Curriculum Expectations

Canadian and World Studies: Geography

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario’s curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario’s Aboriginal communities to the social and cultural fabric of our province.

GEOGRAPHY OF CANADA
GRADE 9, ACADEMIC (CGC1D)

Geographic Foundations: Space and Systems

Developing and Practising Skills
- Illustrate and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups);
- Analyse the location pattern of recent First Nation land claims in Canada.

Human-Environment Interactions

Building Knowledge and Understanding
- Explain the ways in which traditional ecological knowledge of Aboriginal peoples, including the concepts of place, wilderness, and boundaries, influences how they interact with the environment.

Developing and Practising Skills
Evaluate differing viewpoints on the benefits and disadvantages of selected resource megaprojects (e.g., James Bay hydro complex, Hibernia offshore oilfields, Athabasca oil sands, diamond mines in the Northwest Territories, Mackenzie Valley oil/gas pipeline.)
Geographic Foundations: Space and Systems

Developing and Practising Skills
- Illustrate and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups);
- Analyse the location pattern of recent First Nation land claims in Canada.

Human-Environment Interactions

Building Knowledge and Understanding
- Explain the ways in which traditional ecological knowledge of Aboriginal peoples, including the concepts of place, wilderness, and boundaries, influences how they interact with the environment.

Developing and Practising Skills
- Evaluate differing viewpoints on the benefits and disadvantages of selected resource megaprojects (e.g., James Bay hydro complex, Hibernia offshore oilfields, Athabasca oil sands, diamond mines in the Northwest Territories, Mackenzie Valley oil/gas pipeline)

Global Connections

Building Knowledge and Understanding

Learning Through Application
- Explain the challenges of developing human systems (e.g., transportation, social services, resource management, political structures) in a territory (e.g., Nunavut).
Human-Environment Interactions

Building Knowledge and Understanding
- Identify the ways in which the traditional ecological knowledge and perspective of Aboriginal peoples influence how they interact with their environment today (e.g., Aboriginal view of hot springs as traditional sacred sites, not tourist attractions).

Developing and Practising Skills
- Compare the benefits and costs (e.g., social, economic, environmental) of selected resource megaprojects (e.g., James Bay hydro complex, Athabasca oil sands, Hibernia offshore oilfields, diamond mines in the Northwest Territories, Mackenzie Valley pipeline).

Global Connections

Learning Through Application
- Produce an oral, visual, or written report on a current international trade, cultural, or sporting event involving Canada (e.g., a trade mission, Sommet de la Francophonie, Commonwealth Conference, Olympic Games, Inuit Circumpolar Games, Commonwealth Games, Pan-American Games).

Understand and Managing Change

Developing and Practising Skills
- Identify the costs and benefits (e.g., income, resource protection, cultural self-determination) to selected groups in Canada of recent Aboriginal land claims.

Methods of Geographic Inquiry and Communication

Interpretation and Analysis
- Conduct an inquiry, using a variety of appropriate tools, into a current Canadian geographic issue (e.g., loss of farm land, declining fish stocks, petroleum industry in the Arctic).

THE AMERICAS: GEOGRAPHIC PATTERNS AND ISSUES
GRADE 11, UNIVERSITY/COLLEGE PREPARATION (CGD3M)

Geographic Foundations: Space and Systems

Building Knowledge and Understanding
- Describe the cultural realms (e.g., Anglo-American, Francophone, Lusophone, Latin American, Caribbean, indigenous) and other major human patterns (e.g., economic activities, standards of living, demographics) of the Americas.

Learning Through Application
- Evaluate the effects of contact with other cultures on indigenous peoples in selected regions of the Americas.
Human-Environment Interactions

Developing and Practising Skills
- Compare the ways in which selected groups of indigenous peoples in the Americas have responded to the challenges and opportunities of their environments (e.g., in house design, resource management, transportation, ecotourism)

Understanding and Managing Change

Learning Through Application
- Analyse a development project in the Americas to determine its effect on local environments and economies, including those of indigenous peoples (e.g., mining in the Amazon, rural improvement projects in Central America, mining of the Athabasca oil sands in Alberta)

GEOGRAPHICS: THE GEOGRAPHER’S TOOLKIT
GRADE 11, WORKPLACE PREPARATION
(CGT3E)

Geographic Foundations: Space and Systems

Building Knowledge and Understanding
- Explain how government departments (e.g., engineering, planning, health, utilities, police, environment) make use of geotechnologies and spatial data in their operations (e.g., in land use planning, land registration, assessment of land claims, surveying, property assessment, urban planning).

Human-Environment Interactions

Building Knowledge and Understanding
- Explain the role of geotechnologies in addressing First Nation issues (e.g., land claims, reserve management, resource inventories)

TRAVEL AND TOURISM: A REGIONAL GEOGRAPHIC PERSPECTIVE
GRADE 11, OPEN
(CGG3O)

Understanding and Managing Change

Developing and Practising Skills
- Analyse the impact of adventure travel and ecotourism on the indigenous people of a region
Geographic Foundations: Space and Systems

Building Knowledge and Understanding

- Explain why places and regions are important to the identities of selected human groups (e.g., Nunavut as an example of Aboriginal self-government; Jerusalem as a holy city Christians, Jews and Muslims);
- Explain how point of view influences an individual’s perceptions of a place (e.g., a developer and an environmentalist differ on the best use for a wetland; indigenous people differ with other groups on what constitutes a wilderness).

Human-Environment Interactions

Learning Through Application

- Produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., oil extraction and logging on Lubicon Cree lands in Alberta, construction of hydroelectric dams in Canada or Asia, mining development in Indonesia, tourism development Antarctica).

World Geography: Human Patterns and Interactions

Understanding and Managing Change

Developing and Practising Skills

- Analyse the causes of selected examples of regional economic disparity (e.g., in Aboriginal communities).

Learning Through Application

- Evaluate (e.g., in a case study) a developmental plan in a region or country (e.g., Community Garden Society in Inuvik, NT; Guatemala Stove Project) to determine whether it will help reduce regional disparities and improve economic and social well-being.

The Environment and Resource Management

Human-Environment Interactions

Building Knowledge and Understanding

- Identify differences in the perceptions of nature and the views on environmental preservation of selected individuals and groups (e.g., indigenous people, corporations, government, recreationists).
Developing and Practising Skills
- Evaluate the environmental, economic, and social implications of resource dependency for various individuals or groups (e.g., indigenous peoples, lumber companies, pharmaceutical companies, farmers, tourists).

Global Connections

Building Knowledge and Understanding
- Identify the ways in which the traditional ecological knowledge and related activities of indigenous peoples around the world affect the environment.

GEOMATICS: GEOTECHNOLOGIES IN ACTION
GRADE 12, UNIVERSITY/COLLEGE PREPARATION (CGO4M)

Human-Environment Interactions

Developing and Practising Skills
- Assess the role of geotechnologies in addressing environmental issues affecting indigenous peoples (e.g., construction of hydroelectric dams, resource management, construction of oil/gas pipelines, decline of traditional food sources, rainforest development, land claims).

Learning Through Application
- Use geotechnologies in studying human-environment interactions (e.g., resource management by indigenous peoples, oil spill monitoring, risk management).

THE ENVIRONMENT AND RESOURCE MANAGEMENT
GRADE 12, WORKPLACE PREPARATION (CGR4E)

Human-Environment Interactions

Building Knowledge and Understanding
- Identify the ways in which indigenous peoples interact with the natural environment.

Learning Through Application
- Explain the main beliefs underlying a variety of perspectives on an environmental or resource management issue (e.g., Aboriginal, deep ecology, conservation).

ABOUT THE TEACHER’S TOOLKIT
This document is one component of Aboriginal Perspectives: The Teacher’s Toolkit, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.