problems - demonstrates a thorough understanding of choropleth mapping, could apply the concept creatively to another project without further instructions or assistance
<b>Thinking/Inquiry (20%)</b> Ability to use information from the choropleth map.	- is able to use information from the choropleth map with limited effectiveness	- is able to draw mostly accurate information from the choropleth map	- is able to draw accurate information from the choropleth map	- uses the choropleth map to see relationships, trends and can make predictions from the map
<b>Communication (20%)</b> <ul style="list-style-type: none"> <li>Communicates information through a map</li> </ul>	- uses maps with limited clarity and effectiveness	- uses maps with some clarity and effectiveness	- uses maps regularly with clarity and effectiveness	- uses maps consistently with full clarity and effectiveness
<b>Application (40%)</b> <ul style="list-style-type: none"> <li>Application of population density concepts</li> <li>Applying the information in the choropleth map</li> </ul>	- demonstrates limited ability in applying population density concepts - limited ability in applying the information in choropleth maps	- demonstrates some understanding of population density concepts - applies the information in choropleth maps in some instances to solve problems	- clearly understands and uses most population density concepts - applies the information in choropleth maps without any apparent difficulty	- understands and uses all population density concepts effectively - applies the choropleth map information in a highly effective manner and with creativity and ease

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Name:

COMMENTS

Strengths:

Concerns:

Next Steps:

### Appendix 5.6.1: Ethnic Panorama Rubric

Categories/ Criteria*	Level 1 (50-59%)	Level 2 60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding (15%) <ul style="list-style-type: none"> <li>Demonstrates an understanding of the factors influencing demographics and migration in Canada</li> </ul>	- demonstrates limited understanding of the factors influencing demographics and migration in Canada	- demonstrates some understanding of the factors influencing demographics and migration in Canada	- demonstrates considerable understanding of the factors influencing demographics and migration in Canada	- demonstrates thorough and insightful understanding of the factors influencing demographics and migration in Canada
Thinking/Inquiry (15%) <ul style="list-style-type: none"> <li>Collect, organize and synthesize information from a variety of sources</li> </ul>	- collects, organizes and synthesizes information about demographics and migration with limited effectiveness	- collects, organizes and synthesizes information about demographics and migration with moderate effectiveness	- collects, organizes and synthesizes information about demographics and migration with considerable effectiveness.	- collects, organizes and synthesizes information about demographics and migration with a high degree of effectiveness
Communication (40%) <ul style="list-style-type: none"> <li>Oral - use of oral language</li> <li>Cartographic - use of symbols and visuals</li> </ul>	- uses oral language with limited effectiveness - uses symbols and visuals with limited accuracy and effectiveness	- uses oral language with some effectiveness - uses symbols and visuals with some accuracy and effectiveness	- uses oral language with a considerable degree of effectiveness - uses symbols and visuals with a considerable degree of effectiveness	- uses oral language with a high degree of effectiveness - uses symbols and visuals with a high degree of effectiveness
Applications (35%) <ul style="list-style-type: none"> <li>Applying the information in the graphs</li> <li>Applying the information in the choropleth maps</li> <li>Makes the necessary connections in respecting and understanding the history, cultural heritage and pluralism of today's contemporary society</li> </ul> (OSCG 7g)	- has difficulty applying the information in the graphs - has difficulty applying the information in the choropleth maps - has difficulty making the necessary connections	- applies the information in graphs in some instances to solve other problems - applies the information in choropleth maps in some instances to solve other problems - makes limited connections	- applies the information in graphs without any apparent difficulty - applies the information in choropleth maps without any apparent difficulty; - makes considerable connections	- applies the graph information in a highly effective manner, with ease - applies the choropleth map information in a highly effective manner, with ease - makes thorough and insightful connections

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Names:

COMMENTS

Strengths:

Concerns:

Next Steps:

## Appendix 5.6.2: Rubric for Canadian Identity Assignment

Categories/ Criteria*	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding (25%) <ul style="list-style-type: none"> <li>Understanding of what the Canadian Identity is</li> </ul>	- demonstrates a limited understanding of what the Canadian identity is	- demonstrates some understanding of what the Canadian Identity is	- demonstrates considerable understanding of the Canadian identity is	- demonstrates a high understanding of what the Canadian Identity is
Thinking/Inquiry (25%) <ul style="list-style-type: none"> <li>Use of critical thinking skills</li> </ul>	- applies creative thinking skills with limited effectiveness	- applies creative thinking skills with moderate effectiveness	- applies creative thinking skills with considerable effectiveness	- applies creative thinking skills with a high degree of effectiveness
Communication (25%) <ul style="list-style-type: none"> <li>Use of written language</li> </ul>	- uses written language with limited effectiveness	- uses written language with some effectiveness	- uses written language with a high degree of effectiveness	- uses written language with a high degree of effectiveness
Application (25%) <ul style="list-style-type: none"> <li>Making connections between material presented in Ethnic Panorama and Canadian Identity assignment</li> </ul>	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Name:

