

# Teacher Package

## Canadian and World Studies Exemplar Task Grade 9 Geography – Academic

### Teacher Package

<b>Title:</b>	Proposal for a New National Park
<b>Time requirement:</b>	Prior learning and skill development: 2 periods of 70 minutes each Student research and proposal writing: 4 periods of 70 minutes each

#### Description of the Task

Students will begin by examining the amount of protected land in Canada. Each student will then select an ecozone, choose a park site in that ecozone, and develop a proposal for this new national park. The proposal, in the form of a written report, must justify the site selection and the type of park proposed (e.g., whether for recreation, conservation, or preservation) and must include collected research and supporting visuals in the form of maps, graphs, charts, diagrams, or pictures.

#### Final Product

Each student will submit a written, illustrated, and supported proposal for a new national park in Canada.

#### Assessment and Evaluation

The final product will be assessed using the task-specific rubric.\*

Informal assessment of students' notes during the review and research process will help to ensure that students are collecting appropriate information to assist them with their task. Self- or peer assessments and collaboration may be useful to the teacher and students.

Use peer conferencing and peer editing as part of the writing process to ensure students have the opportunity to produce a polished product.

#### Expectations Addressed in the Exemplar Task

*Note:* Although all of the following expectations are addressed in the task as part of the instructional process, expectations 5 and 7 are not assessed in the final product.

Students will:

1. identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;
2. predict the consequences of human activities (e.g., agriculture, recreation) on natural systems;
3. demonstrate an understanding of how natural and human systems interact within ecozones;
4. describe biases in information and identify what types of information are relevant to particular inquiries;
5. demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;

*(continued)*

\* The rubric is reproduced on page 14 of this document.

6. locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, the Internet) to research a geographic issue;
7. select and use appropriate methods for displaying geographic data;
8. create and use effectively photographs, charts, graphs, models, and diagrams;
9. use geographic data to support conclusions and opinions.

### Teacher Instructions

#### Prior Knowledge and Skills Required

Students who begin the exemplar task will need to be able to demonstrate:

- knowledge of the definition of an ecozone
- knowledge of some of Canada’s ecozones and their physical characteristics (e.g., land forms, climate, vegetation, and soils)
- understanding of the physical processes that have shaped Canada’s ecozones (e.g., rock cycle; tectonic forces such as vulcanism, folding, and faulting; glaciation)
- knowledge of purposes and types of national parks (e.g., for recreation, conservation, preservation) and the characteristics of each type
- understanding of research methods using a variety of source materials
- ability to read, analyse, and interpret graphs and maps
- ability to use a variety of tools and technologies for research

#### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

#### Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

#### Prior to the Exemplar Task: 2 periods of 70 minutes each

- Using the data on protected space provided in Appendix 1, students create bar graphs to demonstrate an understanding of Canada’s protected space by ecozone and answer related questions, such as:
  - Which ecozone has the lowest percentage of its area protected?
  - Which ecozone has the highest percentage of its area protected?
  - What land use would explain why such a small percentage of prairie ecozone is protected?
  - What would explain the relatively small percentage of protected mixed-wood plain?

- Students create a line graph using data on federal, provincial, and territorial protected areas, provided in Appendix 1, in order to answer related questions or perform related tasks, such as the following:
  - In which ten-year period did the amount of protected area increase most?
  - What was the total amount of protected area in Canada as of 1989?
  - By comparing the total amount of protected land with Canada’s total area, calculate the percentage of Canada’s total area that is protected.
  - Brainstorm with another student some possible reasons why it is difficult to acquire more land to classify as “protected”. List several reasons and share them with the class.
- Through class discussion and teacher-directed instruction, check for understanding of the following topics: reasons for and uses of parks, government policies regarding the establishment of parks, and types of park designation (recreation, conservation, preservation). You may wish to use print or video resources to highlight some of Canada’s national parks.
- Using guiding questions, review the characteristics of ecozones and the relationship of these characteristics to the selection of national parks. You may wish to select sample ecozones in Canada that currently contain a number of national parks and, using guiding questions, review the connection between ecozones and the importance of parks in Canada.

*Sample questions:*

- What characteristics of this ecozone have made it a popular area for national parkland (e.g., region, climate, vegetation, wildlife, physical features)?

- Do parks in this area share common characteristics (e.g., recreational, research, conservation, preservation)? Explain your answer.
- What issues do you know of that are currently affecting national parks (e.g., further development of ski runs and expansion of mining sites at Banff National Park)?

**The Exemplar Task**

**Estimated time required: 4 periods of 70 minutes each for research and writing proposal**

- Students select an ecozone and research its characteristics. To assist students with the selection and research process, you may wish to have them use an organizer such as the one provided in Unit 1, Activity 3 of the course profile for Geography of Canada, Grade 9, Academic (Public), as well as complete more extended research.
- Students choose a site in the ecozone that they believe would be appropriate for Canada’s newest national park and identify the type of park best suited for that site (e.g., for recreation, conservation, or preservation).
- Students use the findings of their research as support to write a national park proposal, including both written and visual components.

## Appendix 1

### Protected Space by Ecozone

Ecozone	% Protected	Ecozone	% Protected	Ecozone	% Protected
Tundra Cordillera	4	Boreal Cordillera	11	Pacific Maritime	12
Boreal Plain	4	Taiga Plain	8	Prairie	8
Taiga Shield	3	Boreal Shield	11	Southern Arctic	12
Northern Arctic	4	Arctic Cordillera	18	Montane Cordillera	14
Mixed-wood Plain	6	Atlantic Maritime	6	Hudson Bay Plain	19

### Federal, Provincial, and Territorial Protected Areas

Year	Cumulative Area (thousands of sq. km)	Year	Cumulative Area (thousands of sq. km)
1880–89	15	1940–49	180
1890–99	25	1950–59	230
1900–09	40	1960–69	375
1910–19	60	1970–79	590
1920–29	100	1980–89	720
1930–39	155	1990–99	?

Source: Geoffrey J. Matthews and Robert Morrow Jr., *Canada and the World: An Atlas Resource*, 2nd ed. (Toronto: Prentice-Hall Canada, 1987).