COMMENTS

Strengths:

Concerns:

Next Steps:

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### **Appendix 5.6.3: Student Reflection for Portfolio**

1. What did you enjoy the most about these activities?
2. If you were to do these activities again, what would you change?
3. What have you learned (e.g., ideas, skills, questions) from doing these activities?
4. Were there any problems during group work? Do you have any suggestions on how to make group work even more effective?
5. How did you plan your work? Was your plan a good plan? Explain.
6. Looking over your work in this unit, in what areas did you feel showed your strengths? Which areas do you feel need improvement? How will you bring about these changes?

### Appendix 5.6.3: PORTFOLIO RUBRIC for use with CANADA'S PEOPLES ACTIVITIES

Categories/Criteria *	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding (15%) <ul style="list-style-type: none"> <li>• Understanding of concepts</li> <li>• Understanding of maps</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a limited understanding of a concept</li> <li>- limited ability to create required map</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates some understanding of concept</li> <li>- demonstrates some ability to create a map</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a considerable understanding of concept and can apply the understanding to problems</li> <li>- demonstrates good ability to created map</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a high degree of understanding of concepts and can apply the understanding to problems</li> <li>- demonstrates a thorough understanding of creating a map, could apply the concept to another project without further instructions</li> </ul>
Thinking/Inquiry (35%) <ul style="list-style-type: none"> <li>• Use of information from graphs</li> <li>• Relationships between concepts</li> </ul>	<ul style="list-style-type: none"> <li>- is able to use information from the graphs with limited effectiveness</li> <li>- has difficulty seeing the relationship between many concepts</li> </ul>	<ul style="list-style-type: none"> <li>- is able to set some information from the graphs</li> <li>- is able to make some conclusions about concepts and their relationships</li> </ul>	<ul style="list-style-type: none"> <li>- is able to draw facts from the graphs</li> <li>- draws clear relationships between concepts addressed</li> </ul>	<ul style="list-style-type: none"> <li>- uses the graphs to see relationships, trends and can make predictions from the graph</li> <li>- relationships between concepts are very effectively presented</li> </ul>

**Appendix 5.6.3: PORTFOLIO RUBRIC for use with CANADA’S PEOPLES  
ACTIVITIES (Continued)**

<b>Categories/Criteria *</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
<p>Communication (15%)</p> <ul style="list-style-type: none"> <li>• Communication of graphic information</li> <li>• Communication of mapping information</li> <li>• Writing Style</li> </ul>	<p>- communicates information through graphs with limited clarity</p> <p>- communicates information through maps with limited clarity</p> <p>- has a writing style which limits expression of the main ideas</p>	<p>- communicates information through graphs with some clarity</p> <p>- communicates information through maps with some clarity</p> <p>- has a writing style which allows the expression of the main ideas</p>	<p>- communicates information through graphs with considerable clarity</p> <p>- communicates information through maps with clarity</p> <p>- has a writing style which clearly expresses and supports the main ideas</p>	<p>- is able to create graphs which are clear, informative and pleasing to look at</p> <p>- communicates information through maps with a high degree of clarity</p> <p>- has a writing style which increases the reader’s understanding of the main ideas and shows strong supporting ideas</p>
<p>Application (35%)</p> <ul style="list-style-type: none"> <li>• Application of concepts</li> <li>• Application of information in graphs</li> <li>• Application of information in maps</li> </ul>	<p>- demonstrates difficulty in applying the concepts</p> <p>- has difficulty applying the information in graphs</p> <p>- has difficulty applying the information in maps</p>	<p>- demonstrates some ability to apply concepts</p> <p>- applies the information in graphs in some instances to solve other problems</p> <p>- applies the information in maps in some instances to solve other problems</p>	<p>- demonstrates clear understanding of concept application</p> <p>- applies the information in graphs without any apparent difficulty</p> <p>- applies the information in maps without any apparent difficulty</p>	<p>- demonstrates an understanding of concepts and uses them effectively</p> <p>- applies the graph information in a highly effective manner and with ease</p> <p>- applies the map information in a highly effective manner and with ease</p>

\*Refer to the Course Overview - Evaluation of Student Achievement - for appropriate weighting.

Overall Level:

Student Name: