

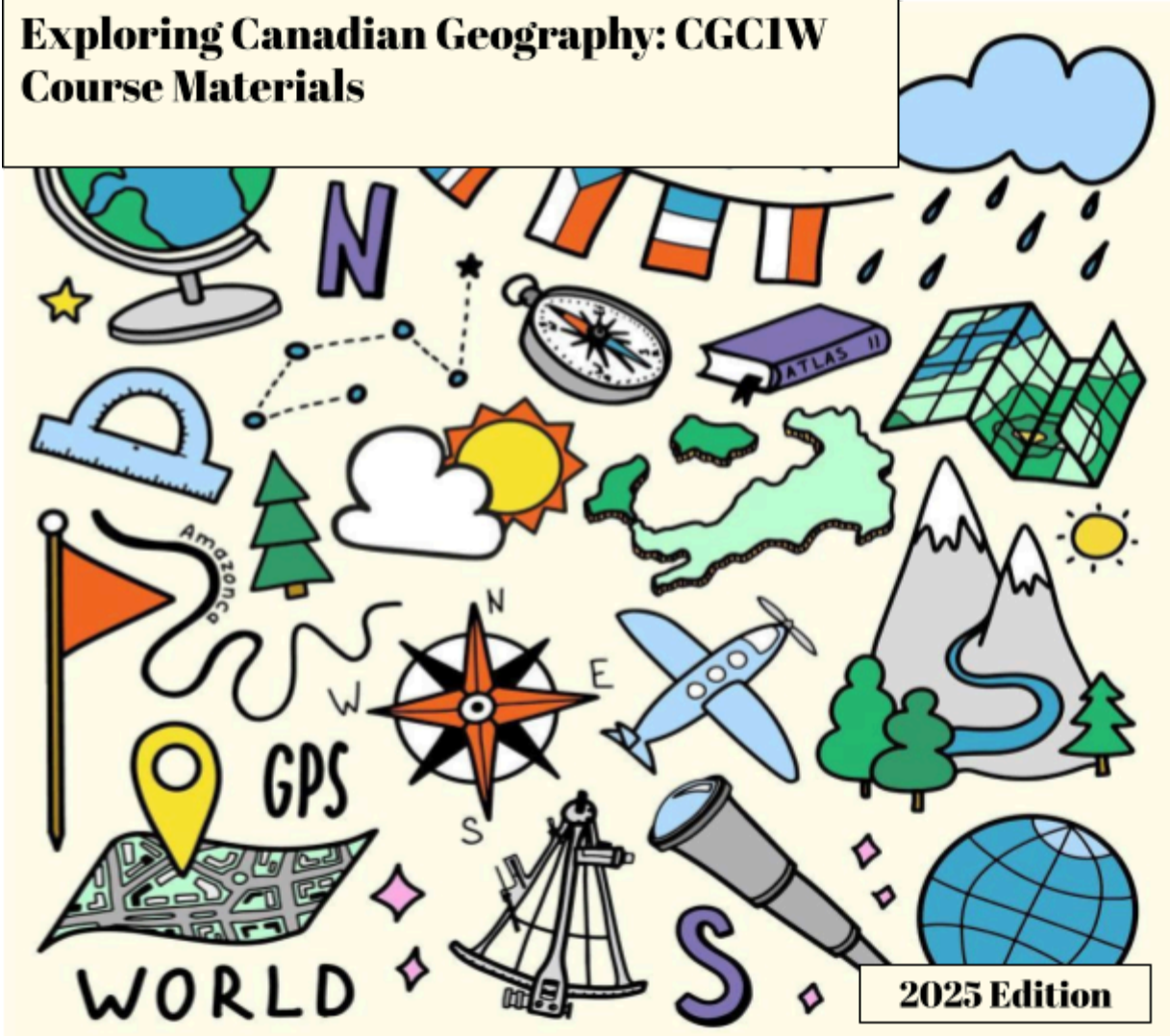


Community Hebrew Academy of Toronto | האקדמיה העברית ע"ש טננבאום



Grade 9

Exploring Canadian Geography: CGCIW Course Materials



2025 Edition

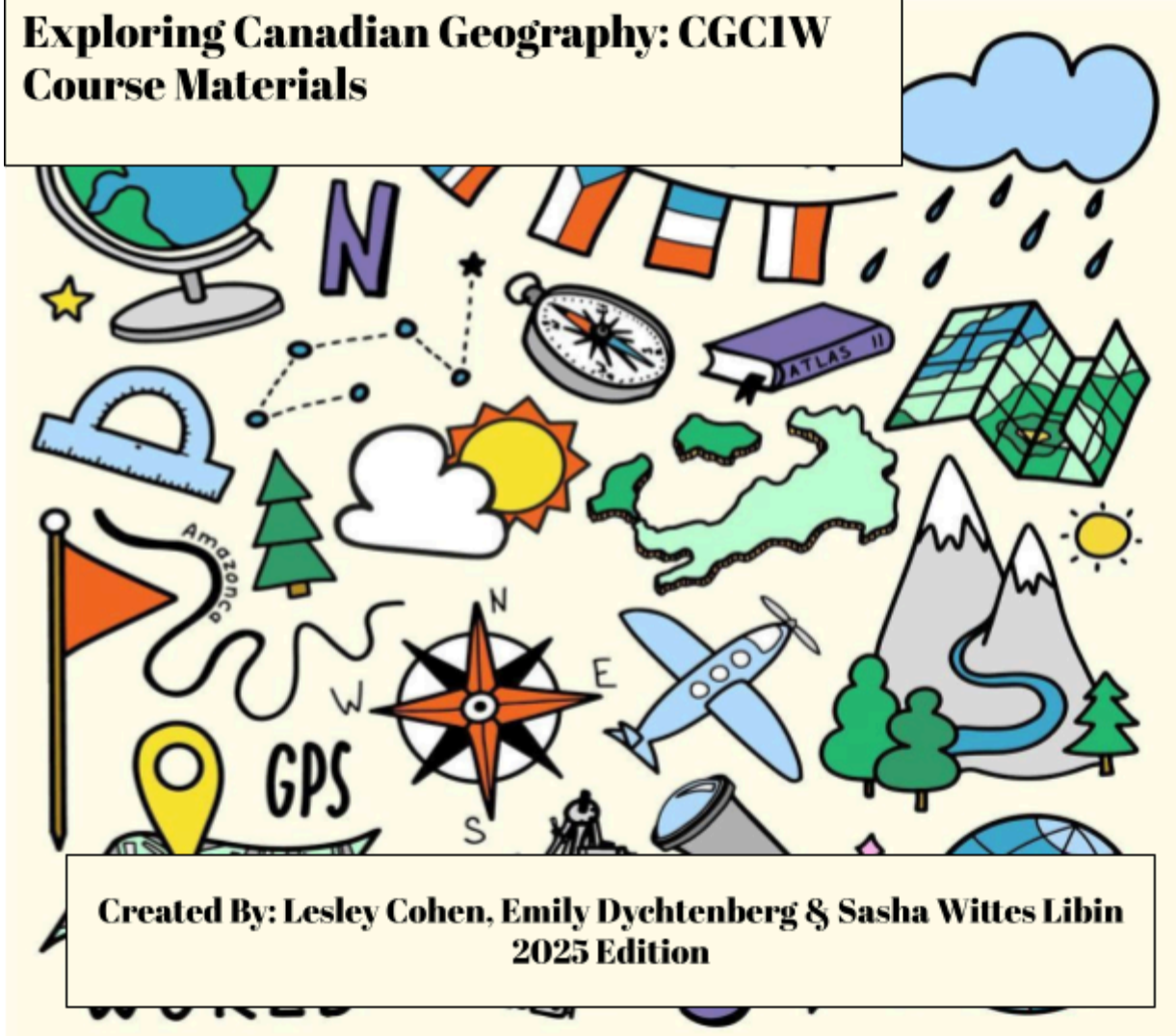


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Grade 9

Exploring Canadian Geography: CGCIW Course Materials



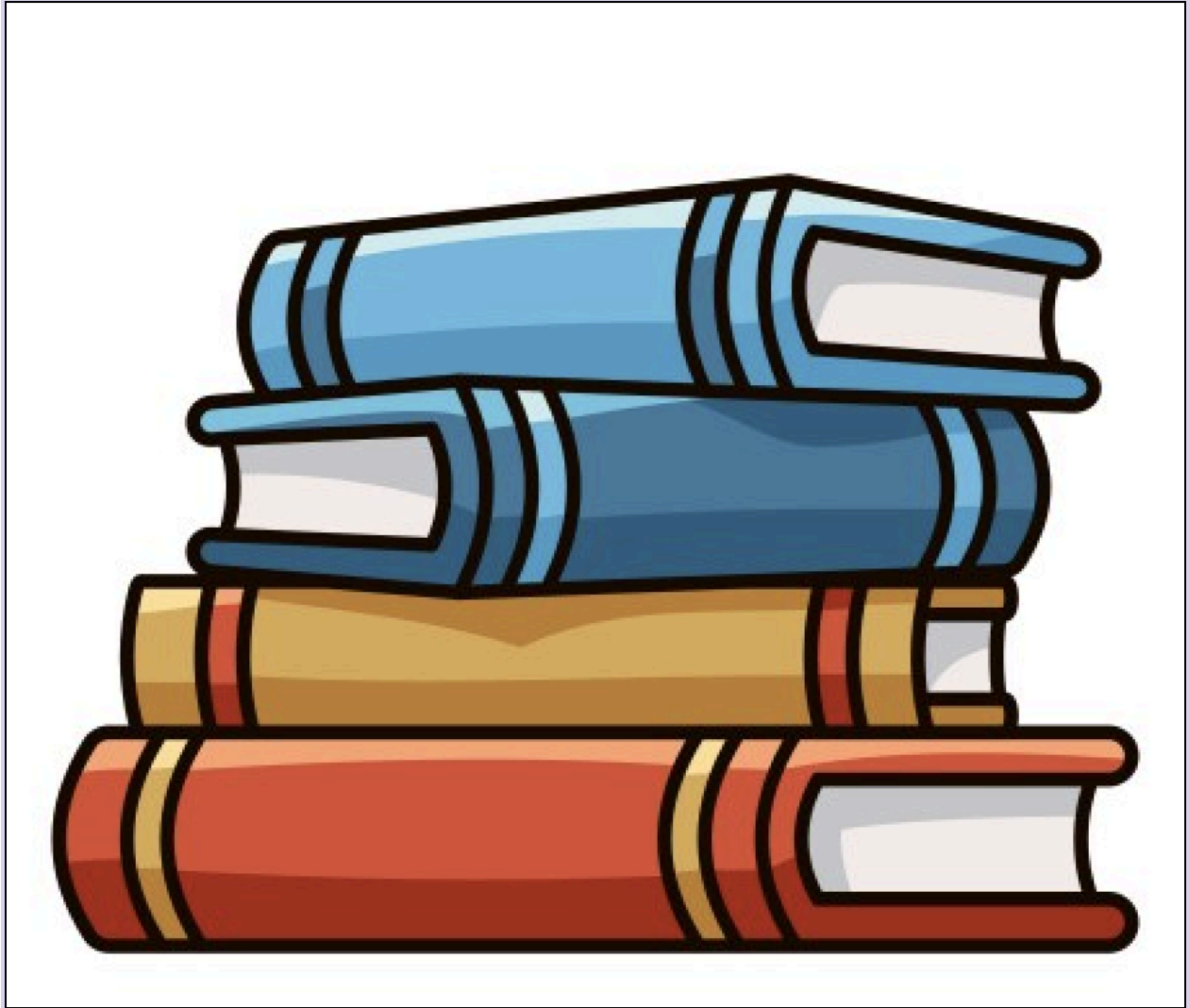
**Created By: Lesley Cohen, Emily Dychtenberg & Sasha Wittes Libin
2025 Edition**

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COURSE INFORMATION



COURSE SYNOPSIS

CGCIW

Geography

Course Overview

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

This year we will have the opportunity to examine the many issues facing our country today. Together we will examine the profound impact that geography has on our lives through answering questions such as: Does where you live determine what you value? Does living in Canada shape who you are? If so, how? How is the space around us organized? Why is it so? How can our cities become more livable and accessible? Through a study of the physical and social geography of Canada, by the end of the course, you will be able to answer the above questions using knowledge and insight.

Units of Study

- Unit 1: Geographic Foundations & GIS
- Unit 2: Human Geography
- Unit 3: ISA - Industries in Canada
- Unit 4: Physical Geography
- Unit 5: Sustainability & Livability

ASSIGNMENTS

Student Products: Course Work	Weighting
Classwork: Demos, Mapping Skills, Data analysis, presentation, etc.	12.5%
Observation/Conversations	5%
Assignments: Geography in the News (5%) Mapping Assignment (10%) Community Sustainability Project (10%) AI Natural Disasters Memorial (5%)	30%
ISA	15%
Physical Geography Test	7.5%
Final Summative Task	30%
Total	100%

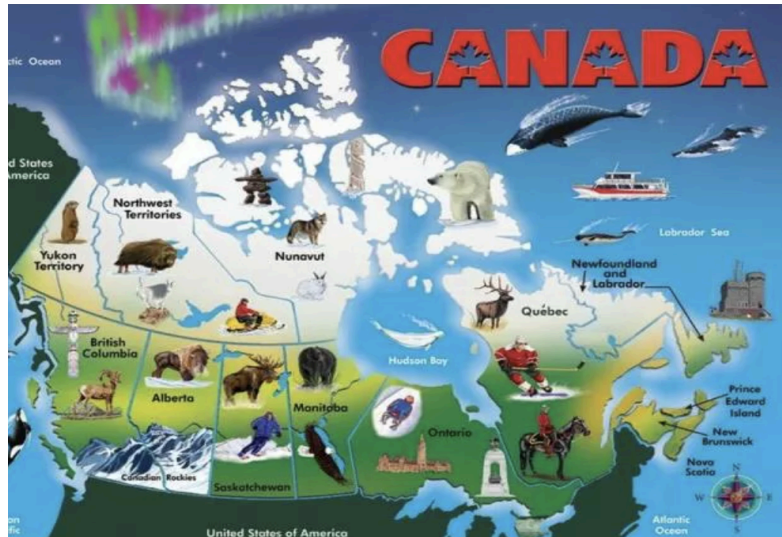
Categories of Knowledge and Skills

For this course the categories for both Course Work (70%) and the Final Summative (30%) will be balanced as follows:

Knowledge	25%
Thinking	25%
Communication	25%
Application	25%
Total	100%

Please see ~~Tanenbaum~~ Tanenbaum CHAT's updated AI policy [here](#)

UNIT 1: INTRODUCTION TO GEOGRAPHY & GEOGRAPHICAL THINKING CONCEPTS



Geography is the study of places, including the relationships that exist between people, places and the natural environment. It examines the impact of locations on people, the natural features of a landscape, the resources that exist therein, and how we use and relate to the land on which we live.

LEARNING GOALS

Students will be able to:

- Understand key geographic thinking skills and apply them to appreciate the interconnectedness of physical and human environments
- Understand the need for different types of maps to represent different phenomena, and learn to analyse thematic maps for patterns and trends
- Used geospatial technologies, including ArcGIS, to create digital maps, including StoryMaps, in order to represent layers of data
- Conduct thorough, reliable, and valid academic research, including the use of MLA style

SUCCESS CRITERIA:

- I can accurately define and provide examples of at least four key geographic thinking skills (e.g., spatial significance, patterns and trends, interrelationships, geographic perspective).
- I can identify and differentiate between at least three different types of maps (e.g., physical, political, thematic) and explain the specific phenomena each is best suited to represent.
- I can confidently navigate the basic interface of ArcGIS Online (or similar specified geospatial software).
- I can correctly cite all sources using MLA style, both in-text citations and a Works Cited page, for a minimum of three sources.

Topic 1: Geographic Thinking Concepts

KEY TERMINOLOGY & DEFINITIONS:	
Geography	The study of places and the relationships between people and their environment. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.
Geographic Thinking Concept	A tool that helps us think critically about our natural and human environment. There are 5 general thinking concepts in Geography, as outlined below.

1. Spatial Significance

- ❖ Determining if and why something is geographically significant

Task: Choose any 2 cities in the world, and complete the following chart. Once completed, answer the questions below about **spatial significance**.

	City 1:	City 2:
<i>Inherent significance</i> What inherent, natural features exist there?		
<i>Assigned significance</i> Does it have particular cultural, religious or historical meaning or value?		
<i>Instrumental or strategic value</i> Is it crucial to achieve a purpose or objective? Does it provide access to important resources?		

1. Why might it be important to think about why geographical features (like a mountain or a river) or locations are significant?

2. How can we determine if a place is significant? What criteria might we need to think about?

3. How can we remove our own personal bias when determining a location's significance? (For example, if I dislike New York, how can I accurately assess its significance?)

2. Patterns and Trends

- ❖ Helps us understand why things are where they are and how they have changed over time

Task: Choose 2 regions in the world and fill in the chart, identifying 3 key similarities and differences between them. Pick different places than you did for the **spatial**

significance chart. Once complete, answer the questions that follow about **patterns and trends**.

Region 1:	Region 2:
Similarities between the regions: 1. 2.	
Rationale:	
Differences between the regions: 1. 2.	
Rationale:	

1. How did you determine which similarities and differences were significant?

2. Why is it important to think about how places evolve over time?

3. Sense of Place

- ❖ A personal feeling about a place.

1. What do you think of when you think of the city you live or grew up in? Think beyond factual information and more about its significance **to you**. Note - your sense of place doesn't have to be positive!

2. Choose one other city in the world and explain your sense of place about that city - what does that particular place mean to you?

-
-
-
-
3. How can a sense of place help you identify an environmental issue and understand its importance?

4. Interrelationships

Identifying the relationships that exist between natural and human environments is an important geographical thinking skill. Understanding relationships helps us see how different things affect each other, allowing us to work towards answering the question: Why care? For example, the climate of a given region will impact what can be grown in that area. Industries such as palm oil can have important consequences for deforestation; harvesting a resource (such as diamonds) can impact the natural environment (including the mining site, potentially water systems, indigenous lands, etc), as well as the economy of a particular area.

1. How do human and environmental factors interact with and influence each other?
-
-
-

-
2. Why is it important to understand the relationship between humans and our environment?

-
-
-
3. How can understanding this relationship help us address climate change and other significant environmental issues?

5. Geographical Perspective

- ❖ Human and physical features and the identities that characterize a place

Task: Examine the painting of Lone Lake, located in Georgian Bay, Ontario, done by Group of Seven artist Franklin Carmichael (below). Compare it to the photograph of Lone Lake (on the next page) using the chart below. Once you've completed the chart, answer the questions about **geographical perspective**.





	Strengths of the Painting	Weaknesses of the Painting
Accuracy - The painting accurately represents the features of the region		
Breadth - The painting conveys a sense of the		

wide range of physical features that are significant to the region		
Connectedness - The painting shows both the region's uniqueness and its links and commonalities with other regions		

1. Do you think Carmichael's painting is a good depiction of Lone Lake? Why or why not?

2. Why do you think it's important to consider a region's diversity AND its commonality (with other regions)?

Topic 2: Mapping

KEY TERMINOLOGY & DEFINITIONS:

Map

A representation of Earth's features on a flat surface. Maps use symbols, colours, shading, and lines to simplify the real world. Maps usually include a legend, borders, and scale to help readers understand what they are looking at. There are 4 primary types of maps.

Political Map:

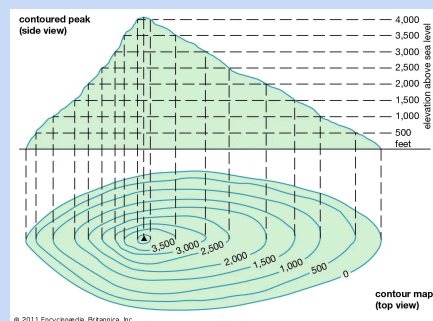
Shows boundaries between countries, provinces and states. Boundaries are marked with lines and colour.

Physical Map:

Uses colour and lines to show landscapes and bodies of water. Names of major features (such as mountains and rivers) are shown, and elevation of land is indicated through colour or shading.

Topographic Map:

Depicts the height of land features (topography), usually with contour lines:



Thematic Map:

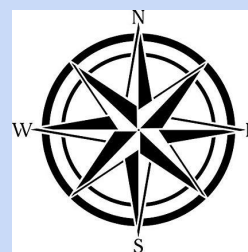
Shows information for a specific purpose (population, temperature, disease, etc). These maps communicate DATA rather than FEATURES using shading, colour and symbols to show how humans, natural features, resources and economic activities are distributed.

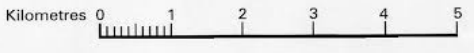
Examples of thematic maps are used to represent population, temperature, levels of pollution, etc.

Thematic maps analyze the spatial distribution of information, and can meaningfully represent geographic *patterns* and *trends*.

Compass Rose

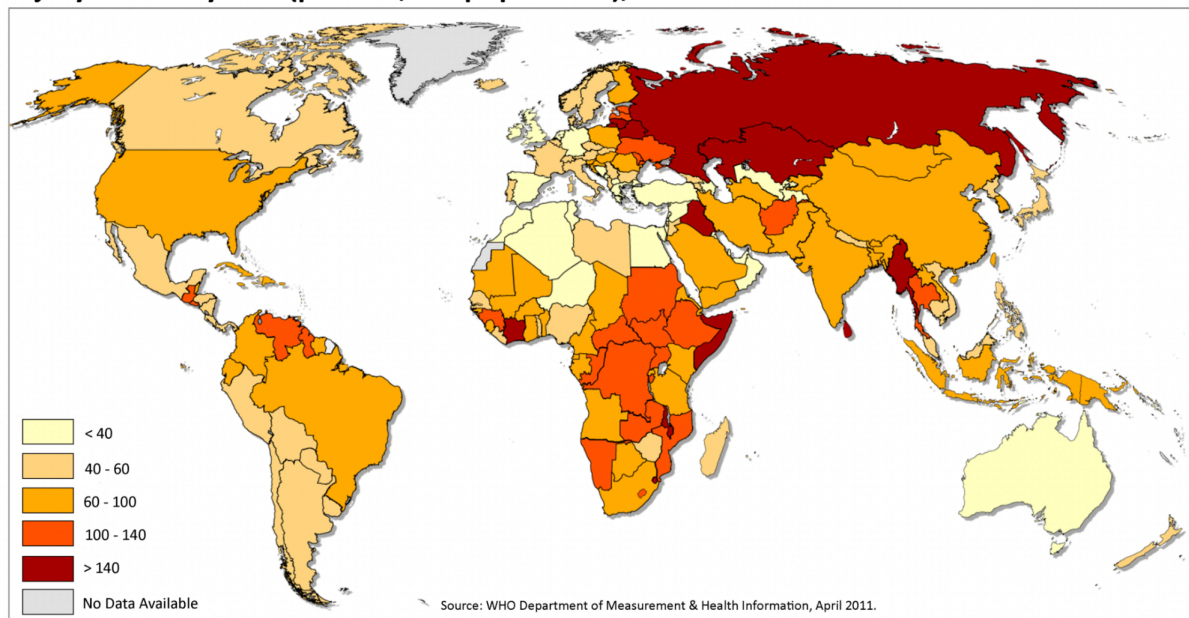
A diagram used to display the cardinal directions (North, East, South, West) on a map.



Scale	<p>Scale shows the relationship between the distance on a map and the actual distance on the Earth's surface. It is often expressed in either a <u>statement</u> (e.g.: 1 cm = 50 km), a <u>linear scale</u> (e.g.: 0 km _____ 400 km) or a <u>fraction</u> (e.g.: 1 : 50,000).</p>
	<div style="text-align: center;"> <p>SCALE 1: 100 000</p>  </div> <p>Small Scale Map: Shows a small amount of detail (zoomed OUT)</p> <p>Large Scale Map: Shows a large amount of detail (zoomed IN)</p>

Activity: Label the type of map based on the descriptions above.

Injury mortality rate (per 100,000 population), 2008



The University of Rhode Island / University of Toronto Department of Surgery
 Global Health Research Collaborative - Epidemiology of Burns in Developing Countries
 Researchers: Dr. Shahla Yekta, Dr. Donna Schwartz-Barcott, Patrick H. Warren, Renee S. Lemieux

Data Source: World Health Organization
 Map Production: Patrick H. Warren, MPH(c)
 phw2106@columbia.edu

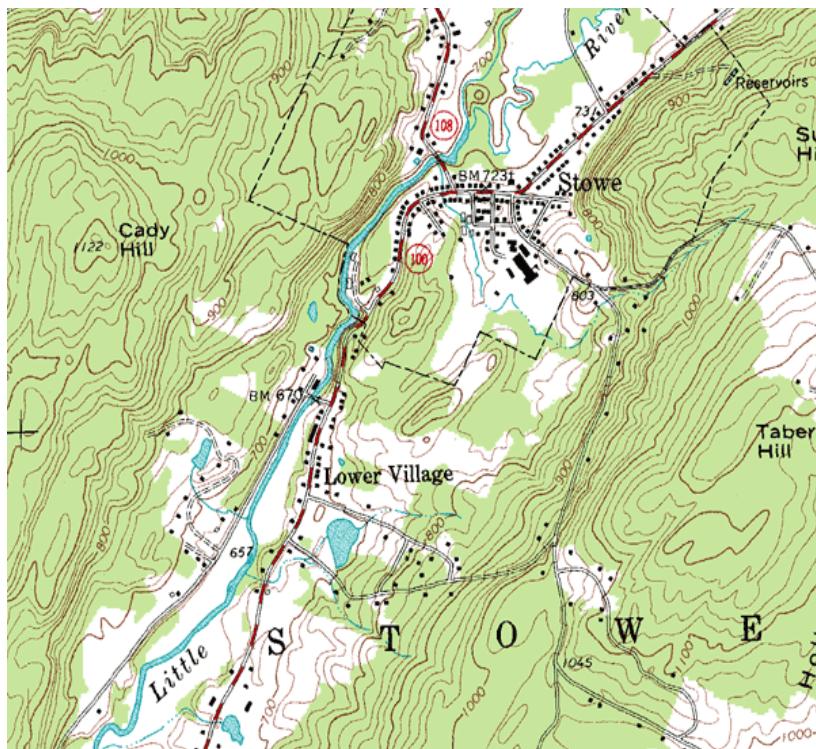
The boundaries and designations used on this map do not imply the expression of any opinion whatsoever on the part of The University of Rhode Island or the University of Toronto concerning the legal status of any country, territory, city or area or of its authorities, or concerning the definition of its frontiers or boundaries.



TYPE OF MAP: _____



TYPE OF MAP: _____



TYPE OF MAP: _____



TYPE OF MAP: _____

The problem with mapping....

- GLOBES are the most accurate way to represent the shape of the Earth and the location of the continent and the oceans. However, they are not great for finding specific locations or representing a lot of detail.
- For this reason, globes must be “projected” onto flat surfaces (in 2 dimensions) to make maps. However, this process causes distortion.
- Map projections are attempts to show the surface of the earth on a flat surface. Some distortions of distance, direction, shape, and/or area always result from this process.
- All types of projections minimize distortions in some ways but maximize them in others. In other words, it's impossible to have a truly accurate flat map.

Watch the [video](#), and then answer the questions that follow.



- 1) What is the core problem with representing a 'sphere' on a flat 'plane'?

- 2) What are some of the 'trade-offs' when projecting maps onto a flat surface?

- 3) What does the Mercator map do well?

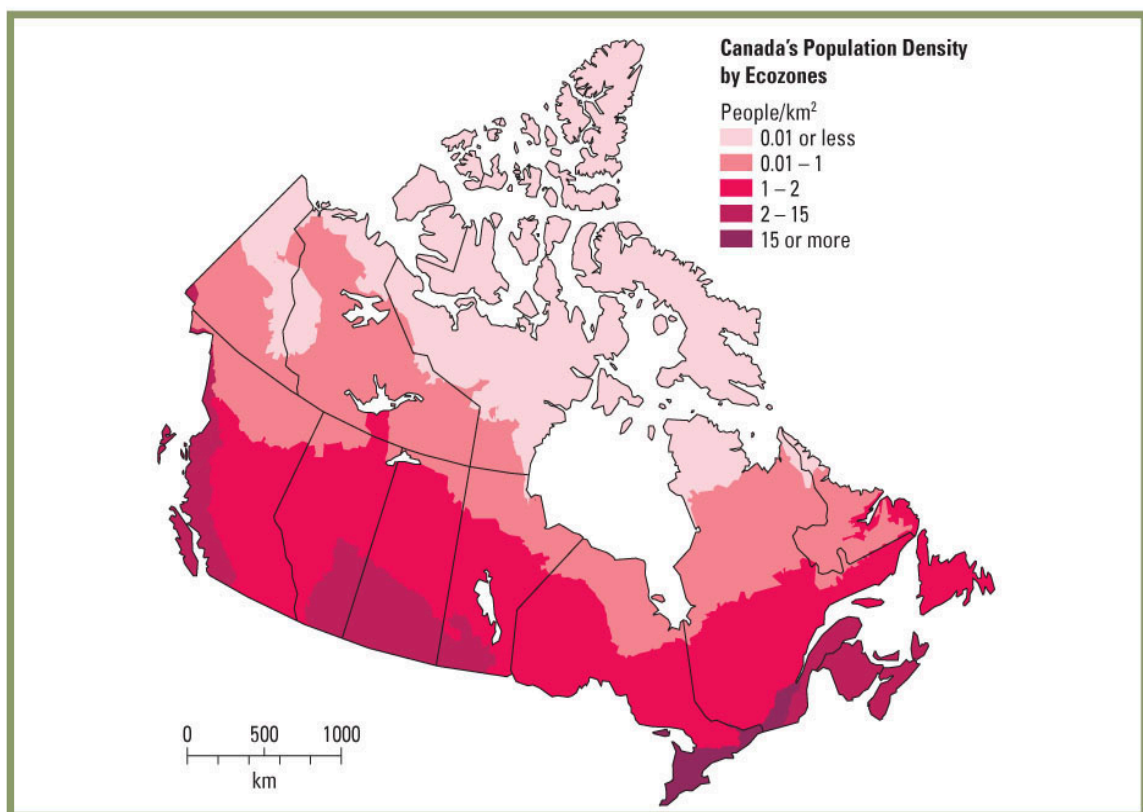
- 4) What does the Mercator map do poorly?

- 5) What does an 'Equal Area' map (Gall-Peters Projection) get right, and what is distorted?

Analyzing Thematic Maps

Thematic maps can help us draw important insights and conclusions about different parts of the world. In groups, analyze each of the following thematic maps, answering the questions that follow.

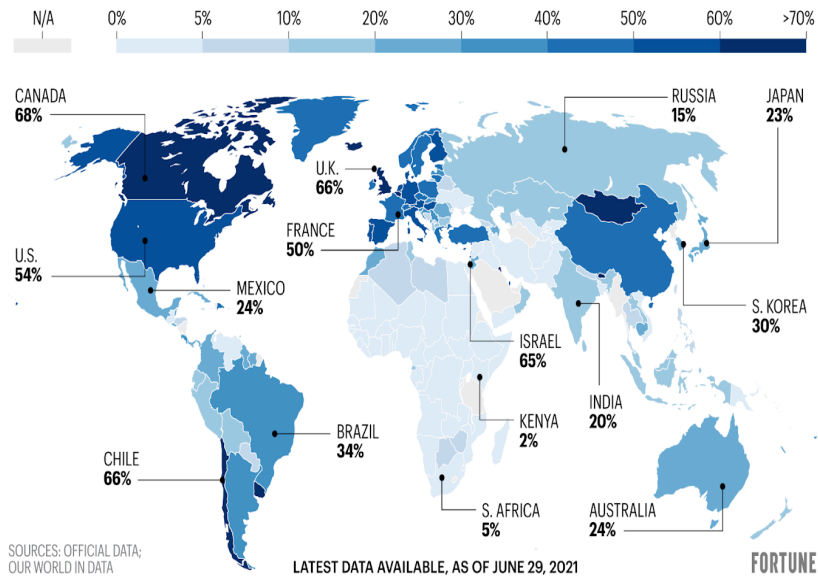
Map 1:



Map 2:

COVID-19 GLOBAL VACCINE TRACKER

SHARE OF PEOPLE WHO HAVE RECEIVED AT LEAST ONE DOSE OF COVID-19 VACCINE



This map shows the percentage of eligible people who received at least one dose of the Covid-19 vaccine by June, 2021.

Map #1:

1. What can we learn from looking at this map? What insights or conclusions can we draw from it?

2. Why is this map significant?

Map #2:

1. What can we learn from looking at this map? What insights or conclusions can we draw from it?

2. Why is this map significant?

Topic 3: Mapping Using Geospatial Technologies (ArcGIS):

KEY TERMINOLOGY & DEFINITIONS:

GIS*Geographic Information Systems*

A technology that is used to create, manage, analyze and map data. It is a powerful tool to represent different types of maps digitally, along with allowing individuals to create stories based on these maps.

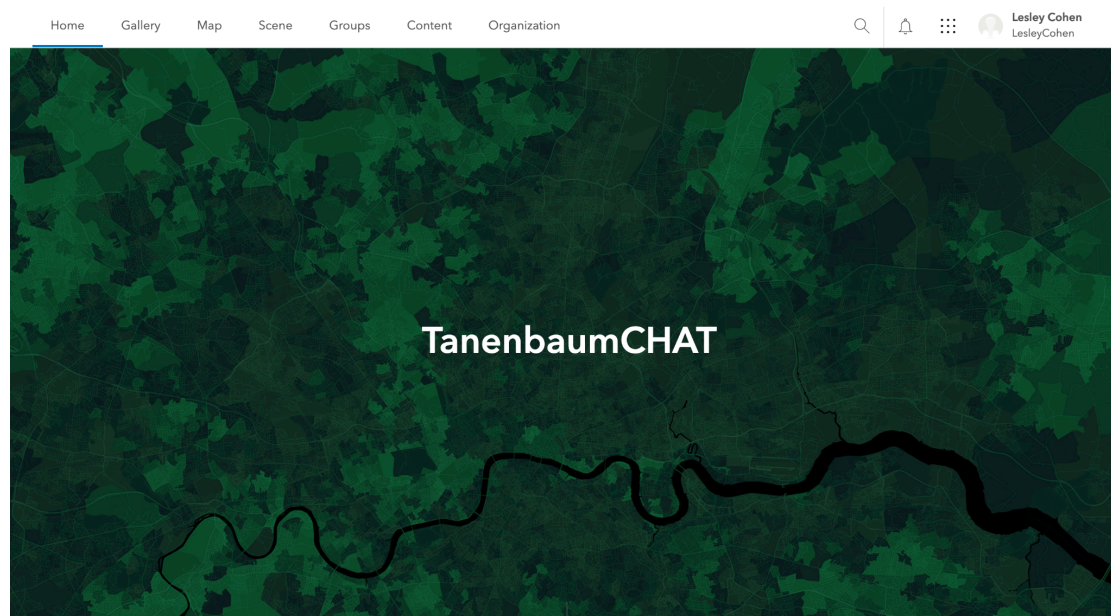
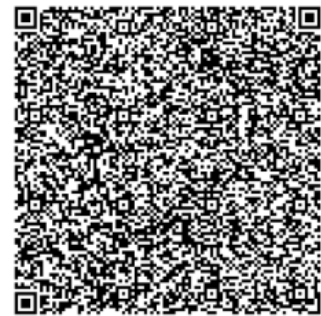
To begin, watch the following [video](#) which introduces you to GIS and answer:

In your opinion, what is GIS?

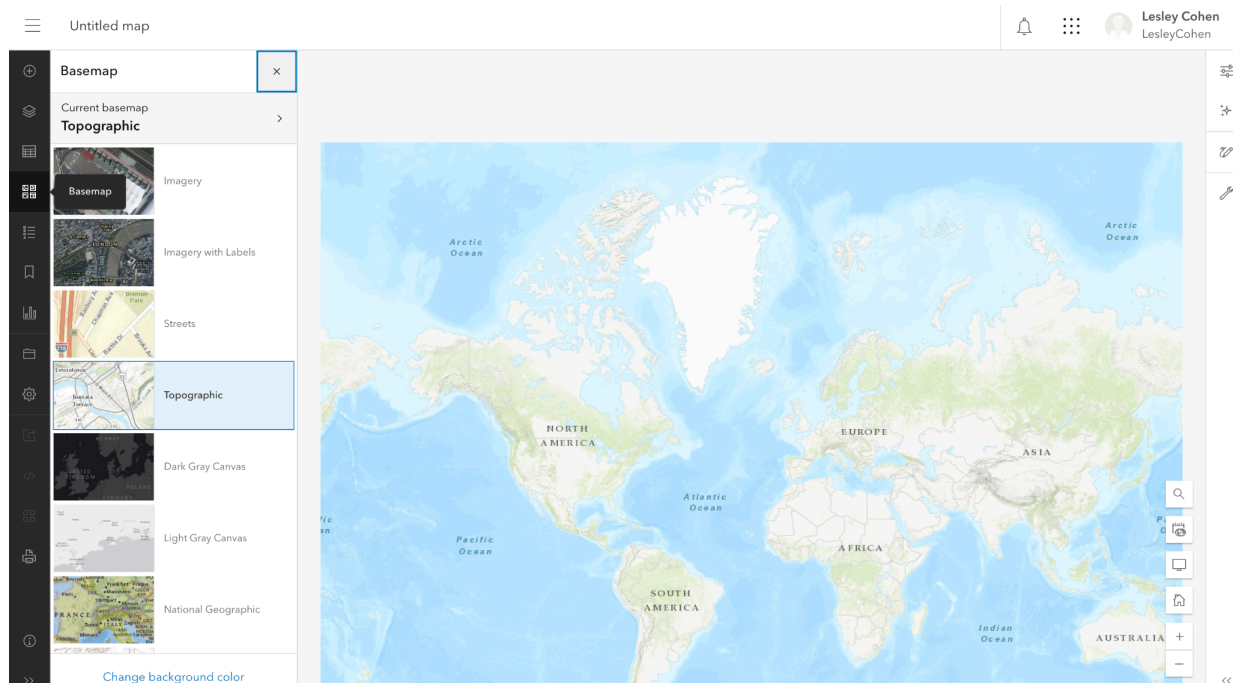


Throughout this year you will be using ArcGIS to digitally map. The steps below include instructions to get started on ArcGIS:

- 1) [Scan](#) the QR code which will take you to the homepage of ArcGIS. Sign in to ArcGIS - you should be taken to this homepage:



- 2) Click on Map. The default map will be a basic topographic map, but by clicking on 'basemap', you can change the map to any type you'd like.



3) After arriving at the map page, play around with base maps. Try zooming in and out on different types of map to show its features. Try changing the map to 'streets' or 'imagery with labels' to find your house, or Tanenbaum CHATTanenbaumCHAT.



4) Watch this [important tutorial](#) and follow along with your own ArcGIS page to explore how to read and create ArcGIS maps!

5) Afterwards, you will complete an activity using ArcGIS using the QR code that is [available below](#).



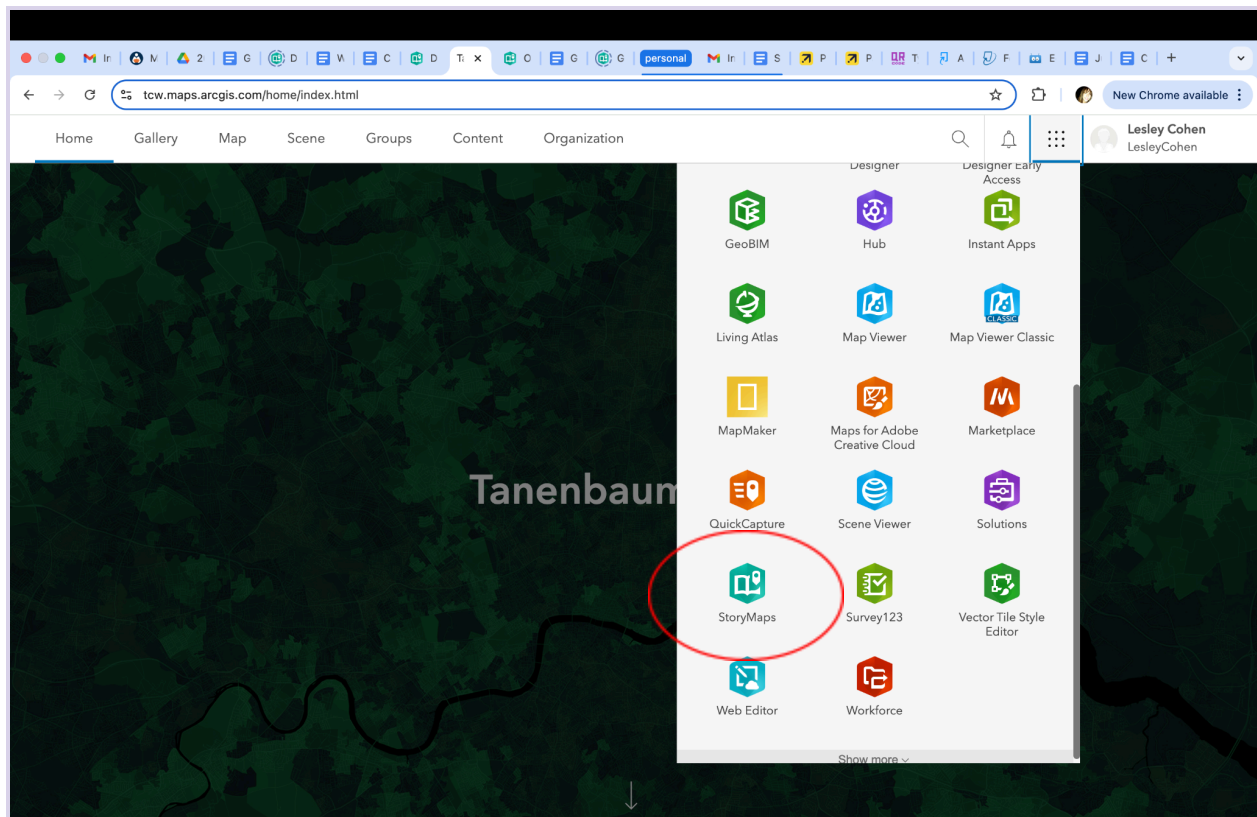
Topic 4: Digital StoryMaps

KEY TERMINOLOGY & DEFINITIONS:

StoryMap

An aspect of ArcGIS that allows you to share interactive maps with text along with photos, text and videos to try and tell a story.

Scan the QR code to watch the video and follow along on your own ArcGIS account to learn more about StoryMaps. You will be using this technology to create your Mapping Assignment at the end of this unit.



After watching the video, create your own story map exploring a country, city, or neighbourhood of your choosing.

Topic 5: Conducting Academic Research

As you work through high school, developing research skills is an essential skill. This research guide will act as a resource for all of your research based assignments.

To begin:

1) Develop Search Terms

The key to good research is having good keywords in your searches. This will help you narrow down your results to find the most relevant information. Here are some tips for coming up with good keywords:

- Think of your research question(s).

Good questions will address what you are trying to find out. You may need to ask more than one question in order to find all the information you're looking for.

- Consider the who, what, when, where, how and why of your topic. Consider more narrow and broader aspects of your topic.
- For example, if you are researching the causes of climate change, a good question might be "what causes climate change?" but you may also want to ask "how do humans cause climate change?"
- Make sure that you fully understand your topic before you create research questions. A good place to start might be with a simpler question - "what is climate change?"

- Identify the main concepts and key ideas within your question.

Use the words of your research question to help you identify important keywords.

- From the example above, "what causes climate change?" Some keywords might be: *causes* and *climate change*

- Start broad, then get more specific.

Start your search with broader terms, then get more specific as you conduct more research to help you fill in missing gaps.

- For example, you could start your research with a search for "climate change," and then once you've found and read a few articles, you can search for more specific information like: "what

are some potential long term consequences of climate change in Canada?"

- Think of other similar words. Identifying words that are similar to your keywords will help expand your research.
 - Instead of *climate change*, you could use *global warming*
 - Instead of *causes*, you could try *reasons* or *sources*

2) Finding Good Sources

Once you have your search terms, there are many places online that you can go for information. It is good to use a variety of sources in your research. Make sure that you don't rely on one website for all of your information!

Here are some good places to look for information and resources:

- Google Scholar: A search engine entirely of scholarly articles and peer-reviewed journals. Any resource from Google Scholar will be academic and should be trustworthy.
- Google Books: A database of books, many of which are fully accessible, some only free previews. Be careful - just because you find information in a book, does not mean it is automatically credible.
- Toronto Public Library Databases: A huge collection of research databases about a wide variety of subject matters, including biographies and newspaper archives. You will need a Toronto library card in order to access these - you are all eligible for a Toronto Public Library card because you go to school in Toronto (even if you don't live in the city). Richmond Hill public library has a similar database.
- Newspaper Websites: Any newspaper website can be a very valuable place to find information. Always be careful with news, as every newspaper has a bias. The information you get is likely true, but is it the whole story?



Google Scholar



Google Books

The CHAT Library
WebsiteThe Richmond Hill Library
WebsiteToronto Public Library
Database

Evaluating Sources

Just because it's on the Internet doesn't mean it's true! When you find a source, it's incredibly important to determine if it's credible or not. Here are a few good tricks to help you.

- ❖ Cross reference and double check your information - if you find information in multiple sources, it's more likely to be correct than if you can only find it in one source.
- ❖ The CRAAP test - by applying the CRAAP test, you can determine if your source is up to date, relevant, written by a knowledgeable author and as free from bias as possible.
 - Current: How recently was this information published?
 - Relevance: How does this information fit your topic?
 - Authority: Who wrote this? Are they credible?
 - Accuracy: How correct is this information?
 - Purpose: Why was this information shared?

C	<p>Currency: <i>The timeliness of the information.</i></p> <ul style="list-style-type: none"> • When was the information published or posted? Revised or updated? • Does your topic require current information, or will older sources work as well?
R	<p>Relevance: <i>The importance of the information for your needs.</i></p> <ul style="list-style-type: none"> • Does the information relate to your topic or answer your question? • Who is the intended audience? / an appropriate level?
A	<p>Authority: <i>The source of the information.</i></p> <ul style="list-style-type: none"> • Who is the author/publisher/source/sponsor? • What are the author's credentials or organizational affiliations? • Is the author qualified to write on the topic? / contact information?
A	<p>Accuracy: <i>The reliability, truthfulness and correctness of the content.</i></p> <ul style="list-style-type: none"> • Where does the information come from? / supported by evidence? • Has the information been reviewed or refereed? • Does the language or tone seem unbiased and free of emotion?
P	<p>Purpose: <i>The reason the information exists.</i></p> <ul style="list-style-type: none"> • What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade? • Does the point of view appear objective and impartial? • Are there political, religious, institutional or personal biases?

- ❖ “A Finder’s Guide to Facts” questions - go through the questions on [this website](#) to help you determine the credibility of your information.



Integrating Your Research Into Your Work

When you are using other people’s work you obviously cannot just copy and paste. In order to acknowledge that this is from a different source, you need to properly integrate other peoples’ information into your own work. This can be done in four ways:

- 1) Quoting: Directly pointing to an author or reference. Any quotations that you use in your writing must be in “quotation marks”, and you must include an in-text citation at the end of the quote.
 - Quote from another source when the words are powerful or if the author uses a term or phrase that they created.
 - Quoting is good for introducing and/or defining key terms
 - You should quote sparingly - only quote from a source if **absolutely necessary!**
- 2) Paraphrasing: Restating an idea in your own words. All paraphrasing must be accompanied by an in-text citation.
 - Paraphrase from another source when the ideas are important to your point, but you don’t want to quote directly
 - Paraphrasing is good for explaining something without interrupting the flow of your writing or providing specific examples
 - Note: Changing a few words for synonyms IS NOT paraphrasing!
- 3) Summarizing: Giving a brief overview of the main points of another source. Summaries must be accompanied by an in-text citation.
 - Summarize when a source’s main ideas are important to your point, but you do not need specific details.

- Summarizing is good for: giving a brief synopsis of material, describing similarities and differences between multiple sources and highlighting key concepts
- 4) Commenting - Writing your opinion or your analysis of material from another source
- Comment when analysis is required. Be sure to explain the significance of your findings

Additional Considerations:

- Whenever you incorporate research, make sure that information you take from another source serves a purpose. Be sure to use it to further your analysis, not as a substitute for your analysis.
- Don't use other peoples' work as a way to avoid thinking. All outside information that you include in your work must be selected purposefully, thoughtfully integrated and explained thoroughly.
- Never let a quote "speak" for itself! Quotes don't analyze themselves, YOU need to analyze them.



Everything You Need to Know About MLA Style

Whenever you use information from another source, whether you quote, paraphrase or summarize, you MUST cite it. The [University of Purdue Online Writing Lab](#) provides a thorough guide regarding in-text citations and Works Cited.

The Basics

- Create a header in the upper right-hand corner that includes your last name and page numbers. This can be done on a google doc by clicking "insert," followed by "page numbers."
- Within your writing, use quotation marks to indicate the titles of shorter works, like short stories and news articles, and *italics* to indicate titles of longer works, like books (fiction and nonfiction) and plays. For example "Lamb to the Slaughter," and *A Raisin in the Sun*.
- Do not make a title page for your work, unless specifically asked to

- Unless you have been asked to create a title page, create a header in the upper left-hand corner of the first page of your work that includes your name, your teacher's name, the course code and section number and the date
- The title of your work should not be bolded, underlined, italicized or in quotation marks
- Double space between the title of your work and the first line of the text

Citations

- In MLA style, referring to the works of others in your work is done using parenthetical, in-text, citations, unless specifically told otherwise.
- This involves providing relevant source information in brackets, whenever a sentence uses a quotation or paraphrase from a source. Any information in a citation must match with the corresponding entry in the Works Cited page at the end of your work.
- The information required depends on the type of source:
 - Print sources: The first time a print source is referenced, you cite it using the (author page number) format. When it is referenced again, omit the author's name, meaning it would just be (page number).
 - Citations with just a page number imply that it comes from the same source as the previous citation
 - Example: (Libin, 1); (1)
 - Print sources with no known author: Use a shortened version of the title
 - Example: if the title of the work is *The Curious Incident of the Dog in the Night-Time*, your citation would read (*The Curious Incident*).
 - Internet sources: Your in-text citation should be whatever the first item in the Works Cited entry is (it could be the author's name, the article title or the website name). Do not include page numbers from a website. If your citation is the title, it must be in "quotation marks".
 - Examples: (Grammer); ("How to Cite")

When in doubt, cite! If you're unsure whether or not you need to cite something in your writing, it's always good to do it. Better to do it and not need it than not do it and need it.

Works Cited

All of your in-text citations need to correspond to an entry within your works cited page.

- Your works cited page should always begin on a new page
- Label your page Works Cited.
 - Do not bold, italicize or underline the title, or put it in quotation marks (like the title of your work)
- Put a space in between all citations, but do not double space within the same entry.
- Entries in a Works Cited page are listed alphabetically, NOT in order of appearance
- If a citation is longer than one line, indent after the first line
- Different types of sources are cited differently:
 - Books:
 - Last name, First name. *Title of Book*. Publisher, publication date.
 - Example: Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown and Company, 2007.
 - Articles:
 - Last name, First name. "Name of Article." *Newspaper Publisher*, date of publication, URL
 - Kochie, Dakota. "Opinion: The National Day for Truth and Reconciliation Is Essential for All Canadians to Honour." *The Globe and Mail*, 29 Sept. 2021, <https://www.theglobeandmail.com/opinion/article-the-national-day-for-truth-and-reconciliation-is-essential-for-all/>.
 - Websites:
 - Last name, First name (if applicable). *Name of site*. Name of institution or organization affiliated with the site, date of creation (if applicable), Full URL.
 - Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003, www.cla.purdue.edu/english/theory/.
 - Podcast:
 - "Title of Episode" *Title of Series*, from Creator, date of release, URL.

- Example: “Best of Not My Job Musicians.” *Wait Wait...Don’t Tell Me!* from NPR, 4 June 2016,
www.npr.org/podcasts/344098539/wait-wait-don-t-tell-me.



How to set up MLA with
Works Cited (Google Docs)

How to use Google Docs
Citation Tool

How to use MyBib

If you have additional questions, please reference these links.

Last Name Page Number

Your Name

Your Teacher's Name

Course Code

Due Date

Title

(Final Page)

Works Cited

MAPPING ASSIGNMENT:

Design Your Perfect Canadian Vacation!

Exploring the connection between Canada's physical geography and tourist destinations

Learning Goals:

- I will be able to:
 - Identify and label various locations across Canada
 - Think creatively and thematically about geography
 - Learn about Canada's unique destinations and tourist attractions
 - Create a digital story map
-

Task:

Your marketing company is launching **specialized Canadian vacations**. Your task is to design one specialized vacation, which considers both the travelers on your trip and the locations that they may like to visit based on a theme of your choice. Follow the steps outlined below to create your vacation.

Remember that you are trying to market your tour, so make this clear within your paragraphs!

By the end of the assignment, you will need to submit:

- Your Research Chart
 - A digital story map that includes:
 - 6 Informational 'Slides'
 - 1 introductory slide + paragraph about your tour.
 - 5 slides, one for each destination. These will include your written paragraphs about each destinations (Roughly ½ a page each, double spaced)
 - A digital map of Canada, following the specifications outlined below.
-

To begin your assignment, start by:

1) Step One: Select a theme

- Your theme should suit your interests, hobbies, or even your personality.

Some examples of themes include:

Sports / Extreme Sports

Nature / Ecotourism

Religion / Spirituality

Food

Animals

Historic Landmarks

Science & Technology

Music

Indigenous culture

Arts, self-care

When selecting your theme, it is important to be general. This will help ensure that you can find relevant and appropriate destinations. For example, your theme should be sports, NOT hockey.

Step 2: Select your destinations and gather research

- **You need to use a minimum of 3 sources for this assignment and must ensure that they are credible academic sources. *When conducting your research and selecting your tourist destinations, keep in mind that:***
 - ❖ You need to include a total of 5 provinces/territories (a territory **MUST** be included)
 - ❖ Include 1 destination per province/territory to visit
 - **Example: Theme - Sports:** stadium, museum, cultural landmark, training facility, and hometown of a Canadian great. Be sure to consider **what** people will be seeing or doing at each specific location.
 - ❖ Fill in the chart below to help you organize your research, which will be submitted
 - At least three sources are needed. The Tanenbaum CHATTanenbaumCHAT Library website may be helpful, which is available using the QR code.



Research Chart:

Province/ Territory	City and Destination Selected	Significance: <ul style="list-style-type: none">- Historical, Environmental, Social- Geographic (Climate, Physical Location, Population, etc)	Link Used

Step 3: Destination write-ups

Begin writing your paragraphs. As mentioned at the beginning of your assignment, you will be writing **six paragraphs in total, each one appearing as a separate destination on your story map.**



- ❖ Write one paragraph introducing your tour and its theme. Be sure to focus on marketing your tour within this paragraph.
 - Remember, you are trying to sell this trip to customers!
- ❖ Write one paragraph (5 total) explaining each destination (roughly ½ page each), which:
 - 1) Explains your destination
 - 2) Explains its significance or importance (Consider: Why should everyone visit this location? Why is it important to Canadian or world history? What makes the destination unique? Why is it important within Canada's natural environment?)
 - These are just guiding questions, if you move beyond these questions it is okay!

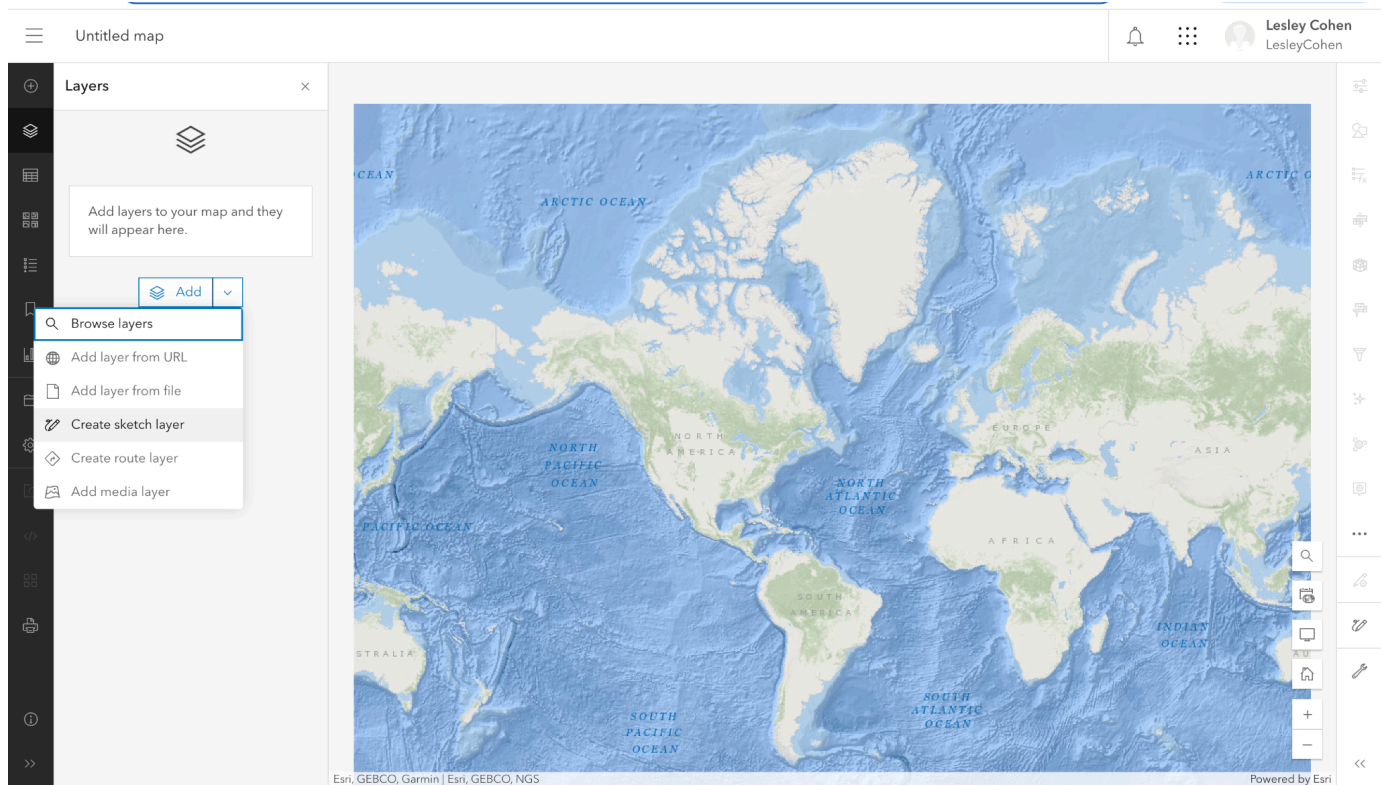
- ❖ Your assignment must include in-text citations AND a proper MLA-style Works Cited page, so make sure that you keep track of where your information is from on your chart.

This will all be added to your digital story map.

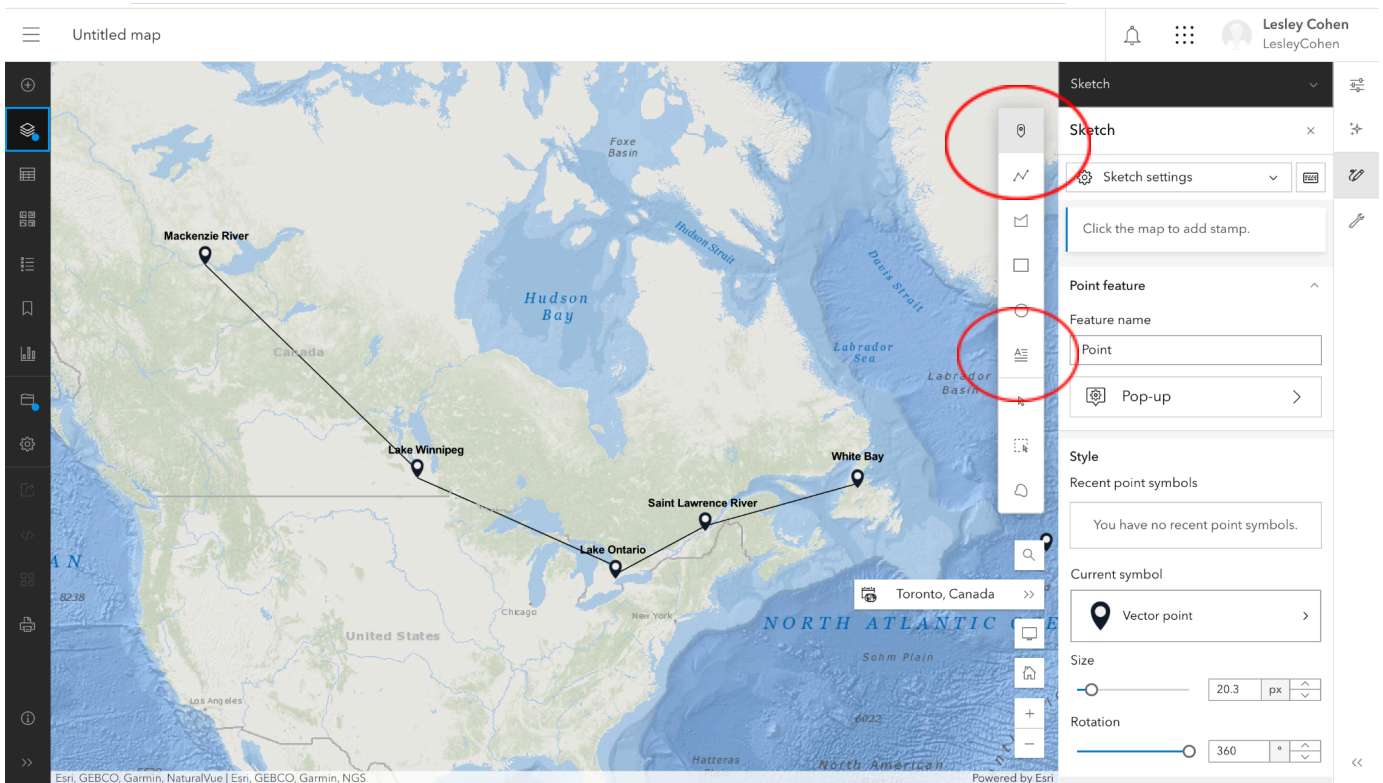
Step 4: Plot your vacation route and other important landmarks. This will be done on a map of Canada using ArcGIS.

Be sure to follow the instructions closely!

- 1) Sign into ArcGIS and then select 'Map'
- 2) Select the 'oceans' base map.
- 3) On the first layer of your map, add all of the provinces and territories in ALL CAPITAL LETTERS. This can be done by adding a 'Sketch' layer, and navigating on the side to add a relevant text box in every province or territory.



- Add a second sketch layer, and label capital cities by placing a unique icon at their exact location, along with a text box with the name of the city in lower case font (capitalized).
- Label the capital of the country and place a unique symbol at its location.
- Plot each of your destinations on the map and choose a symbol to represent these locations.
- Connect all of your locations together with a straight line, showing your created trip route.



- Create a **legend**, which distinguishes all the cities/destinations as well as other features.
- Indicate the direction of your map using a compass rose
- Title your map
- When you have completed your map, make sure to 'save' it (using the toolbar on the left). When you create your StoryMap, you will be able to import it from your saved content.

Step 5: Create a StoryMap

Review how to create a StoryMap based on the tutorial you completed earlier in this unit. Begin creating your story. You can import your map, as well as any other images - whether from your own content, or the web.

Mapping Assignment Rubric

/45

- /5 **Knowledge:** Map is detailed, clear and accurate. Map includes all relevant information (country capital, capital cities, destinations, legend, title, compass rose, etc).
- /10 **Thinking:** The student incorporates multiple and credible sources to write an effective description of each destination including specific details. The paragraphs market the specific locations effectively.
- /10 **Communication:** The student expresses and organizes their ideas and information in a clear way. The story map effectively highlights the destinations selected and includes all necessary information. Research is properly formatted including in-text citations and a proper works cited page (formatted using MLA).
- /20 **Application:** The student effectively explains the significance of each location in great detail (ex: historical, environmental, social).

UNIT 2: HUMAN GEOGRAPHY



Human Geography is the study of the interrelationship between people, places and the environment. It examines how humans interact with each other, and also considers the distribution of people and cultures around the world.

LEARNING GOALS

Students will be able to:

- Understand how population changes may impact governmental policies
- Analyze population policies, pulling out key ideas
- Compare/Contrast population policies, understand why they may differ
- Understand the differences between generations
- Understand Canada's immigration system, including the Points system
- Understand who Canada's indigenous people are, and explain the difference between First Nations, Metis and Inuit peoples
- Understand the importance of the Indian Act and contemporary Indigenous Land Claims

SUCCESS CRITERIA

- I can identify and explain at least two different ways population changes can impact a country's social policies (e.g., education, childcare, social welfare programs).
- I can explain at least two specific reasons why population policies might differ between countries (e.g., cultural values, economic development, political systems, demographic pressures).
- I can explain at least two key historical, technological, or social factors that have shaped the characteristics of different generations.

- I can provide at least one example of the unique challenges or strengths faced by Indigenous groups.
- I can define Indigenous Land Claims and explain why they are a crucial contemporary issue for Indigenous peoples in Canada.

TOPIC 1: Demographics

KEY TERMINOLOGY & DEFINITIONS:	
Demography	The study of human populations, which helps us understand the characteristics of a population, including religion, language, and socioeconomic status.
Birth Rate	The number of annual births in a population per 1000 people. Calculation: $\text{Number of births} \div \text{Population} \times 1000$
Death Rate	The number of annual deaths in a population per 1000 people. Calculation: $\text{Number of deaths} \div \text{Population} \times 1000$
Natural Increase Rate	Birth rate and death rate combine to determine the natural increase rate. $\text{Natural Increase Rate} = \text{Birth Rate} - \text{Death Rate}$.
Census	A collection of data about a population, including population trends, education, and employment. A census is completed every five years in Canada.
Doubling Rate	How long it takes, in years, for a population to double.
Infant Mortality Rate	The yearly number of deaths under 1 year old per 1000 people.
Net Migration	The annual gain or loss of population from movement of people in or out of a country.
Population Growth Rate	The change in the number of individuals over a period of time. Calculation: $\text{Natural increase} - \text{net migration}$.

Reference the chart below and answer the questions that follow:

Geography	Canada (map)				
Gender	Total - gender				
Age group ^{3, 6}	2020	2021	2022	2023	2024
	Persons				
All ages	38,028,638	38,239,864	38,935,934	40,083,484	41,288,599
0 to 4 years	1,937,161	1,902,883	1,887,248	1,875,082	1,873,533
5 to 9 years	2,067,384	2,072,565	2,090,493	2,122,814	2,155,845
10 to 14 years	2,092,804	2,114,016	2,146,468	2,189,202	2,235,131
15 to 19 years	2,082,685	2,059,975	2,140,824	2,231,112	2,315,434
20 to 24 years	2,473,470	2,404,398	2,462,109	2,595,967	2,744,222
25 to 29 years	2,679,330	2,674,655	2,742,141	2,909,435	3,042,351
30 to 34 years	2,660,337	2,704,004	2,803,053	2,989,564	3,152,014
35 to 39 years	2,618,643	2,643,161	2,698,406	2,812,771	2,955,034
40 to 44 years	2,459,921	2,505,252	2,569,219	2,677,455	2,800,440
45 to 49 years	2,392,795	2,381,758	2,402,956	2,459,005	2,541,391
50 to 54 years	2,441,944	2,427,770	2,424,833	2,431,356	2,446,595
55 to 59 years	2,747,541	2,690,509	2,624,347	2,550,230	2,493,717
60 to 64 years	2,565,102	2,612,928	2,645,404	2,681,764	2,712,771
65 to 69 years	2,161,130	2,226,492	2,304,426	2,380,006	2,442,561
70 to 74 years	1,784,158	1,845,779	1,870,449	1,911,210	1,972,708
75 to 79 years	1,213,690	1,272,339	1,372,948	1,457,724	1,532,797
80 to 84 years	810,325	841,433	875,543	916,600	960,179
85 to 89 years	514,268	521,396	527,699	538,758	554,453
90 to 94 years	246,060	255,977	261,696	265,330	267,192
95 to 99 years	69,996	71,970	74,587	76,606	78,559
100 years and older	9,894	10,604	11,085	11,493	11,672
	Years				
Median age	40.8	41.0	40.9	40.6	40.3

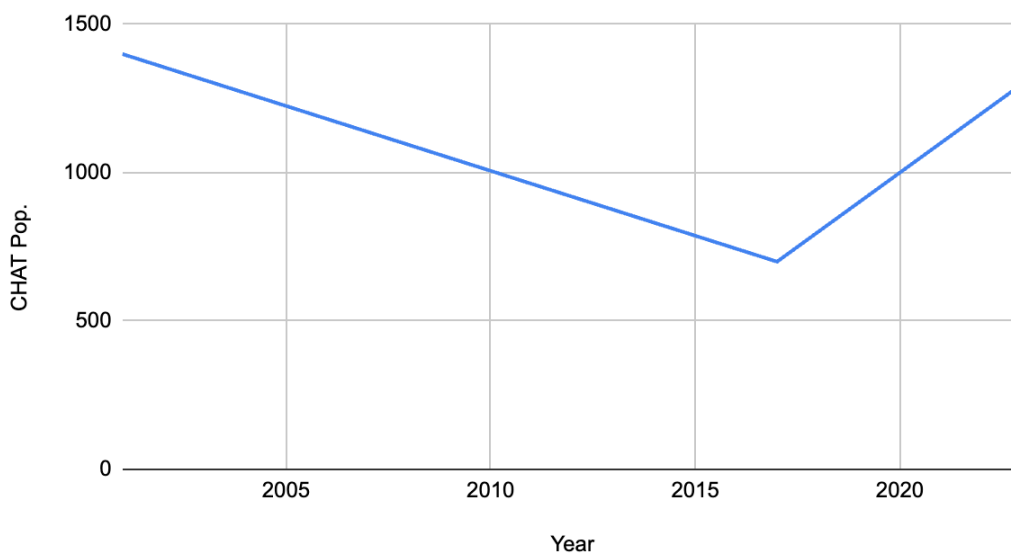
- What conclusions can you draw about the population in Canada? Is it increasing? Decreasing? Why?

- Why does it matter that the median age is decreasing? What does that tell us about the population in Canada?

Case Study: Population Change at Tanenbaum CHATTanenbaumCHAT

- In 2001, when Tanenbaum CHATTanenbaumCHAT first created a second campus, they had 1,400 students!
- However, when Tanenbaum CHATTanenbaumCHAT merged back into one campus in 2017, there were under 700 students (a little under 300 from the North campus and over 300 from the South campus).
- Today, the population of Tanenbaum CHATTanenbaumCHAT has returned to around 1,400 students.
- Look at the graph below to learn more about the changes to Tanenbaum CHATTanenbaumCHAT's population over time.
 - What factors do you think led to these changes? How could you use these facts to predict the future trends?

CHAT Pop. vs. Year



TOPIC 2: Population Policies & Population Trends in Canada

KEY TERMINOLOGY & DEFINITIONS:	
Population Density	The concentration of people in a specific geographic area.
Population Policies	Measures taken by a government to modify the way their population is changing. They may promote large families or immigration (to increase their population), or may limit births (to decrease their population).

Population Policies

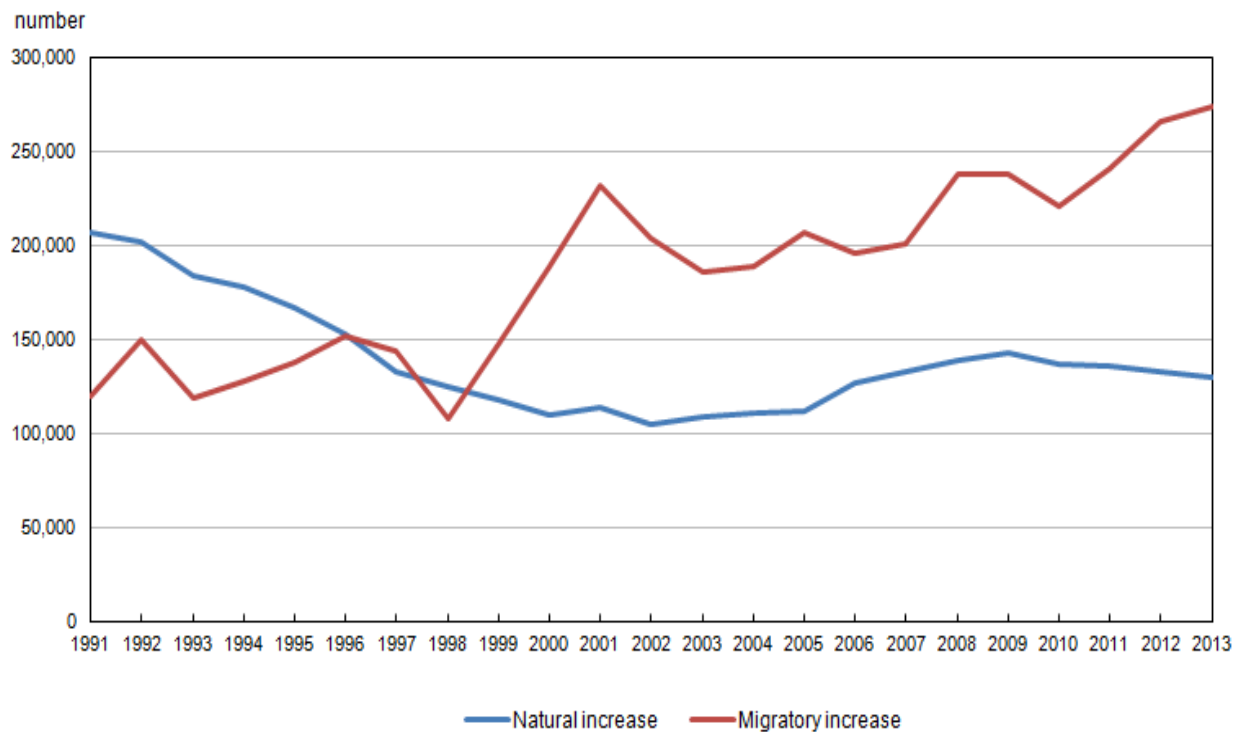
Evaluate each country's population policy, and determine whether they think governments should or should not have put this policy into place.

<i>COUNTRY</i>	<i>ISSUE</i>	<i>SOLUTION</i>	<i>Should the government have intervened? Why or why not?</i>
<i>CHINA</i>	<i>Ballooning population</i> - China's population growth spiraled between 1980 and 2020. The population grew from around 1 billion to 1.5 billion.	China instituted a policy to curb the country's growth by restricting families to a single child. In 2015, the policy was replaced with a two child-limit, and in 2021 a law was passed allowing them to have three children, along with promising to introduce policy changes.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>JAPAN</i>	<i>Declining population.</i> - After WWII, women were having 2.1 children on average; this declined	Expanded childcare services, programs for parents to take leave, child allowances. These programs were mostly	<hr/> <hr/> <hr/>

	<p>to 1.3-1.4 since the 1970s. This is in part due to declining marriage and fertility rates.</p> <p>- Population is projected to decrease from 128 million (2010) to 87 million (by 2060)</p>	<p>ineffective.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>HUNGARY</i></p>	<p><i>Declining population.</i></p> <p>Hungary's population has declined due to decrease in birth rates and emigration; it now has a rapidly aging population.</p> <p>In 1980, the population was about 10.6 million; in 2024 it was down to 9.6 million.</p>	<p>The government introduced a policy to give families subsidies to buy/build new homes.</p> <p>The subsidy would increase based on their marital status and the number of children that they have.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reflection Question: Referencing the graph on the following page, does Canada need to introduce a population policy? Why or why not?

Chart 2
Annual natural and migratory increases in Canada, 1991 to 2013




Source: Statistics Canada, Demography Division, Population Estimates Program.

Population Trends in Canada:

Conduct your own research regarding the population trends in Canada.

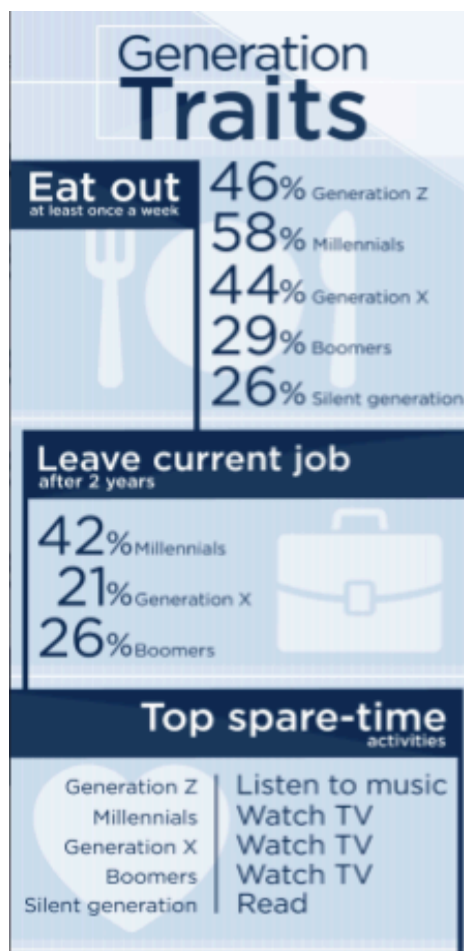
TREND	What is happening in Canada currently?	What are the potential consequences?
Aging population	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

	<hr/> <hr/>	<hr/> <hr/>
Increased population density	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u>Surge of women in the workforce</u> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Low fertility rates	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Higher fertility rates among Indigenous populations	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

TOPIC 3: Generations**KEY TERMINOLOGY & DEFINITIONS:****Generation**

A group of people who are about the same age and have experienced specific major historical events, which likely shape their worldview. These may include an economic boom or crisis, a war, significant political changes or global events, and major technological advances.

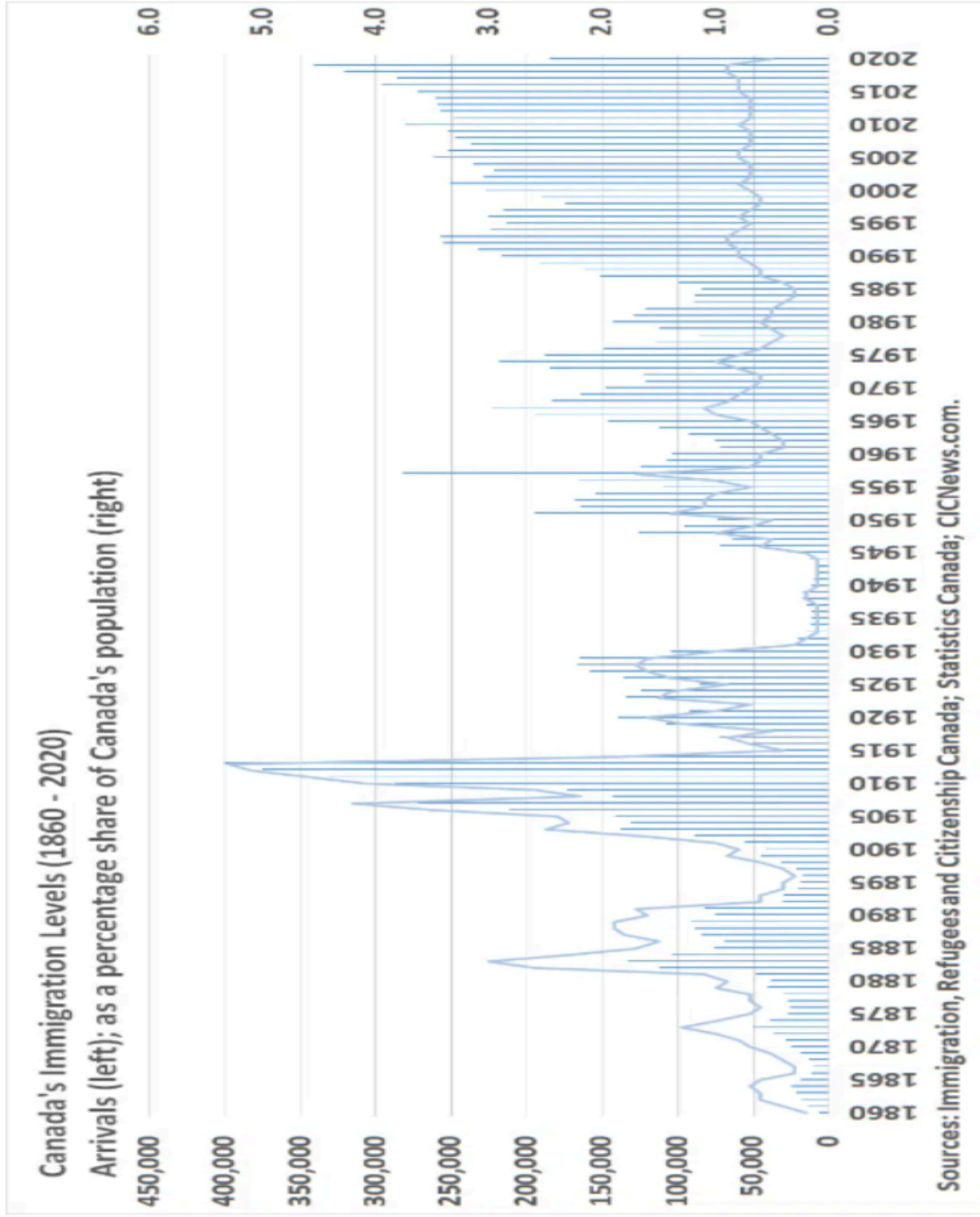
Baby Boomers (1946-1965)	Generation X (1966-1980)	Generation Y (1981-1995)	Gen Z (1996-2010)
Population boom after WWII	Considered “Baby Busters” with lower birth rates	Became adults at the turn of the millenium (hence Millennials)	AKA “iGen” because they grew up with technology from early childhood
Known For: <ul style="list-style-type: none"> ▶ Cold War ▶ Civil Rights Movement ▶ Moon Landing ▶ Vietnam War ▶ Assassinations 	Known For: <ul style="list-style-type: none"> ▶ Reactionism ▶ Rebellion ▶ Self-reliance ▶ Mistrust of authority 	Known For: <ul style="list-style-type: none"> ▶ 9/11 ▶ Rise of the Internet ▶ The Great Recession 	Known For: <ul style="list-style-type: none"> ▶ Social media ▶ More diversity/acceptance ▶ Social issues mental health, climate, etc.

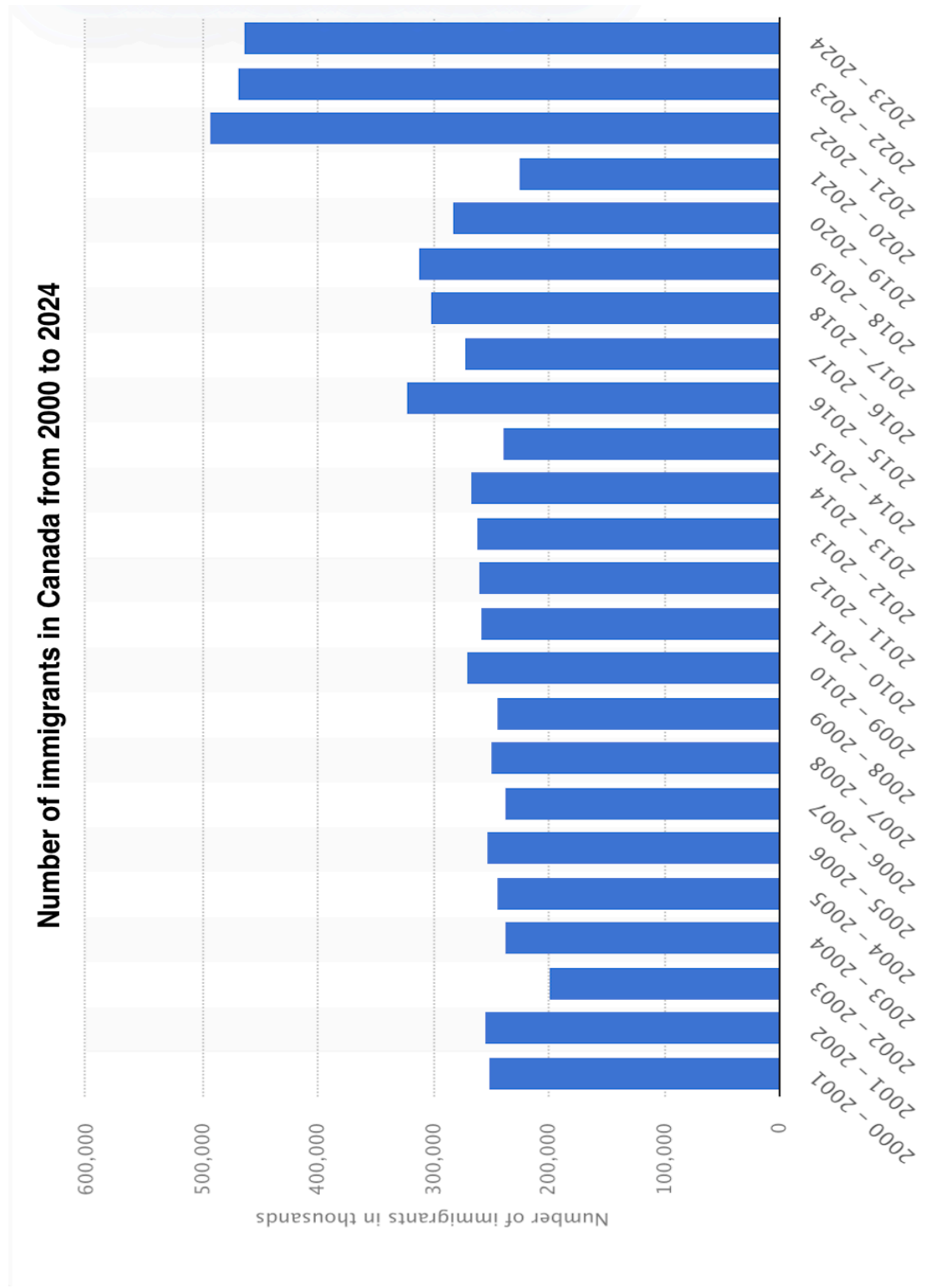


Do you agree with these statistics? Why or why not?

TOPIC 4: Immigration

KEY TERMINOLOGY & DEFINITIONS:	
Immigrate	To move to a new country other than the one the person is living in
Emigrate	To leave the country the person is currently living in
Internal Migration	To move from one part of the country to another (for example moving from Ontario to Alberta)
Push Factor	A factor that may influence someone to leave their home country such as: personal, economic, environmental and social political
Pull Factor	A factor that attracts people to a certain place
Barriers to Immigration	<p>Obstacles that make it challenging for someone to move and live in a new country.</p> <p><i>These can be distinguished into different categories, including:</i></p> <p>Economic:</p> <hr/> <hr/> <p>Political:</p> <hr/> <hr/> <p>Procedural:</p> <hr/> <hr/>
Refugee	A refugee is someone who fears persecution or death in their home country and flees to another country for protection and safety.





Immigration to Canada: The Points System

DO THEY HAVE ENOUGH POINTS TO IMMIGRATE TO CANADA?

NOTE: None of the applicants included are refugees. If they were to claim refugee status, they would not use the points system. Read the requirements for immigration to Canada, and then each candidate's biography. Then, do the addition to determine if they would have enough points to immigrate.

Requirements For Immigration to Canada

You must have a minimum of 65 points to qualify for immigration to Canada

Age	Maximum 10 points
10 points if your age is between 21-44 years.	10
For every year over 44 and less than 21 deduct 2 points. So if you are 49 years old you scored 0 points.	

Education	Maximum 25 points
Doctorate & master's degrees and total of 17 years of full-time study	25
Bachelor's degree requiring 3 years full-time studies and total of 15 years of full-time study <i>OR</i> Diploma, trade certificate or apprenticeship requiring 3 years full-time studies and total of 15 years of full-time study/training	20
Diploma, trade certificate or apprenticeship requiring 2 years full-time studies and total of 14 years of full-time study/training	15
Diploma, trade certificate or apprenticeship requiring 1 year full-time studies and total of 13 years of study/training	10
High school and a total of 12 years of full-time study	5

Language Ability (English & French)	1st language	2nd language
High proficiency	16	4
Moderate proficiency	8	0
Basic proficiency or no abilities	0	0

Work Experience	Maximum 25 points
One year of recent skilled work experience	10
Two years of recent skilled work experience	15
Three years of recent skilled work experience	20
Four years of recent skilled work experience	25

Arranged Employment in Canada approved by HRDC	10 points
---	------------------

Adaptability	Maximum 10 points
Spouse's or common-law partner's education	
- Masters or Ph.D.	5
- Bachelor degree or three year diploma	4
- one or two year post-secondary education	3
Minimum one-year full-time authorized work in Canada*	5
Minimum two years full time post-secondary study in Canada*	5
Informal offer of employment in Canada in keeping with past experience or education	5
Family relationship in Canada. Brother, sister, mother, father, grandparent, aunt, uncle, niece or nephew who is a resident of Canada and is either a Canadian citizen or a permanent resident.	5

ALEM

Alem lives in Addis Ababa, the capital city of Ethiopia. He is 41 years old, is married, and has a family of three girls and two boys. He has completed 12 years of schooling, followed by three years studying to be an engineer at a university in Ethiopia (bachelor degree). For the last eight years he has worked as a civil engineer planning projects to bring water to rural villages in his country. His wife, Alia, also has a bachelor degree in engineering. Alem has basic skills in English, and he does not speak a word of French.

TRICIA

Tricia lives in Wellington, New Zealand. She is 54 years old, and has not completed high school. English is her first language. She has worked as a clerk in a law office for 15 years, and has a certificate in business studies. She wants to move to Winnipeg to join her sister and family.

ZEYNAB

Zeynab is 38 and lives in Jakarta, Indonesia. She has a Ph. D. in computer science (she finished 12 years of schooling, and 8 more years of university to get it). She has been working for the last ten years for an electronics company designing microchips. Although it is her second language, she speaks English like a native speaker. She is no longer married, but has two girls. She also has several cousins who live in Toronto.

KRYSTYN

Krystyn is 19 years old, and lives in Bucharest, Romania. She has just finished high school, and took French and English classes throughout. She speaks English quite well, and speaks French very well (Romanian and French are much more similar than Romanian and English). She is not married, but has an aunt and uncle who live in Vancouver.

LOUIS

Louis is 34 years old, and is a skilled radiological technician (he has worked in a hospital in Sao Paulo, Brazil for 3 years). He finished 12 years of school, and then earned a diploma in radiology requiring three years of study. He speaks Portuguese, his first language, and enough English to get by. He is not married, and has no children, but has already found a job in Edmonton that has been approved by HRDC Canada.

DO THEY HAVE ENOUGH POINTS?

Candidate	Age	Education	Language	Experience	HRDC?	Adaptability	TOTAL PTS
ALEM							
TRICIA							
ZEYNAB							
KRYSTYN							
LOUIS							

TOPIC 5: Housing and Gentrification

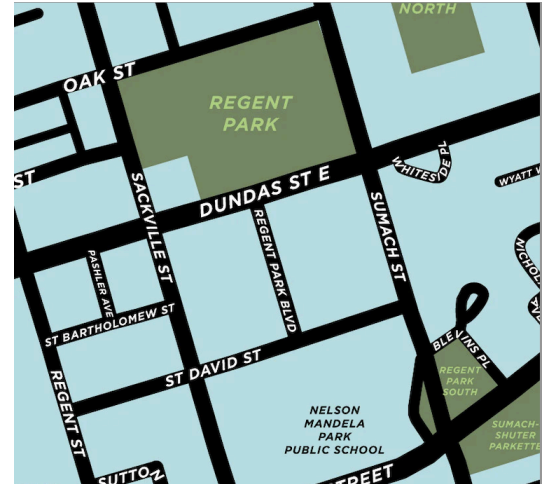
KEY TERMINOLOGY & DEFINITIONS:	
Housing Crisis	An extended period of time where there is a small amount of affordable housing available, and the supply of housing is short of the demand
Affordable housing	Housing that is intended to cost less than 30% of households' before-tax income in the City of Toronto.
Gentrification	The process whereby the character of a poor urban area is changed by wealthier people moving in, improving housing, and attracting new businesses, typically displacing current inhabitants in the process.
Revitalization	Reinvesting in an existing community, with the intent of preserving the population therein rather than permanently displacing it

Regent Park Case Study

Read through the following case study and determine- Is the situation in Regent Park **gentrification or revitalization?**

BACKGROUND:

- Regent Park is a 69 acre neighbourhood located in downtown Toronto, constructed in the 1940s and 50s.
- It was previously known as one of the poorest and most dangerous neighbourhoods in Toronto. It was made up of exclusively public housing, providing accessible and affordable housing in Toronto for immigrant and lower income families.
- In the past 20 years there has been a massive project to transform the neighbourhood into a safe space for both the original tenants as well as a welcoming neighbourhood for new residents.



This project and plan is outlined below:

2005: The Plan

- Instead of evicting all tenants to develop, TCHC (Toronto Community Housing Corporation) decided to build all different types of housing. Through this process, a total of 7,500 units by 2020 were to be built, with a “right of return” policy to all those leaving, ensuring they could come back. People were supposed to be temporarily relocated, and would return when the development was completed.

2013:

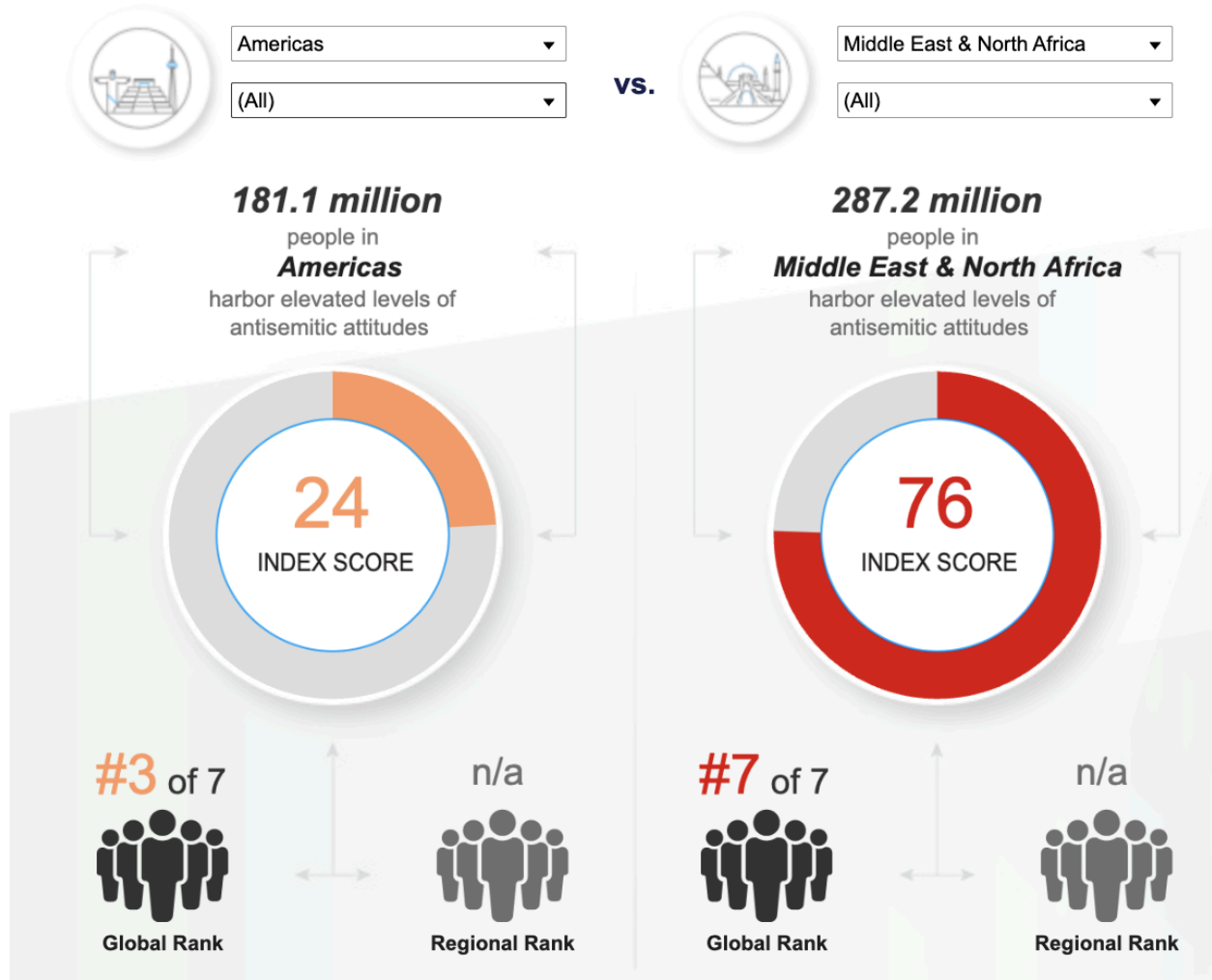
- The plan received mixed reactions amongst the population. Communities from Regent Park have been moved or dispersed to temporary housing all over the GTA to wait out the construction, and there is a system of “random draw” for units until more are built. This kept many of the residents in different neighbourhoods for a longer period of time.

TOPIC 6: Antisemitism

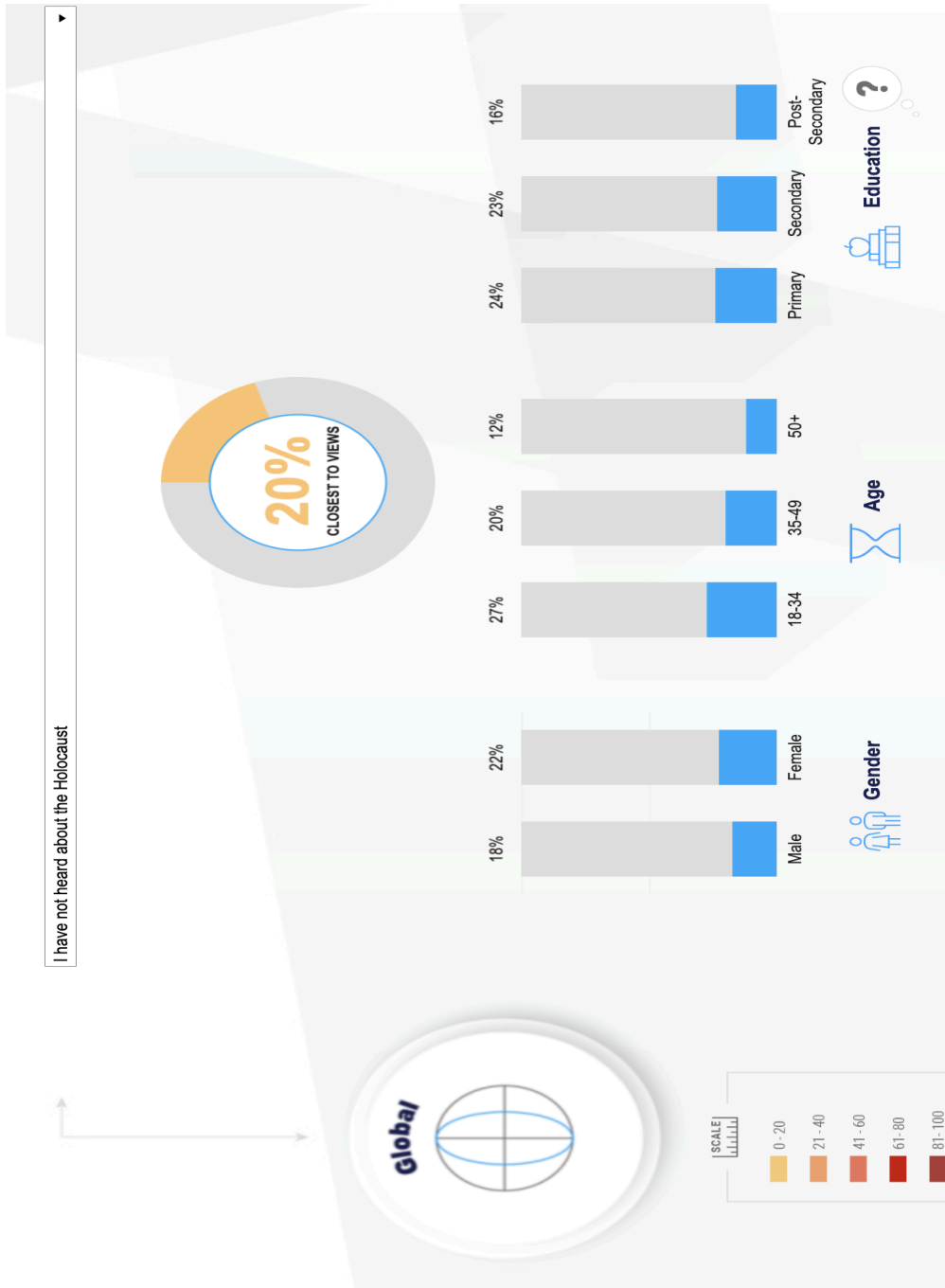
KEY TERMINOLOGY & DEFINITIONS	
Antisemitism	Prejudice or hatred against Jews
The ADL (Organization)	An anti-hate organization with the goal, “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” The organization is focused on combating antisemitism, extremism and bigotry, wherever it exists.
The ADL Global 100	<p>A survey that consists of 11 questions with the goal of gauging levels of antisemitism in different places. Eleven questions are asked with the goal of determining if people believe in negative Jewish stereotypes. If people respond saying “probably true” or “definitely true” to 6 of the 11 questions, they are considered to be antisemitic.</p> <p>In their most recent survey, 58,000 interviews were conducted with citizens over the age of 18 in 102 countries. The interviews were conducted on the phone along with face-face.</p>

The following data is from the most recent ADL Global 100 Survey, with information collected between July 23rd and November 13th, 2024. The [website](#) can be accessed using the QR code.





This photo demonstrates a direct comparison between the Americans and the Middle East and North Africa. This incorporates all of the survey questions and determines their overall antisemitism ranking.



Globally, 20% of people “have not heard about the Holocaust”



This directly compares Canada, The United States and a global response. Each question shows how the respondents in the different countries answered.

Referencing the survey questions:

- Look at the different countries, and note down 3 pieces of data that are new/surprising to you.

<p>1. Country Name: _____</p> <hr/> <hr/>
<p>2. Country Name: _____</p> <hr/> <hr/>
<p>3. Country Name: _____</p> <hr/> <hr/>

Do you think that this survey can actually conclude whether or not someone is anti semitic? Is it accurate? Why or why?

TOPIC 7: Anti-Black Racism

KEY TERMINOLOGY & DEFINITIONS

Anti-Black Racism

Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement

Discussion Prompt:

Using the data below, consider: What impact may this have on black Canadians? What are the implications of this experience?

81¢

Racialized Canadians earn an average of **81 cents** to the dollar compared to other Canadians.

3x

Black males living in Toronto are **3 times** more likely to be stopped and asked for identification by police.

40%

Employers are about **40%** more likely to interview a job applicant with an English-sounding name despite identical education, skills and experience.

Case Study: Africville

- Halifax in the late 1700s and early 1800s
 - They were promised freedom and land in Nova Scotia
- Black settlers in Halifax were forced to live on the outskirts of society in the most inhospitable land
- Despite this, they developed strong, vibrant communities like Africville
- The City of Halifax refused to provide amenities such as sewage, access to clean water, and garbage disposal.
- Africville residents **paid taxes** but were still denied basic services
- The City built undesirable developments in and around Africville including:
 - an infectious disease hospital
 - a prison
 - a dump
- Instead of providing amenities to Africville, the City demolished the neighbourhood without consulting with the residents

Reference the [video](#) along with the information above answer the questions that follow:



Reflection Questions:

1. How did the residents of Africville foster a sense of community and belonging despite facing systemic racism, poor living conditions, and government neglect?

2. How can the efforts to preserve Africville's memory, including the Africville Museum and other initiatives, contribute to healing and reconciliation for the descendants of the community?

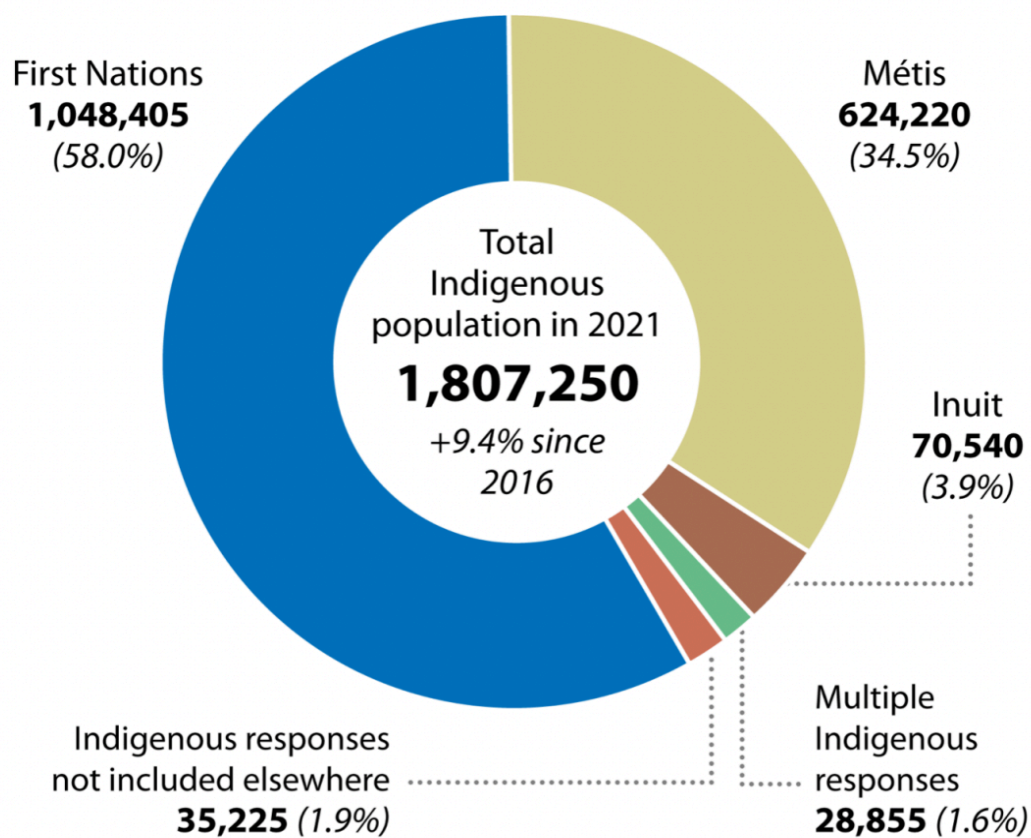
3. Before learning about Africville, what did you know about the history of Black communities in Canada? How does Africville challenge or change that understanding?

TOPIC 8: Introduction to Indigenous Studies

KEY TERMINOLOGY & DEFINITIONS	
Indigenous	The descendants of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived.
Inuit	Peoples of the Arctic known as Inuit, which means “the people” in the Inuktitut language.
Metis	Métis refers to a collective of cultures and ethnic identities resulting from unions between Aboriginal and European people in Canada.
First Nations	Not a legal definition; refers to an Indigenous person belonging to one of many nations, who does not fit the categories of Inuit or Metis.
Assimilation	The process by which a person or persons acquire the social and psychological characteristics of another group; to cause a person or group.
Reconciliation	Reconciliation is “a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledges and redresses past harms.” (Truth and Reconciliation Commission, 2015).

CENSUS 2021: Indigenous population

A breakdown of the Indigenous identity population in Canada in 2021:



THE INDIAN ACT:

- Document that outlines how the Canadian government interacts with and governs the 614 First Nations Bands and their people
- First Nations people are given “Indian Status” - legal standing of a person registered under the Indian Act (means they are given access to government supports and treaty obligations)
- Historically, it was an attempt to assimilate First Nations peoples into white society
- Amendments in 1884 and 1920 banned religious ceremonies and forced First Nations children to attend residential schools or a day school (many didn't have access to day schools)

Watch the [video](#) and jot down 3 key takeaways that you learned about the Indian Act:



Key takeaways:

1) _____

2) _____

- 3) _____

RESIDENTIAL SCHOOLS:

Among the most harmful consequences of the Indian Act was the creation of the residential school system. In speaking to the House of Commons in 1883, Canada's first Prime Minister John A MacDonal said:

"When the school is on the reserve, the child lives with its parents, who are savages, and though he may learn to read and write, his habits and training mode of thought are Indian. He is simply a savage who can read and write. It has been strongly impressed upon myself, as head of the Department, that Indian children should be withdrawn as much as possible from parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men."

1. What does this quote tell us about John A MacDonal's view on Indigenous peoples?

2. How might his position have impacted children in residential schools?

Personal narratives and memories are very important in preserving and deepening our understanding of the experience of residential school survivors. [Listen](#) to the testimonies in the video (by scanning the QR code), and record your reactions in the chart.



Compare the following two images - turn to a partner and discuss: what do you notice about the difference between them?



Studies have shown that survivors of residential schools have:

- Poorer mental and physical health
- Higher rates of suicide attempts
- Higher rates of chronic illnesses
- Higher rates of poverty

There is also evidence to suggest that historical trauma has led to negative health impacts for following generations. This is referred to as transgenerational or intergenerational trauma.

Why do you think that is?

THE 60s SCOOP:

The 60s scoop refers to policies enacted starting in the late 1950s by provincial child welfare authorities who deemed the homes of Indigenous babies and children as “insufficient” (majority happened throughout the 60s)

Over 16,000 Indigenous children were taken from their families and placed in foster care – eventually were adopted to white families across the world. In most cases, this was done without the consent of their families.



Watch the [following](#) short documentary, providing a personal account of the sixties scoop.

1. What was the AIM program?

2. How did governments justify the legitimacy of the AIM program?

3. What thoughts or questions are you left with after watching the short documentary?

Consider the following statistics (as of 2021):

- 1 in 4 Indigenous children live in poverty (twice the national average)
- Suicide rates among Indigenous youth are 5-7 times higher than non-Indigenous Canadian youth.
- The life expectancy of Indigenous peoples is five to seven years less than non-Indigenous Canadians.
- An Indigenous youth is more likely to end up in jail than graduate high school.
- Indigenous peoples make up roughly 30% of the population of federal prisons.
- Indigenous Canadians face higher rates of chronic and communicable diseases and are exposed to greater health risks because of poor housing, higher unemployment, contaminated water and limited access to healthy foods

The legacy of inequitable and discriminatory treatment of Indigenous Canadians contributed to these sobering statistics. What **ELSE** do you think has led to the inequitable physical / mental health and educational outcomes between Indigenous and non-Indigenous Canadians?

TOPIC 9: Treaties & Indigenous Land Claims

KEY TERMINOLOGY & DEFINITIONS	
Contact	A term used to describe the initial interactions between Indigenous people and European settlers in Canada. Often, the term <i>pre-contact</i> will be used to indicate interactions that took place before Europeans permanently settled in Canada.
Treaties	“Agreements made between the Government of Canada, Indigenous groups and often provinces and territories that define ongoing rights and obligations on all sides” (Government of Canada, 2024).
Unceded Territory	Traditional Indigenous territory that was never legally ceded, or “given up”, to the Government through treaties.
Land Claim Agreements	Two types:
	<ol style="list-style-type: none"> 1) Comprehensive land claims, which seek to establish Indigenous rights to land in places where treaties did not previously exist. These are usually settled by the establishment of ‘modern treaties’. 2) Specific land claims, which seek to redress the wrongs committed or unfulfilled obligations on the part of the Government in places where treaties or the Indian Act was in place. These are usually settled in courts or through financial compensation.
Land Acknowledgement	Statements that recognize the traditional Indigenous ownership of the land on which one stands and its historic stewards.

From “Treaties in Canada Education Guide”:

Beginning in the early 1600s, the British Crown (later the Government of Canada) entered into a series of treaties with Indigenous nations in Canada. The treaties were intended as formal agreements to encourage peaceful relations and to specify promises, obligations and benefits for both parties. Indigenous peoples wanted to protect their traditional lands, resources, and ways of life, while ensuring peace and friendship, and eventually receiving support as they shifted to a new reality in the mid-19th century. Today, everyone agrees that First Nations peoples agreed to share some of their land and resources in return for material support. But the terms of this exchange would ultimately be understood differently by the parties involved. This *difference in interpretation is rooted in differing worldviews, with distinct concepts of land ownership*. First Nations peoples had (and still have) a relationship with the land that informed their politics, spirituality and economy. Europeans, on the other hand, saw the land as purely productive and often as something to be exploited. Europeans began to impose artificial borders that do not line up with the traditional lands or jurisdictions of Indigenous peoples, which span territory that spreads across provincial lines and is located in both present-day Canada and the United States. Coupled with a language barrier and contrasting methods of knowledge transmission (oral versus written), misunderstandings multiplied....In 1982, when the Constitution Act was passed, treaty rights were recognized and affirmed by Canada's Constitution. The Aboriginal rights and title specified by the Constitution Act is the backdrop to the ongoing legal battles that result from treaties being unfinished business and, at the same time, the highest law in the land.

Discussion question:

What long-term problems could have resulted from the differing concepts of land ownership held by Indigenous peoples and Europeans?

Research Activity: In small groups, research one of the following treaties, and take notes using the chart below. Then, share your findings with the class.

Group 1 - Two-Row Wampum Treaty

Group 2 - Robinson-Superior Treaty

Group 3 - The Royal Proclamation

Group 4 - Douglas Treaties

Group 5 - The 'numbered' treaties (choose one)

Group 6 - The Williams Treaties

Your group's treaty: _____

Parties involved:	
Year/s:	
Geographic location/s:	
Desires of Europeans:	
Concessions of Indigenous groups:	

Outcome/s:	
Challenges / ongoing controversies:	

Reflection question:

How effective have treaties been in protecting Indigenous land rights?

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Case Study: Nunavut

In 1999, Nunavut was created; it was previously part of the Northwest Territories. The purpose of its creation was to formally acknowledge a permanent homeland for the Inuit people of northern Canada. What enabled this to come to fruition was the 1993 **Nunavut Land Settlement Agreement**, a land claim agreement between Inuit people and the Crown (Government of Canada, as affirmed by the Queen of England) to:

- “provide for certainty and clarity of rights to ownership and use of lands and resources and of rights for Inuit to participate in decision-making concerning the use, management and conservation of land, water and resources, including the offshore,
- provide Inuit with wildlife harvesting rights and rights to participate in decision-making concerning wildlife harvesting,
- provide Inuit with financial compensation and means of participating in economic opportunities,
- encourage self-reliance and the cultural and social well-being of Inuit.”

(Nunavut Land Claims Agreement Act, S.C. 1993, c. 29)

Questions for reflection:

1. Why would the Inuit of northern Canada have wanted their own territory, with their own language and self-governance?

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2. Why is it important to enact Indigenous rights regarding management of natural resources into law?

→ Case Studies: Land Claims and Pipelines

Throughout Canada's history, there have been many concerns regarding building pipelines on Indigenous lands. Research one of the following cases and answer the questions that follow:

Cases:

- 1. Prince Rupert Gas Transmission Pipeline**
- 2. Wet'suwet'en Pipeline Protests**
- 3. Trans Mountain Pipeline Expansion**

1. Where is the pipeline project located?

2. Why have the Indigenous groups protested?

3. In your opinion, should the pipeline project continue? Why or why not?

TOPIC 10: Globalization

KEY TERMINOLOGY & DEFINITIONS	
Globalization	Globalization is the process by which businesses, ideas, people, and cultures around the world become interconnected and interdependent. This process is driven by trade, technology, and communication.
Key Elements:	Trade: Movement of goods and services across international borders.

	Technology: Advancements like the internet, social media, and mobile phones, which allow faster communication and connections.
	Cultural Exchange: Ideas, music, food, and customs spreading across the globe, particularly through global travel.
	Labor and Migration: People moving for work, education, or better opportunities.

Discussion Prompt: *How has technology, like the internet and smartphones, made the world feel smaller? How do YOU communicate with people in different countries?*

→ Case Study: Fast Fashion

One of the most prominent industries affected by globalization is the fashion industry. In recent decades, the rise of fast fashion companies, such as Zara, H&M, Shein and Uniqlo, has transformed the way people consume clothing. These companies are able to design, produce, and distribute clothing at incredibly fast speeds and low costs, often outsourcing production to developing countries like China and Bangladesh, for example.



Video #1



Watch the videos to learn a bit more about fast fashion, then answer the questions below.

- 1) [What is Fast Fashion?](#)
- 2) [The life cycle of a t-shirt](#)

Questions to consider:

Economic Impact: How do multinational corporations like fast fashion brands benefit from globalization? How does this affect the economies of both developed and developing countries?

Social and Cultural Impact: What are some positive and negative effects of cultural exchange as a result of globalization in the fashion industry? How does it influence local cultures?

Environmental Impact: How does the growth of fast fashion contribute to environmental problems? What steps can companies and consumers take to reduce the negative environmental impact of globalization in the fashion industry?

Ethics: Is it ethical for companies to take advantage of cheap labor in developing countries? What responsibilities do multinational corporations have to ensure fair working conditions for their workers?

TOPIC 11: Government Services & Changing Populations

KEY TERMINOLOGY & DEFINITIONS	
Social Programs	Programs to support the financial, personal, social and emotional well being of Canadians. Many of these programs are government funded, and may differ depending on the province or territory.
	<i>Employment Insurance:</i>
	<i>Workers' Compensation:</i>
	<i>Canada Child Benefit:</i>
	<i>Disability Benefits:</i>

Health Canada	A federal institution that helps Canadians ensure that they live healthy lives. There are many different branches to the program. Canada's health-insurance program is publicly funded, making sure that all Canadians have access to hospitals and doctors.
Education	The provinces and territories fund primary and secondary public education. In post-secondary education (after high school), students pay tuition, but may be able to access grants and loans to help with the cost of tuition.
Skills Development	Many programs across the country provide Canadians with the skills that they need for work, learning and life.
	<p>Better Jobs Ontario: A program that provides unemployed people with job specific skills training. It is available to unemployed people who have been laid-off from their job, or are from a low-income household.</p>
	<p>Ontario Works: A program that helps people in financial need find employment, allowing with providing money for living expenses, health benefits, and employment support.</p>
Canada's Resettlement Assistance Program	A program that financially supports refugees by providing direct financial support and funding essential services.
Pension	A payment made during retirement from a fund that an individual or their employer contributed to while they were working.
	<p>Canada Pension Plan (CPP): This plan gives people who contributed to the program along with their family partial replacement of their earnings in the case of retirement, disability or death. Each Canadian (unless they are exempted as they do not earn enough), contributes to CPP, and contributing is mandatory until age 65.</p>
	<p>Old Age Security Pension: A monthly payment that you can receive if you are over 65. It is funded by the Government of Canada, meaning that no one pays into it directly.</p>

- **One of the largest government subsidized programs in Ontario is the TTC, enabling millions of people to get around Toronto and surrounding areas. Read the case study on the next page to learn more about transportation as an important government service.**

→ Case Study #1: The Toronto Transit Commission (TTC)

History of the TTC:

Before the TTC was established in September of 1921, options for transit in Toronto were inadequate and expensive. At this time, streetcars provided most of the service. In 1954, the TTC expanded their service to cover new areas, with the subway being the main service provider. As of now, Toronto has the third largest transit system in North America. As of now, a significant amount of the money associated with funding the TTC is from fares, with the rest being from the city of Toronto's revenue from property tax.

Over the next 20 years, the city of Toronto's population is expected to grow by 960,000 people, meaning that by 2041 the population will be more than 3.9 millions. In order to meet the demand of a growing city, changes and investment in the TTC are needed.

As of now (Spring, 2025), there are many transit expansion projects underway. They include:



1. The Eglinton LRT (Kennedy Station to Mount Dennis Station)

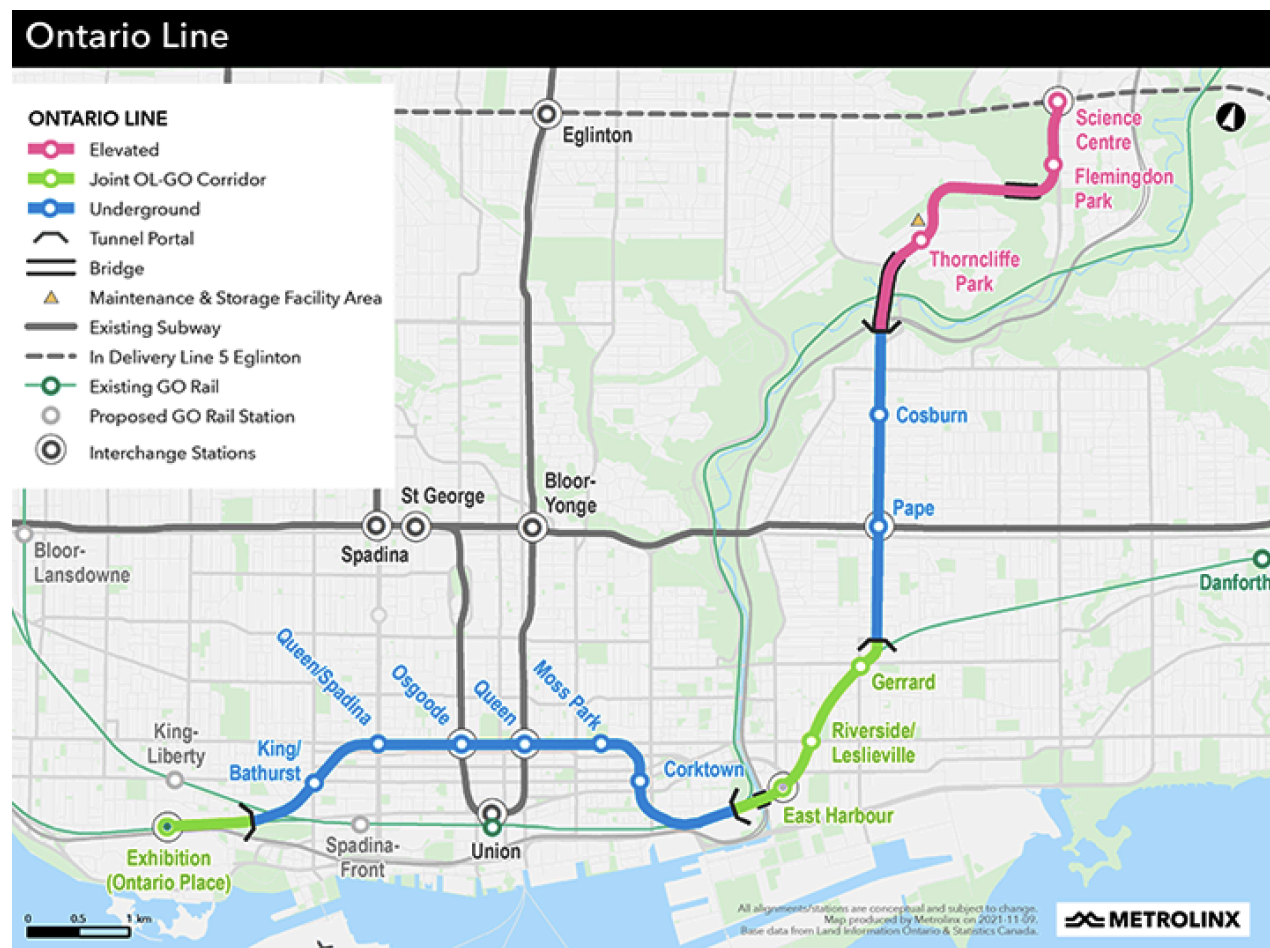
→ This line has been under construction since 2011 and it was expected to cost 9.1 billion. As of 2025, the line is still not open and costs have risen to 12.8 billion.



2. The Ontario Line

→ A 15.5 kilometre line that will connect to other transit options, including: The Eglinton Crosstown, Line 1, Line 2, and the GO network.

As of now, the progress of the Ontario Line appears to be on track, with it expected to be completed by 2031.



As of November 2024, the Ontario government invested \$758 million to help the TTC purchase new trains for Line 2. This is part of a larger project, which includes up to \$1.2 billion in provincial support for public transit. This includes \$330 million over three years for the Eglinton LRT and the Finch West LRT, along with \$300 million for subways and transit safety.

With these details in mind, who do you think should be responsible for funding projects like TTC expansion? Why?

The TTC is partially funded by property tax. Should it be more heavily governmentally funded? Why or why not?

As Toronto continues to grow, what should the TTC consider when planning new projects? (Eg: City planning- which areas may be busier compared to others?)

→ Case Study #2: Hospital Wait Times

Medicare is the umbrella term used to define Canada's publicly funded health care system. There are thirteen provincial and territorial health care insurance plans (such as OHIP in Ontario), and under this system, all Canadian residents have access to medically necessary hospital and physician services without having to pay out-of-pocket.

The **provincial/territorial** governments are responsible for managing, organizing and delivering health care services for residents. The **federal** government is responsible for creating national standards for the health care system, providing funding, supporting delivery to specific groups (including Indigenous peoples, members of the Canadian Forces, veterans, inmates, and certain refugees).

WHAT WE SPEND NOW

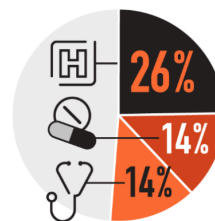
IN 2023
\$344
 BILLION
 \$8,740 / 🍁

Canada's total health spending was expected to reach \$344 billion in 2023, or \$8,740 per Canadian.



12.1% of GDP

That's about 12.1% of our Canada a top spender among countries.



Healthcare is funded in Canada through government revenue instead of a dedicated tax, making it challenging for Canadians to determine precisely what they pay each year to the government for health care services. Some of the different sources that may contribute to funding health care includes: income taxes, employment insurance, the Canada pension plan, premiums, property taxes, profit sales, sales taxes, taxes on the consumption of alcohol, etc.



More than 70% of health care spending is publicly funded through general tax revenues.

Canadians are often happy that our healthcare system is “free,” but that is not to say that it does not come without issues. With that in mind, research the issues in the chart below, along with potential solutions.

Issue	Cause	Potential Solutions
1. Long Wait-Times	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Lack of Doctors	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. _____ <i>An additional issue of your choosing.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HUMAN GEOGRAPHY ASSIGNMENT:

Fixing the Problem!

Highlighting the real world solutions to the biggest problems in human geography

Task

Select a problem that we have discussed in human geography and find someone in Toronto who is trying to solve it! It is up to you to find a charity or non-profit organization based in *Toronto* that is trying to offer solutions specific to some of the issues. You will then create a video on that charity and the good work they are doing.

Step 1: Identify the topic that you want to address.

Consider which of the topics from class you felt was most important to discuss further and consider some potential issues that need to be addressed.

Some of the examples include:

- Housing affordability/urban development
- Health & Fertility
- Population Trends
- Job security or unemployment
- Culture/identity/religion/ethnicity
- Language
- Immigration and refugee support
- Indigenous Issues
- Population Policies
- Gentrification
- Living Conditions
- Racism

Step 2: Find a local charity/non-profit organization that is trying to help solve the problem

There are so many amazing charities that are currently trying to help solve these issues all over Toronto. Once you find a charity that interests you, do some research on the charity and answer the following questions:

1. What is the charity's goal/mission?
2. How are they making a difference? What are some of the programs they offer?
3. Find out at least one interesting fact. Maybe the foundation's history is interesting or you can find a testimonial on their website.
4. OPTIONAL: Contact your charity and ask to interview an employee. This is a great opportunity to learn more about your organization first hand and connect to an individual in the foundation. In your profile you can spotlight the individual you connected with for more of a personal connection to the organization.

This will be treated as a bonus- You will get one additional mark!

Step 3: Personal Reflection: Connect the problem to our course:

In a paragraph reflect on what you have learned about both the issue and charity/non-profit you have chosen. How does this connect to our discussions in class, why does this resonate with you, what are the overall impacts?

Please include any links that you used at the bottom of your reflection, MLA formatting is not required.

Step 4: Putting it all Together: Create a video

Now you must design and record a video on the charity you have chosen. The video should be between 1-3 minutes long.

Your video should:

- Provide a brief description of the problem in general and its effects on Toronto
 - A description of the charity
 - A brief reflection on what you learned and how you feel this charity will solve one of the human geography problems we have learned about.
 - Try to add some creativity - this video is all about celebrating and making our community better- so it should be exciting!
-

Fixing the Problem Rubric

Criteria	Mark
<p>Knowledge and Understanding</p> <p>Content: thorough summary of the charity's organization including mission, programs, fundraising, additional info</p>	/ 10
<p>Thinking and Inquiry</p> <p>In-depth connection between the charity and course concepts and the issues discussed</p>	/ 10
<p>Communication</p> <p>Information is communicated clearly, both in writing and in the video.</p>	/ 5
<p>Application</p> <p>Video demonstrates understanding and ability to apply researched information to a creative medium.</p>	/ 5

Total: /30

Geography in the News Assignment

In class, we have been starting to discover how geography affects our lives on a daily basis. In order for us to keep in touch with Canada, the world and the issues that shape our lives, you will be reading an article about current events.

Your Task:

- 1) Locate a newspaper article that relates to geography in some way. The article must:
 - a) Have a significant impact on the lives of people in the world in some way.
 - b) Be from the last 30 days
 - c) Be at least 10 paragraphs long.

The article **may not** be connected to the current situation in Israel.

- 2) The newspaper article must be submitted to your teacher at least **a week before your presentation**.
 - a) Please include: The link to your article and 1-2 sentences explaining how it may relate to geography.

Using your article, you will be creating a 5-10 minute presentation, in addition to submitting your script.

Presentation:

- You will have the opportunity to sign up for a presentation date in class. Please keep in mind that once you select your date it cannot be moved (unless extenuating circumstances apply). Consider the due dates for your major assignments in both this class and your other classes.

Presentation Notes:

- Your presentation should be 5-10 minutes in length
- A visual component needs to be included (eg: A google slides presentation).
- You should include the answers to the following questions:
 - Provide a summary of the article in your own words. Answer the important questions about the article: Who? What? When? Where? Why? How?
 - Answer the question **“so what?”** Explain why the article is significant. “I think this article is important because...”
- Using your textbook and anything else that we have done in the class so far, explain how the article you chose relates to the

geography course. Identify the unit and chapter number, **with an explanation of the connection.**

- After your presentation, you must lead a class discussion about your topic. This requires asking your classmates a thoughtful, open-ended discussion question.
- When presenting, you should avoid reading directly off your slides. Instead, you should present the information to your classmates.

Geography in the News Checklist

Double check the assignment instructions and the assignment rubric when checking each component off to ensure you are doing everything correctly.

Presentation

- ***This format is for a google slides presentation. If you would like to include another visual component, you can- but ensure that the information below is included.***

- Slide 1
 - Title (Make sure that it is creative and relevant to your article)
 - Name
 - Teacher Name
 - Course Code
 - Due Date
 - MLA Formatted
- Slide 2
 - Title of your article
 - Author name
 - Newspaper
 - Date of publication
- Slide 3-4
 - Summary of the article
 - Make sure to answer:
 - Who
 - What
 - When
 - Where
 - Why
 - How
- Optional: background information
 - This may be necessary if you are discussing an article that may need additional context. For example, if this is an issue that is relevant historically and has

become a larger issue recently. Be sure to cite accordingly and include a works cited entry with any sources used on your final slide.

- Slide 5/ 6
 - “SO WHAT” why is this article important?
- Slide 6/7
 - Connection to geography
 - Relevant page in textbook
 - An explanation of your connection
- Slide 8:
 - Discussion Question (Leading to a conversation with the class)
- Slide 9 (Optional):
 - ★ Full citations for any additional sources used (Eg: A source for background information)

Script:

- New document with the title, your name, course code, due date (Formatted using MLA Style)
- Each paragraph should be indented
- In text citations are used when directly quoting or paraphrasing

Overall:

- Slides (Or any other creative element) is submitted on edsby and your script is submitted on turnitin.

Geography in the News Rubric

Criteria	Mark
<p>Knowledge and Understanding</p> <p>Content: thoughtful summary of the article, including the article title, author, date and source</p>	/ 5
<p>Thinking and Inquiry</p> <p>In-depth connection between your article and course concepts</p>	/ 10
<p>Communication</p> <p>Information is communicated clearly</p> <p>Information/assignment is engaging and presented creatively, including visual component</p>	/ 10
<p>Application</p> <p>In-depth analysis of the article. “So what?” has been thoughtfully and effectively answered</p> <p>Asks an appropriate and thoughtful discussion question about the topic</p>	/ 15

Total: /40

UNIT 3: INDUSTRIES & ISA



The purpose of this unit is to introduce students to the various industries in Canada, including our extraction of natural resources, manufacturing, and service industries. Students will complete an ISA (Independent Study Assignment) in which they will research a particular industry in Canada, and evaluate its contribution to the Canadian economy, its impact on our natural environment, and the conflicts or controversies that arise within it.

LEARNING GOALS

Students will be able to:

- Understand the difference between natural and man-made resources
- Understand the difference between renewable and non-renewable resources
- Appreciate the diversity of industries in Canada, and how they contribute to our economy, environment, and culture
- Understand the levels of industry and how each can contribute to a sustainable future

SUCCESS CRITERIA:

I can:

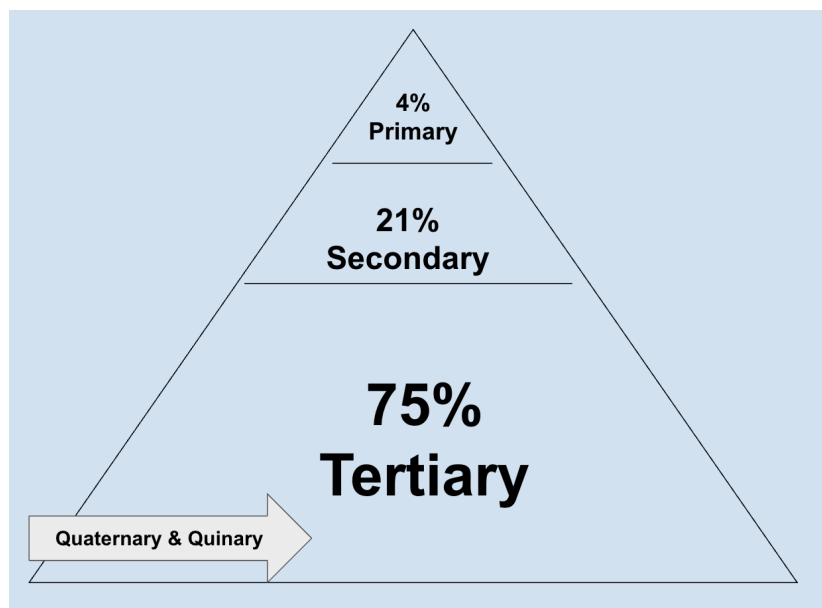
- Identify different types of industries and distinguish between them, including renewable and non-renewables industries and resources.
- Demonstrate my understanding of sustainability and how this relates to industry
- Analyze an industry while discussing its relevance within Canada
- Outline issues that Canadian industries are facing, along with potential solutions

TOPIC 1: Natural Resources and Industries

KEY TERMINOLOGY & DEFINITIONS:		
Natural Resources	Non-man made components of the Earth, which humans consume	
Renewable resources	Resources that regenerate themselves naturally within 100 years or less - also known as “flow” or continuous resources	
Non-renewable resources	Resources that take millions of years to regenerate or will not regenerate	
Industry	An industry is a sphere of economic activity relating to the processing of raw materials, the manufacture of goods in factories, and the distribution of those goods to the public.	
	<p>Primary industry: <i>Extracting</i> raw materials from the natural environment (ground or water). Often concentrated in rural areas.</p>	Example:
	<p>Secondary industry: <i>Manufacturing</i> products by putting things together & <i>transforming</i> the raw materials into products that can be used.</p>	Example:
	<p>Tertiary industry: <i>Providing services</i> to others, often by <i>distributing</i> resources to the public. Located mostly in urban centres.</p>	Example:
	<p>Quaternary industry: Subcategory of tertiary, involving <i>advancement</i> in the fields of Medical / Cancer research, Space Research, Aviation, and IT Development. Often also called the ‘Knowledge industry’</p>	Example:
	<p>Quinary industry: Includes those working at the highest levels of decision-making in a society or</p>	Example:

	economy	
Sustainability	The UN defines sustainability as: “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”	

Employment by sector in Canada:



Why are so many of the jobs in Canada concentrated in the tertiary sector? Explain your opinion.

Explore the following site, which ranks the top employment industries in Canada in 2025



Questions for reflection:

Among the top 10 employers in Canada, which **level** of industry is most highly represented?

—

Why do you think this is?

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TOPIC 2: Sustainability and Industries

As mentioned in the previous lesson, sustainability emphasizes the importance of ensuring that the needs of the present don't impact the needs of future generations. It is necessary to balance these needs within industry to ensure the sustainability of Canada.

Discussion Prompts:

What industries do we see in Canada?

In your opinion, can an industry be sustainable? Why or why not?

Should industries strive to be more sustainable? Or does this not matter?



Referencing the photos above: In your opinion, which one is more sustainable and why?

→ Case Study

In small groups, choose one of the industries below. Read the case study pertaining to that industry, and answer the questions that follow.

- Forestry in Canada
- Sustainable agriculture in the Netherlands
- Electric car manufacturing
- Fast Fashion and Textile Waste

Case Studies

1) Forestry in Canada

Canada has some of the largest forested areas in the world, specifically in British Columbia, Ontario and Quebec.

In these regions, some sustainability challenges include: clear-cutting (it can destroy entire ecosystems and reduce biodiversity), along with deforestation increasing carbon emissions and contributing to climate change. Ultimately, Indigenous communities are the most impacted by logging operations. Some of the positive actions that are being taken are that many companies follow sustainable forest management practices. Canada has over 160 million hectares certified by international sustainable forestry organizations. Finally, indigenous led-forestry initiatives are growing which combine traditional knowledge and sustainable practices.

Question: What's one way the forestry industry could become more sustainable while still supporting jobs?

2) Sustainable agriculture in the Netherlands

The Netherlands is one of the top agricultural exporters in the world, it's known for using high-tech, sustainable farming methods.

Some of the sustainability challenges include intensive farming in the past led to soil and water pollution and animal farming produces significant greenhouse gas emissions. Positive actions that are being taken include the Dutch using greenhouse, hydroponics and vertical farming to grow more food using less land and water. Many Dutch farms use solar power, reduce pesticide use and recycle water. Finally, the Dutch government provides funding and support to these innovative projects.

Question: How could Canadian farmers use some of these sustainable farming techniques?

3) Electric Car Manufacturing

Companies such as Tesla, Rivian and traditional car manufacturers are investing in electric vehicles in order to reduce carbon emissions from the transportation industry. The sustainability challenges of the electric vehicle (EV) industry include battery production which requires rare minerals like lithium and cobalt, which is often mined in environmentally harmful ways. The process of manufacturing electric vehicles still uses a lot of energy generated from non renewable resources. There is a lack of charging stations that exist around the world which can hinder people from switching to an electric vehicle. Some of the positive aspects of EV's are that they produce zero emissions, along with the fact that companies are working on recycling their batteries in order to improve supply chain sustainability. Finally, governments are offering rebates and building more charging stations to encourage people to purchase EV's.

Question: Do you believe that EV's are a perfect solution for sustainability? Why or why not?

4) Fast Fashion and Textile Waste

Fast Fashion (e.g brands like Shein, Zara, H&M etc) produce trendy, cheap clothing quickly and in large quantities. Clothes are often worn for a short time and thrown away by the consumer. There are many sustainability challenges associated with this, including textile waste, which results in millions of tonnes of clothing ending up in landfills each year. In addition, the production to make these clothes use large quantities of water and chemicals, which can pollute the rivers and lakes. Finally, many garments are produced in unsafe and/or unethical working conditions. A few of the positive changes being made are some brands are promoting recycled materials, second hand shopping and take back programs. Many consumers are

starting to buy less, but better, thus choosing quality products over quantity and as a result fast fashion is losing popularity, along with people trying to repair their clothing if needed.

Question: What can you do personally to reduce the impact of fast fashion?

1. Identify the sustainability challenges of the industry:

2. What is being done to reduce the impact?

3. One potential solution:

4. The answer to the question posed at the end of your case study:

ISA:
Canadian Industries

Your Goal: You will explore one industry and create an informative slideshow to help raise awareness about your industry and the challenges it is facing.

Please follow the instructions that follow, which outline what you need to include on each slide:

Slide 1: A Cover page:

- Include a title (Not "Geography ISA"- Make sure that your title is relevant to your topic)
- Your name
- Your teacher's name
- The course code and section

This should follow MLA formatting guidelines

Slide 2 & 3: The background information about your industry:

Please pick 5 of the following questions to answer, the * ones are mandatory (They are included within your five questions)

- What is your industry? *
- Where is the industry located? (Pick a specific location to focus on and explain **why**) *
 - Eg: The steel industry in Ontario
- What product or service is created by this industry? *
- What countries do we export or trade with?
- How does the product or service get to market?
- How long has the industry existed?

Slide 4: Economic Impact:

- What is the value of the industry?
- How much money does it bring into Canada?
- How much is produced?
- How many people does the industry employ directly and indirectly?
- Have people's jobs been impacted by the changes to this industry?

Slide 5: Jobs & Careers in this Industry:

- Within this industry, list 5 possible jobs or careers.
- Of those, choose one to research in more depth:
 - What do people in this position do from day to day?
 - What are some of the challenges of this position?
 - Who do these people work with - other people? Natural resources? Manufacturing and processing?
 - What is the average salary / wage of this job, on average?

Slide 6: Issues

- What issues is your industry currently facing? (Choose 2)
- How do these issues impact the industry?
- Consider the social, environmental, political and sustainability-focused issues within this industry.

Slide 7: Potential solutions:

- Outline the possible solutions to the issue and what people can do in their daily lives to limit the negative impacts of the issue.
- Research **actual solutions** that have been discussed or have already been implemented. **You are not creating your own solutions to the issue, but rather highlighting real ones.**

Slide 8: At the end of the assignment include a paragraph reflecting on the solutions provided. This paragraph should be your own opinion, and should focus on your own evaluation of the source. Answer the following questions:

- Will the solutions work/be effective? Why or why not?
- Which solution is the most effective? Why?
- This is your personal opinion piece, but needs to be connected to the issues that you discussed.

Slides 9 and 10: Images:

- A map of Canada showing an area affected by your environmental issue
- A relevant graph that relates to your issue
- Relevant images about your issue
 - You need to add captions to each of your images on these slides explaining what the image is and why it is important or significant to your issue.

****Note: You need to have images on every slide, but these slides should be only images**.**

Slide 10: MLA-style Works Cited page

Resources & References:

NOTE: ALL CONTENT MUST BE IN YOUR OWN WORDS. IF ANY WORK IS COPY AND PASTED IT WILL RESULT IN A MARK OF ZERO, ALONG WITH ANYTHING THAT IS NOT ORIGINAL WORK!

On your last slide, include an MLA-style Works Cited with the resources you used. Your works cited must have a **minimum of 4 references!** You must also include in-text citations throughout your slideshow, whenever you use information from these sources ***We have discussed how to create a proper works cited page in class.***

Remember, Wikipedia is useful for background information, but **it will not be accepted as a legitimate source!**

Submission:

Your slides must be submitted to www.turnitin.com. Your assignment will not be evaluated until it is uploaded to Turnitin, which means late marks will be deducted.

Topics:

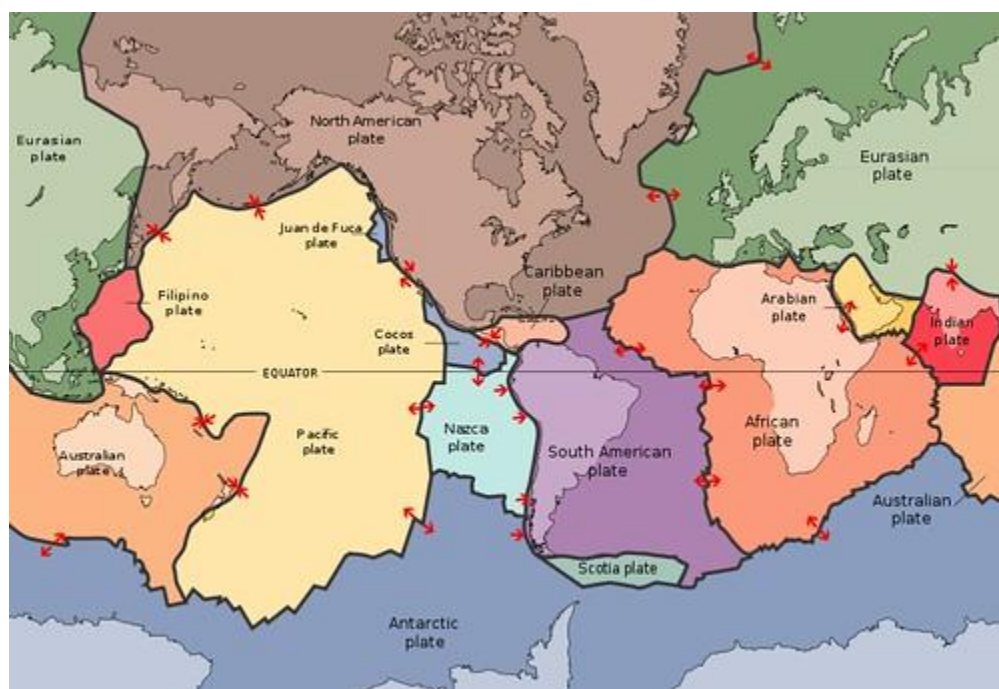
We will sign up for topics in class, but please keep in mind that only one person will be assigned to each topic.

Primary	Secondary	Tertiary
Mining 1. Coal 2. Diamond 3. Iron 4. Copper & Zinc 5. Nickel Forestry 6. Eastern Canada 7. Western Canada Fishing 8. Eastern Canada 9. Western Canada 10. Aboriginal Fishing (Maritimes) 11. Aquaculture Farming 12. Grains 13. Beef Cattle Farming 14. Dairy Farming 15. Fruit/Vegetables Energy 16. Oil Sands 17. Offshore Oil 18. Coal Power 19. Fracking 20. Solar Energy 21. Wind Energy 22. Hydro Electricity	Manufacturing 1. Auto 2. Steel 3. Appliances 4. Electronics 5. Paper/pulp 6. Food production	1. Education 2. Finance 3. Health 4. Tourism 5. Human Transportation (TTC) 6. Food Services 7. Construction 8. Fashion 9. Telecommunications 10. Aerospace 11. Pharmaceuticals Subject to teacher approval: 1. Retail 2. Film/Television 3. Sports 4. Cosmetics

Criteria	Level 1	Level 2	Level 3	Level 4	Mark
Knowledge/Understanding Background: Describes historical, economic, market, labour of information	demonstrated limited understanding of the background of the industry	demonstrated some understanding of the background of the industry	demonstrated considerable understanding of the background of the industry	demonstrated strong understanding of the background of the industry	/10

<p>Communication (Written)</p> <p>Conventions of grammar, spelling, follows format, proper citations.</p> <p>Visual Components (graphs, images) are integrated fully.</p>	<p>Writing has many spelling, grammar and/or structural errors that significantly impacts meaning</p> <p>Citations (Works Cited and in-text) are formatted incorrectly or not included</p> <p>3 images and/or captions are not included</p> <p>Insufficient number of relevant visuals are present throughout the slideshow</p> <p>Map of Canada and graph are not present</p>	<p>Writing has errors that somewhat impacts meaning</p> <p>Citations (Works Cited and in-text) are formatted somewhat correctly</p> <p>3 images are included, but captions do not explain their significance</p> <p>Limited number of relevant visuals are present throughout the slideshow</p> <p>Map of Canada and/or a relevant graph is present</p>	<p>Writing has some errors, but doesn't impact meaning</p> <p>Citations (Works Cited and in-text) are mostly formatted correctly</p> <p>3 images are included, and captions somewhat effectively explains their significance</p> <p>Moderate number of relevant visuals are present throughout the slideshow</p> <p>Map of Canada and graph is present</p>	<p>Writing is clear, organized and edited</p> <p>Citations (Works Cited and in-text) are formatted correctly. Minimum of 4 sources are present.</p> <p>3 images are included, and captions effectively explain their significance</p> <p>Relevant visuals are present throughout the slideshow</p> <p>Map of Canada and a relevant graph are present</p>	/15
<p>Thinking</p> <p>Identifying and explaining issues and solutions</p>	<p>Issue is not clearly identified</p>	<p>Issue is identified but not explained</p>	<p>Issue is somewhat explained</p>	<p>Issue is clearly and thoroughly explained</p>	/10
<p>Application</p> <p>Identifying and evaluating solutions</p>	<p>Possible solutions are not logical and are not explained</p> <p>Reflection is not connected to the issue and/or and does not evaluate the solutions</p>	<p>Possible solutions are somewhat logical and/or not explained</p> <p>Reflection is somewhat connected to the issue and evaluates the solutions limitedly</p>	<p>Possible solutions are logical and considerably explained</p> <p>Reflection is mostly connected to the issue and evaluates the solutions considerably</p>	<p>Possible solutions are logical and thoroughly explained</p> <p>Reflection is connected to the issue and evaluates the solutions thoroughly</p>	/15
Total		/50			

UNIT 4: PHYSICAL GEOGRAPHY



*Physical Geography is the part of geography that deals with the **natural environment**. It focuses on the structure of the world around us, along with the processes that led to the creation of the natural world.*

LEARNING GOALS

Students will be able to:

- Understand the natural processes that occur beneath the earth's surface
- Understand how these natural processes can result in phenomena such as earthquakes and volcanoes
- Understand the theories of earth's movement that led to the current theory of Plate Tectonics
- Appreciate the diversity of Canada's landform regions
- Understand the rock cycle and how rocks change
- Understand how glaciers formed and how they are changing, particularly in response to changing climate patterns

SUCCESS CRITERIA:

- I can accurately identify and describe the four main layers of the Earth (crust, mantle, outer core, inner core), including their approximate composition and state of matter.
- I can explain how natural processes can result in natural disasters including earthquakes, and volcanoes
- I can describe Alfred Wegener's theory of Continental Drift, outlining at least three pieces of evidence he used to support it (e.g., fit of continents, fossil evidence, rock types, paleoclimate data).
- I can identify and locate at least five of Canada's major landform regions
- I can explain the process of glacier formation, describe how glaciers modify landscapes, and analyze the direct relationship between changing global climate patterns and the current state and observed changes in glaciers.

Topic 1: Structure of the Earth + Continental Drift & Plate Tectonics

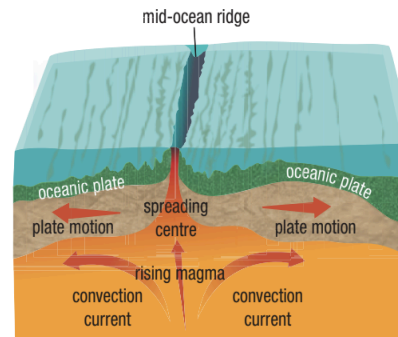
KEY TERMINOLOGY, INDIVIDUALS & DEFINITIONS:	
As you work through your introductory lesson to physical geography, add the definitions of the terms into the chart below.	
Structure of the Earth	<hr/> <hr/> <hr/> <hr/> <hr/>
Continental Crust	<hr/> <hr/> <hr/> <hr/>
Oceanic Crust	<hr/> <hr/> <hr/> <hr/>
Pangea	<hr/> <hr/> <hr/> <hr/>
Continental Drift Theory & Alfred Wegener	<hr/> <hr/> <hr/> <hr/>
John Tuzo-Wilson	<hr/> <hr/> <hr/> <hr/>

Plate Tectonics	<hr/> <hr/> <hr/>
Plate Boundaries	<hr/> <hr/> <hr/>
The Mid- Atlantic Ridge	<hr/> <hr/> <hr/>
Sea Floor Spreading	<hr/> <hr/> <hr/>
Convection Currents	<hr/> <hr/> <hr/>
Fault Lines	<hr/> <hr/> <hr/>
<i>Any Additional Terms</i> <hr/>	<hr/> <hr/> <hr/>

Using the information below, please fill in the handout that follows:

1) Divergent: This occurs when two plates move apart.

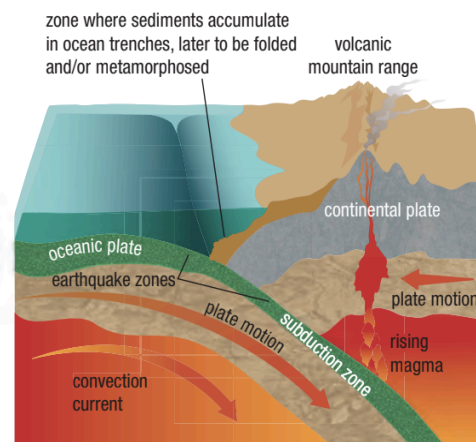
Most commonly this happens along a mid-ocean ridge, although it does happen on land too. When this happens, both plates get larger. New areas of Earth's crust are constantly being created in that way along 70 000 kilometres of mid-ocean ridges. Most of the world's volcanoes occur along divergent plate boundaries.



◀ **Figure 2-6** Divergent plates: oceanic plate ← → oceanic plate

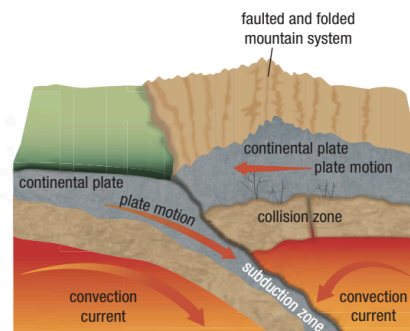
2) Convergent: Two plates move toward each other. There are three types of convergent depending on the kinds of plates that are colliding.

1. Continental plate meets oceanic plate: The rocks that make up deep-ocean plates are denser than those that make up continental plates. As a result, a heavier oceanic plate slides underneath a continental plate. This process is called subduction (The process in which one plate slides underneath another. The subducted plate moves into Earth's interior and is "recycled" (it melts).



◀ **Figure 2-8** Convergent plates 1: oceanic plate → ← continental pl:

2. Continental plate meets continental plate: When two continental plates run into each other, massive layers of rock are folded, broken, and forced upward by the immense pressures of the collision. This



▲ **Figure 2-9** Convergent plates 2: continental plate → ← continental plate

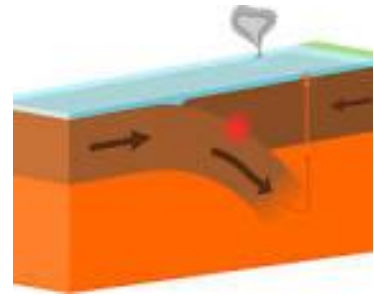


◀ **Figure 2-10** These rocks were created in horizontal layers at the bottom of the ocean. You can still see the layers, but they are no longer flat. The incredible power of plates colliding folded them into this shape in Canada's Rocky Mountains.

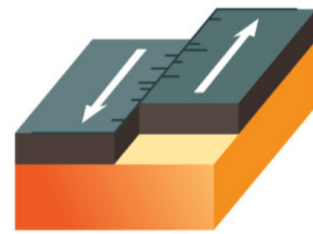
process created many of the world's most important mountain ranges.

3. Oceanic plate meets oceanic plate:

When two oceanic plates collide, the denser plate will always subduct, leading to the formation of an oceanic subduction zone. The older oceanic plate is always forced under the younger one, subducting.



3) **Transform:** Along a transform plate boundary the plates move in roughly parallel, but opposite, directions. As with subduction, this process often happens fairly smoothly, with many small earthquakes but no catastrophic damage. But sometimes, the plates lock up for many years until an enormous release of energy occurs, resulting in a damaging earthquake. Major quakes at transform boundaries are generally in the intensity range of 5.5 to 7.5.



Types of Plate Movement

Divergent:

<p>Type of Movement:</p> <hr/> <p>What happens?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Diagram:</p>
---	-----------------

Convergent- Continental Plate Meets Oceanic Plate:

Type of Movement: <hr/>	Diagram:
What happens? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Convergent- Continental Plate Meets Continental Plate:

Type of Movement: <hr/>	Diagram:
What happens? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Convergent- Oceanic Plate Meets Oceanic Plate:

<p>Type of Movement:</p> <hr/> <p>What happens?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Diagram:</p>
---	-----------------

Transform:

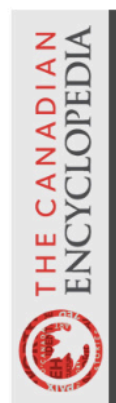
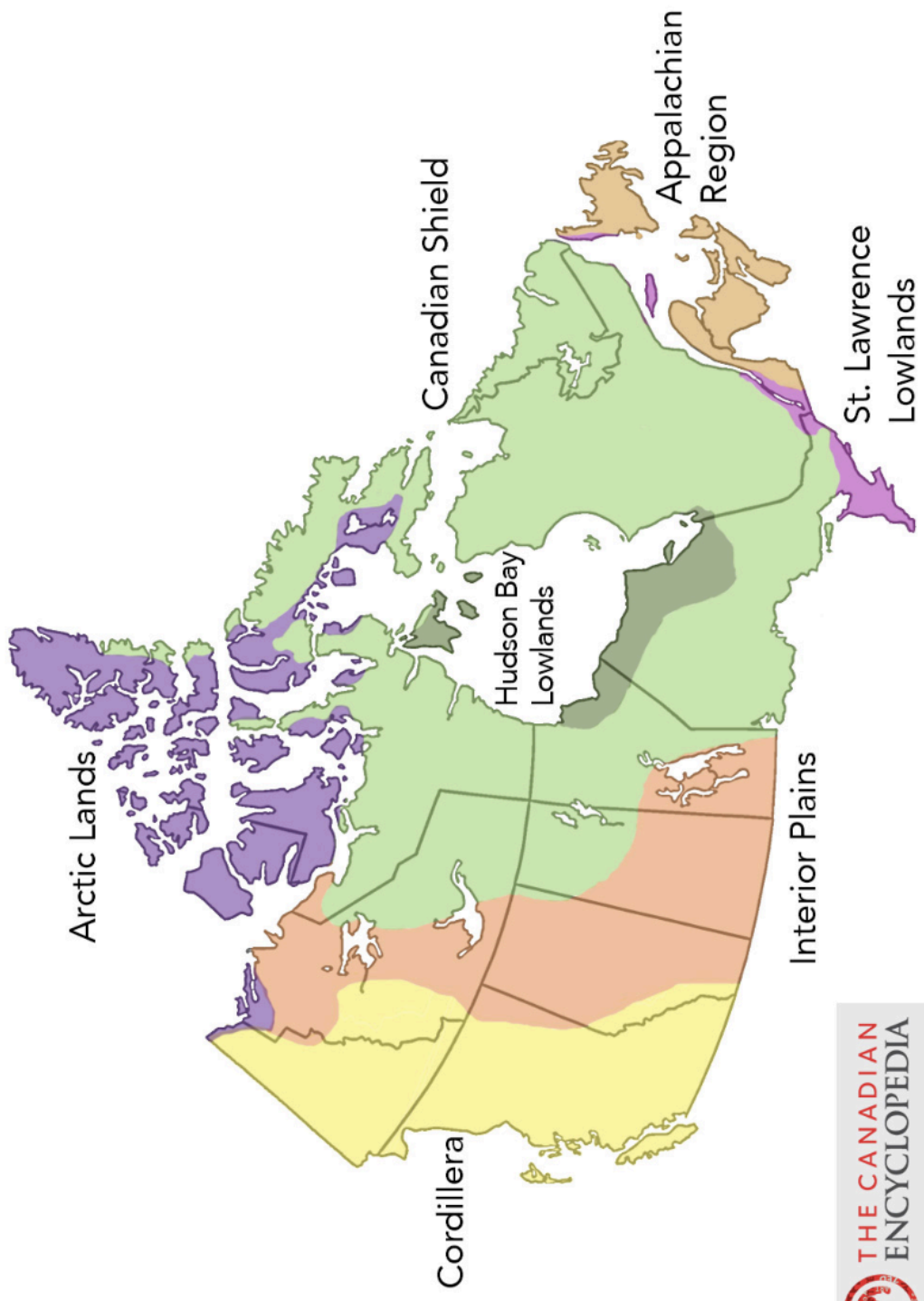
<p>Type of Movement:</p> <hr/> <p>What happens?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Diagram:</p>
---	-----------------

Topic 2: Canada's Landforms

Key Terms & Definitions:	
Landforms	Physical structures that make up the appearance of the Earth's crust. Some examples include: islands, mountains, hills, valleys and plains. They are formed through the movement of tectonic plates and glaciers.

Canada's landforms are categorized into three main regions: Shield, Highlands, and Lowlands. While shield refers to a large area of similar topography, highlands and lowlands can be further subdivided as follows:

Shield	Highlands (mountainous)	Lowlands (low lying regions)
	Appalachians	Hudson's Bay / Arctic Lowlands
	Western Cordillera	Interior Plains
	Arctic Lands / Inuitians	Great Lakes / St. Lawrence Lowlands



Use the [link](#) to explore more about each region and to help you fill in the chart below:



Landform Region	Where	Description of Land	Natural Resources	Approx. Population / pop density
Canadian Shield				
Great Lakes - St. Lawrence Lowlands				
Appalachians				
Interior Plains				

Western Cordillera				
Innuitian Mountains / Arctic Lands				
Hudson Bay - Arctic Lowlands				

Topic 3: The Rock Cycle

Key Terms & Definitions:	
Rock Cycle	A series of processes that create and transform the types of rocks in Earth's crust.
Igneous Rock	Rocks that are formed from the cooling and hardening of molten rock (magma) deep inside the Earth.
Metamorphic Rock	Rocks that are formed from other rocks that are changed by heat and pressure underground.
Sedimentary Rock	Rocks formed from layers of sand, silt, dead plants that are compacted and cemented together.

There are 5 processes responsible for transforming rocks from one type to another:

- 1) Melting
- 2) Cooling
- 3) Weathering & Erosion
- 4) Heat & Pressure
- 5) Compacting & Cementing



Watch the [video](#), available through the QR code to understand more about HOW rocks change:

- 1) How is igneous rock formed?

- 2) What are some examples of igneous rock?

3) What is **weathering**?

4) Give an example of a natural force that can cause weathering.

5) What is **erosion**?

6) Give an example of a natural force that can cause erosion.

7) Give an example of a place created by erosion:

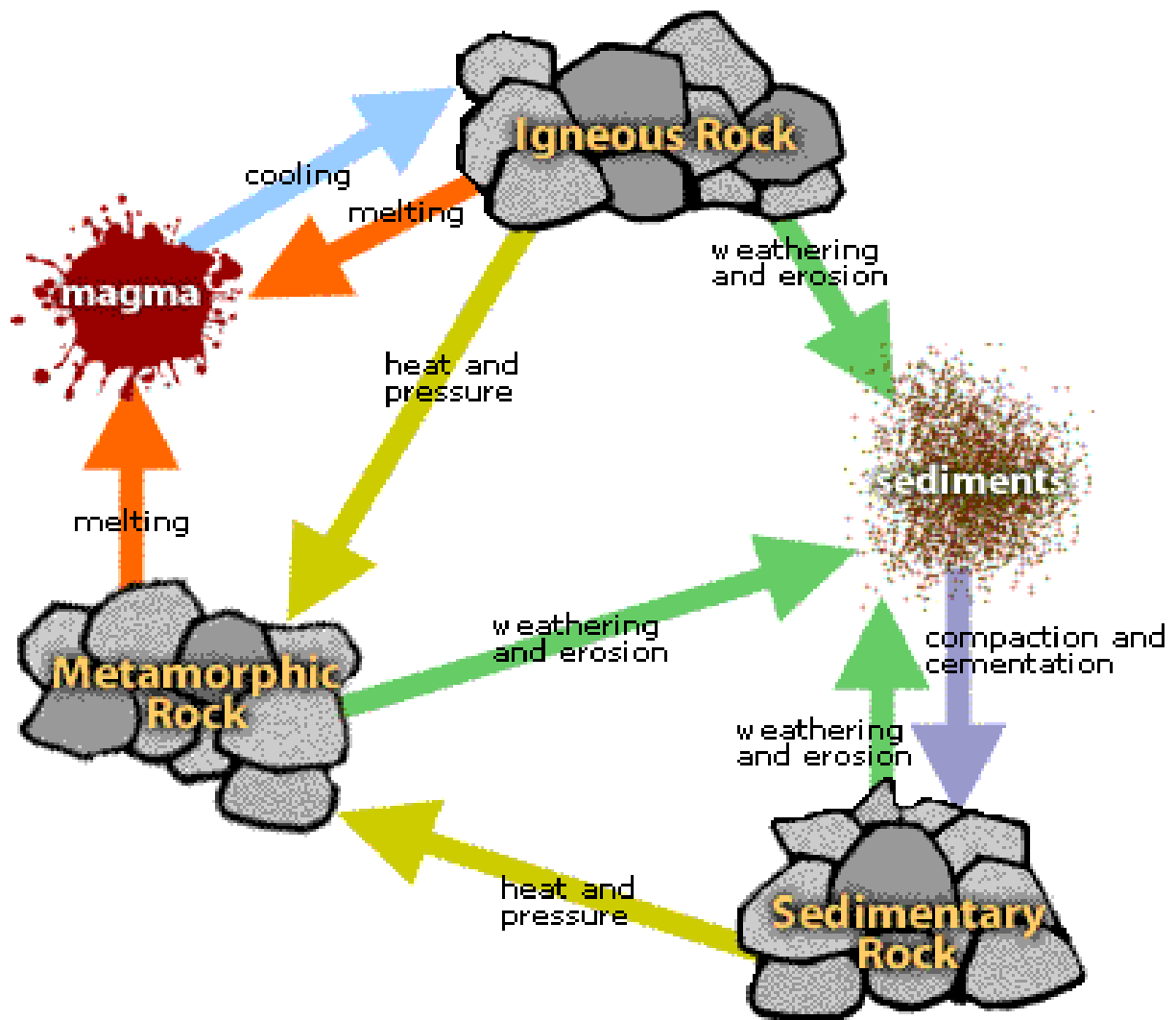
8) **Compacting & cementing** can create what type of rock? How does this happen?

9) What are some examples of sedimentary rock?

10) Explain how **heat** and **pressure** change rock.

11) What are some examples of metamorphic rock?

12) **Melting** rocks become what?



Explain the steps of the rock cycle in your own words, including the processes of rocks changing:

Topic 4: Glaciers + Melting Glaciers

Key Terms & Definitions:	
Glacier	A large section of ice and snow that moves across the land, shaping and changing it. They are created when two conditions are met: prolonged cold, accumulation of snow.
Glaciation	The process of ice advancing and covering large areas of land.
Alpine Glaciers	Glaciers that are found at higher elevation.
Continental Glaciers	Ice Sheets that span large landmasses
Erosion	As glaciers recede, they scrape away soil and rocks, changing where rivers and lakes drain.
Deposition	The process in which glaciers add sand, minerals and other materials and they are then “dropped off” in a new area.
Till	The material that is scraped off and carried by a glacier. It is a mixture of loose sediments and rocks.



The Athabasca Glacier is located in Alberta and currently shrinks about 5 metres (16 feet), each year which is consistent with other glaciers around the world. Global glaciers are shrinking at a concerning rate. In the Prairies, the loss of this glacier will affect the freshwater supply. In Alberta, the rivers get most of their water from melting glaciers. As the glaciers start to melt, less water will be available.



This photo shows the entirety of a glacier with mountain slopes on either side and a U-shaped valley between them. Use the [QR code](#) to see how the glacier has changed over time.



Warmer winters are not the only reason that the glaciers are melting, it can also be explained by a purple algae that is forming on the glaciers. The dark algae causes the glaciers to absorb solar energy, leading to quicker melting. The glaciers have also become a catchment area for contaminants, including chemicals like DDT (this used to be used as an insecticide), which may start to melt out of the snow.

What other problems may occur if glaciers continue melting? Brainstorm 3 potential consequences:

1. _____
2. _____
3. _____

Research one of the following glaciers, completing the chart below:

Glacier Options:	
<ol style="list-style-type: none"> 1) Vatnajökull 2) Jökulsárlón Glacier Lake 3) Taku Glacier 4) Furtwängler 5) Petermann 6) Mer de Glace glacier 7) Biafo 	
Selected Glacier:	_____
Why do researchers think your glacier has changed so much?	_____ _____ _____ _____
What will happen if your glacier continues to change? How will it impact the people living nearby?	_____ _____ _____ _____
Can the changes to your glacier be reversed? If so, how?	_____ _____ _____ _____

Natural Disasters Assignment

Key Terms & Definitions:	
Natural Disasters	Extreme, sudden events caused by environmental factors such as storms, floods, droughts, fires, and heatwaves. Natural disasters are now occurring with increasing severity, scope and impact.

Natural Disasters Memorial:

Independently you will choose a specific natural disaster from history and create an AI generated memorial piece to not only teach about this disaster but also commemorate the effects of it.

By the end of this assignment, you will submit:

- 1) Your research notes
 - 2) Your Memorial + Artist Statement
 - 3) A reflection
-

Step 1: Research

Use gemini to answer the following questions

- a. What happened?
- b. How does this event take place? Be as specific as possible.
- c. Where do similar natural events occur?
- d. What was the immediate impact of this event on the people and place?
- e. What were the longer impacts of this event on the environment, people, and place?

Throughout your research notes, consistently add relevant in-text citations.

Step 2: Evaluate the AI generated research response.

- 1) What information was not included in the AI-generated response? What do you think needs to be added, based on your additional research about the natural disaster?

→ This will require you to conduct additional research beyond gemini. Be sure to cite these additional sources as well.

- 2) Are the sources bias-free and relevant to your topic? Go through the C.R.A.P.P test and include your responses.

Additional Considerations:

- Is the AI generated response relevant and appropriate to your grade level? If not, continue your conversation to ensure that you thoroughly understand the research.
- Please be sure not to copy and paste directly, instead including the most important information from the gemini response.

Step 3: Present the information in an AI generated method.

Your goal is to create a memorial which should include any key information that people need to learn about the disaster, along with relevant photos. Try to think symbolically and present this in a creative way.

Step 4: Write an artist statement about your memorial.

Your artist statement should analyze the symbols and images included, and needs to be written without the use of AI. This should be your own opinion, based on your AI generated memorial.

Step 5: In class reflection

Write an in-class reflection about natural disasters, demonstrating your understanding of what you learned.

Please put the below research questions into gemini, along with asking it for a relevant works cited list and in-text citations.

What happened?
AI Critique:
C: R: A: P: P:
How does this event take place? Be as specific as possible.
AI Critique:
C: R: A: P: P:
Where do similar natural events occur?
AI Critique:
C: R: A: P: P:
What was the immediate impact of this event on the people and place?
AI Critique:
C: R: A: P: P:
What were the longer impacts of this event on the environment, people, and place?
→AI Critique:

C: R: A: P: P:
Works Cited

Artist Statement:

Analyze your memorial in a paragraph, incorporating the following prompts:

- Which symbols are included in your memorial?
- Why and how do they effectively memorialize the disaster?
- Could you have changed your AI prompts to make your memorial more effective? If so, how? If not, why were your prompts so effective?

Reflection:

This will be completed in class, and your teacher will provide you with a prompt to demonstrate your understanding.

Rubric:

Category	Look Fors:	Total
K/U	<ul style="list-style-type: none"> • Demonstrates an understanding of what a natural disaster is • Answers all of the questions • Artist statement demonstrates an understanding of the symbolic nature of memorials 	/5

C	<ul style="list-style-type: none">• The memorial is creative and expresses the researched information.• Student uses vocabulary and terminology effectively.• MLA format is applied thoroughly	/5
T	<ul style="list-style-type: none">• Reflection demonstrates a thorough understanding of the impact that natural disasters have on populations• Reflection indicates an understanding of the importance of commemoration• Critiques of AI demonstrate a thorough engagement with generated research.	/10

Total: /20

UNIT 5: SUSTAINABILITY & LIVABILITY



Sustainability is all about ensuring that the needs of the present are met, while also ensuring that future generations can still meet their needs within the network of resources that are available. Liveability works in tandem with sustainability, as it is all about the quality of life within a community.

Throughout this unit you will be completing smaller activities with the intention of building towards your final assignment, a community analysis of Bathurst Manor.

LEARNING GOALS

Students will be able to:

- Understand the impact of climate change on our world, both in terms of the natural environment as well as within human relationships, governments, and communities
- Understand the phenomena of urbanization and urban sprawl
- Understand what makes a city liveable and sustainable
- Appreciate the complexities of city planning, including considerations regarding zoning, infrastructure, accessibility, and protected land
- Develop skills in proposing changes to their own school and broader community to make these spaces more sustainable and liveable

SUCCESS CRITERIA:

- I can identify and explain at least three specific impacts of climate change on the natural environment (e.g., rising sea levels, extreme weather events, biodiversity loss, glacier melt).
- I can accurately define "urban sprawl" and describe its key characteristics (e.g., low-density development, car dependency, loss of agricultural land).

- I can identify and explain at least five key indicators or characteristics that contribute to a city's liveability (e.g., access to green spaces, public transit, affordable housing, healthcare, cultural amenities, safety).
- I can explain the concept of "zoning" and provide examples of how different zoning categories impact land use.
- I can propose at least two concrete, actionable changes for my community, explaining how these changes would enhance sustainability or liveability.

Topic 1: Climate and Climate Change

Key Terms & Definitions:	
Climate Change	Significant changes in global temperature, precipitation, wind patterns and other measures of climate that occur over several decades or longer
Climate	Refers to long-term patterns of weather, averaged over a long period. The standard is 30 years.
Weather	Changes on a daily basis, and is based on temperature, precipitation, sun and humidity.

Factors that Affect CLIMATE: LOWERN

Name	Definition / explanation
L	<hr/> <hr/> <hr/> <hr/>
O	<hr/> <hr/> <hr/> <hr/>
W	<hr/> <hr/> <hr/> <hr/>
E	<hr/> <hr/> <hr/>

R	<hr/> <hr/> <hr/> <hr/> <hr/>
N	<hr/> <hr/> <hr/> <hr/> <hr/>

1. What causes Climate Change?

2. What is a Greenhouse Gas?

3. What is the Greenhouse Effect?

Fossil Fuel Video Questions

Please scan the QR code in order to access a video about fossil fuels.



While you watch the video answer the following questions:

1. What are fossil fuels?

2. What are the three main types of fossil fuels? How did they form, and how long did this take?

3. How do fossil fuels produce energy?

4. What is petroleum used for?

5. What are some of the benefits of fossil fuels? What are some of their drawbacks?

6. How are fossil fuels related to the greenhouse effect?

7. What have been the effects of our increased use of fossil fuels?

8. What is a 'nonrenewable resource'? Why might using a nonrenewable resource be a problem?

9. What solutions have some people come up with to decrease their use of fossil fuels? What are some ways that you can reduce your use of fossil fuels?

10. What do you think 'sustainable' means? Can you name something that is sustainable? How about something that isn't sustainable?

→ Case Study: Copenhagen, Denmark

Copenhagen aims to become the world's first carbon-neutral capital by 2025.

Strategies:

- 75% of trips in the city are done by bike.
- Massive investments in wind power and district heating.
- Public buildings are energy-efficient and use green roofs.
- Incentives for electric cars.
- Waste-to-energy facilities provide clean energy.

In your opinion, which of these actions could be implemented in Toronto?

- Present your thoughts in a short 2-minute presentation or poster. Be sure to include:
 - A summary of what is happening in Copenhagen (Conduct additional research if needed)
 - A decision regarding which strategy could be introduced in Toronto
 - An explanation as to why this strategy could work in Toronto (Conduct additional research if needed)

Self Reflection:

What can you do to reduce climate change? Please provide three examples, along with explaining whether or not these changes are realistic.

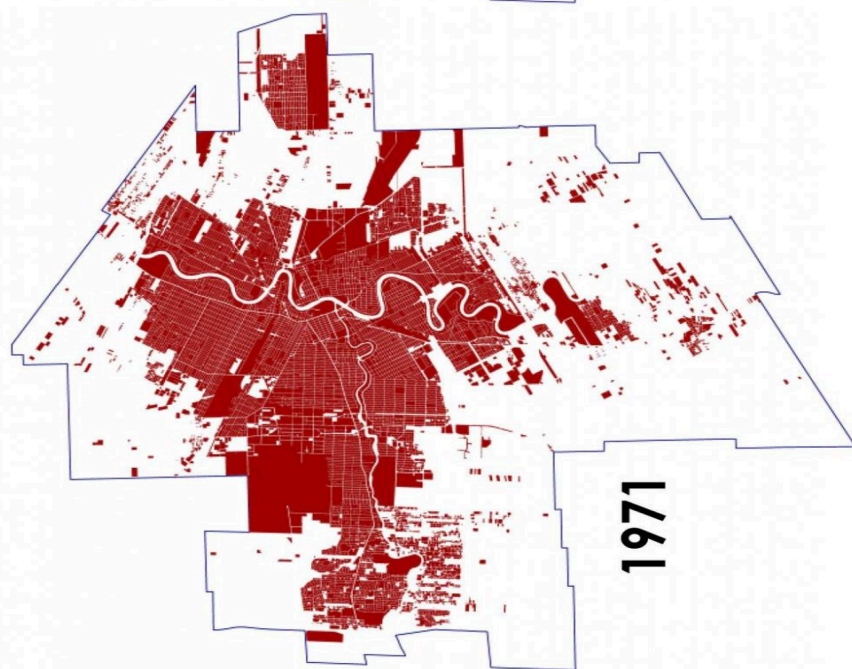
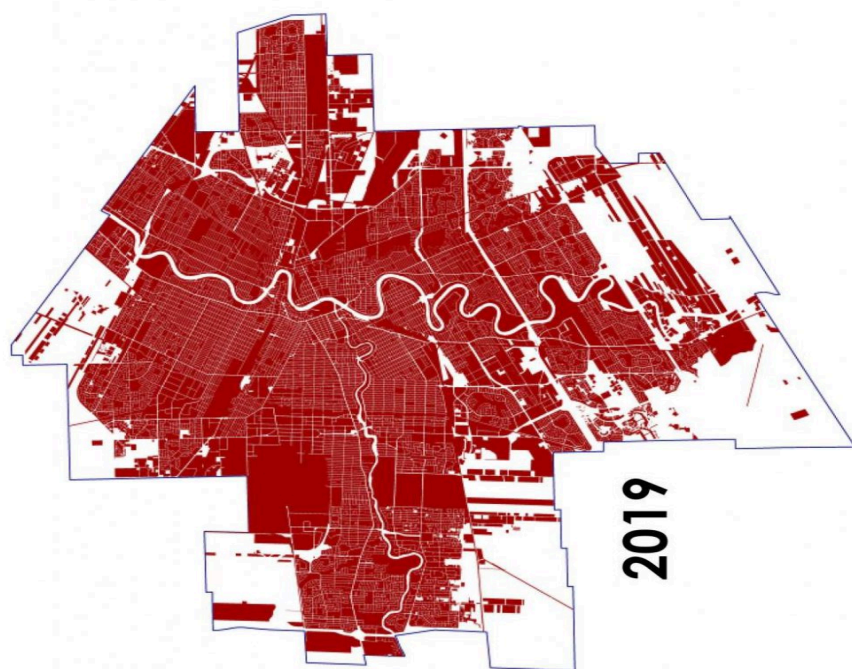
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Topic 2: Urbanization + Urban Sprawl

Key Terms & Definitions:	
Urbanization	The process where more people move to cities, leading to city growth.
Urban Sprawl	The rapid outward expansion of cities and towns. Typically characterized by the development of low-density residential neighbourhoods outside of city centres.



The image above shows the city of Winnipeg in 1971 and 2019. Notice how much more spread out the city became in 2019, compared to almost 40 years prior.

There are both benefits and drawbacks to urbanization and urban sprawl. In the chart below, hypothesize some of the pros and cons of what happens when cities begin to spread out.

What does Urban Sprawl create?	Pros:	Cons:
Increased reliance on personal vehicles to transport people even short distances (to the grocery store) as well as when commuting to and from work.	Convenience, ability to live outside of expensive cities while still accessing them	Congestion, air pollution due to rush-hour traffic, high GHG emissions from many cars on the road. Many hours wasted getting to and from work. More road infrastructure needed to accommodate all of the cars
Use of agricultural land for housing developments		
Increase in single-family houses		

Increase in taxes (to pay for roads, utilities, and services)		
Dispersed communities		
More affordable housing in lower-density, suburban neighbourhoods		
Economic development opportunities (lower rent, need for services, etc) in suburban areas		
Extending services (such as Hydro, Internet, Electricity, Gas, etc) over larger areas		

Reflection Question:

1. Ultimately, is urban sprawl a positive or negative aspect of modern living? Justify your answer with reference to some of the issues above.

Topic 3: Green Infrastructure

Key Terms & Definitions:	
Green Infrastructure	Vegetative systems and green technology that work together to provide society with environmental, social and economic benefits.
Green Infrastructure Ontario Coalition	A group of organizations that share a vision for a healthy, green Ontario where the benefits of green infrastructure are realized.

Green Infrastructure Ontario focuses on six main areas, which include:	
Parks and Open Spaces	<ul style="list-style-type: none"> • Places where people go to exercise, have fun or relieve stress • They connect urban and rural ecosystems and help protect biodiversity • They help with climate change as green spaces (with trees and shrubs) absorb carbon dioxide, along with reducing the flow of stormwater • They provide habitats for species living in urban environments • Homes near parks and open spaces are typically valued higher than comparable properties
Agriculture and Urban Agriculture	<ul style="list-style-type: none"> • This aims to bring food production closer to home, attempting to reduce emissions • The soil and vegetation connected with urban agriculture can absorb rain water, improving water quality in urban areas • Flowering plants provide habitats and a food source for pollinating insects and birds • Activities related to agriculture generates business, create local job opportunities
Natural Heritage	<ul style="list-style-type: none"> • Forests, wetlands and meadows that provide services to support human prosperity and well-being. This includes the plants and animals that make up natural communities. • In Ontario, this includes: Watersheds, Agricultural Areas, Bodies of Water, Landforms (Eg: Oak Ridges Moraine) • Assist in removing carbon dioxide from the

	<p>atmosphere</p> <ul style="list-style-type: none"> • Are able to assist in reducing flooding • Provide habitats for species, along with encouraging a greater variety of species • In Ontario: The Great Lakes provide many economic benefits
Urban Forests	<ul style="list-style-type: none"> • Urban forests turn our cities green, transforming water, nutrients and carbon dioxide into clean air, oxygen, shade and habitats • Urban forests absorb greenhouse gas emissions • They are able to help soils absorb stormwater • Urban forests on private yards and in public parks increase the value of properties
Stormwater Systems	<ul style="list-style-type: none"> • Focus on managing stormwater and improving water quality • Green stormwater infrastructure intercepts, absorbs and holds stormwater, reducing the amount of runoff water entering sewers • This includes: rain gardens and permeable pavement. • This helps limit flood risk by providing methods for stormwater to be absorbed into the ground. • Floods have a large financial impact, and investing in this technology may decrease the cost of clean-up.
Green Roofs	<ul style="list-style-type: none"> • Green roofs are able to bring nature to urban rooftops while absorbing water and cooling the air. • The vegetation on green roofs absorb carbon dioxide • Green roofs provide habitats for species along with acting as an important food source for pollinating insects and birds. • Urban agriculture can generate revenue and provide employment.

Keeping these details in mind, try and apply the concept of **green infrastructure** to address one problem that Toronto is dealing with. Conduct additional research to determine new potential solutions that consider the needs of green infrastructure.

Problem	Component of Green Infrastructure:	Potential Solutions:
Example: The city of Toronto is facing increasing flooding after storms.	Stormwater Systems	<ol style="list-style-type: none"> 1) The city of Toronto encourages the usage of permeable pavement, which is designed to allow water to permeate the surface and instead it is absorbed into the layers of soil and gravel below. This is supposed to help with floods. 2) Continue building rain gardens. Rain gardens are intended to collect, filter and release stormwater.
A lack of green spaces	_____	<hr/> <hr/> <hr/> <hr/> <hr/>
A lack of green cover in urban areas	_____	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Reflection Questions:</p> <p>2. Will incorporating any of these changes in Toronto actually make a difference regarding the overall well-being of the city? Why or why not?</p> <hr/> <hr/> <hr/> <hr/>		

Building Towards Your Assignment:

In your small groups, evaluate the green infrastructure present (or not present!) around Tanenbaum CHATTanenbaumCHAT. List some potential problems and solutions below:

Problems:	Solutions:
1.	<hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/>

Topic 4: Livability and Livable Cities

Key Terms & Definitions:	
Livability	<p>Although there is no singular definition of livability, it generally refers to the conditions that determine quality of life and wellbeing in a given area. How 'livable' a city is depends on many factors, including:</p> <ul style="list-style-type: none"> ● Robust & Complete Neighbourhoods ● Population density ● Accessibility ● Diverse, Resilient Economy ● Vibrant Public Spaces ● Accessible Green Spaces ● Health Care ● Affordability

What do you think it actually means to have a "liveable city"? Is it possible to have all of these principles while still being affordable?

The Global Liveability Index, which publishes yearly rankings of the most livable cities in the world, weighs 5 different factors in determining how livable a city is. They are:

- *Stability (25%)*
- *Health Care (20%)*
- *Culture / Environment (25%)*
- *Education (10%)*
- *Infrastructure (20%)*

How would you weigh these factors, if it was up to you? Are there any missing factors?

Discussion Questions: Global Liveability Index



1. Based on the document available by scanning the QR code, where do you think that Toronto would be on the liveability scale and why?

2. Do you think that there are any factors that can contribute to liveability that are missing from this document? If so, what are they?

3. There are no American cities in the top 10 in 2024. What do you think is the biggest factor contributing to this?

4. What else do you think accounts for the placement of certain cities on the list? For instance, why have both Tel Aviv and Kyiv fallen in rankings in 2024?

Topic 5: Urban Planning and Historic Civilizations

Key Terms & Definitions:	
Urban Planning	The process of designing and organizing cities to manage population growth, transportation, housing, and public services.
City Planning	A type of urban planning focused specifically on how cities are structured and developed.
Infrastructure	The basic physical systems of a city such as roads, bridges, water supply, and power lines
Zoning	The practice of dividing land into areas for specific uses like residential, commercial, or industrial.
Civic Space	Areas open and accessible to all citizens, like parks, plazas, and town squares.
Historical Civilization	An advanced society from the past known for its culture, cities, and achievements, like the Romans or the Indus Valley people.
Transportation Network	Systems of roads, railways, subways, and bike paths that move people and goods around a city.

Watch the following video as an introduction to [zoning](#)!

With these details in mind:

Imagine you're building a city from scratch. What would you need to think about? Where would you place houses, roads, water sources, schools, hospitals?

Brainstorm in pairs and jot ideas on sticky notes. Share a few with the class.



Historic City vs Modern City Comparison

Research and fill in the following chart comparing historic cities vs modern cities

Feature	Historic City	Modern City
Transportation	Roads, Chariots	Subways, Highways
Water System		
Layout		
Public Spaces		
Government Building		
Trade and Commerce Areas		
Sanitation		
Religious Structures		

Based on this information, you are going to begin working on planning your own city in small groups. Visit the [arcGIS page](#) on urban planning to learn more about urban planning!

On a piece of paper, create a layout of your ideal city. Please incorporate the following:

- Include zoning areas (residential, industrial, commercial)
- Add transportation routes and green spaces
- Consider geography: rivers, hills, coastlines
- *Tie it to a specific civilization or terrain (e.g., a Roman-inspired city by a river).*



Once you are done, be prepared to present your idea and plan to the class.

Building Towards Your Assignment:

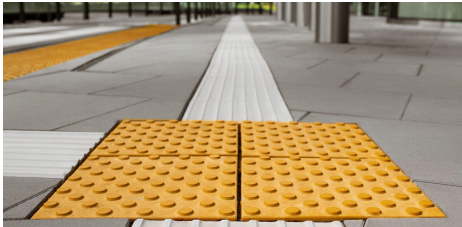
In your small groups, think about the zoning and transportation considerations that you might implement in your assignment:

Zoning:	Transportation:

Topic 6: Accessibility Within City Planning

Key Terms & Definitions:	
Accessibility Within Urban Planning	Designing and implementing infrastructure, transportation systems and public spaces to accommodate the needs of all individuals.
Universal Design Principles	Designing products and environments to be used by all people, without the need for adaptation or specialized design.
Defensive Design	A design process that considers potential “contingencies” in the design process. They may try to anticipate potential misuses within their design, ensuring that it is used in the proper way. For example: In order to discourage homeless people from living or sleeping on a bench, they may add an armrest to ensure that they are unable to lie down.

When creating an accessible community, many different factors need to be considered to ensure that the needs of all individuals are met. Some key components of an accessible community include:

Transportation	In order to ensure that transportation is accessible, it needs to be confirmed that people of all ages and abilities can get on and off public transit vehicles. This includes: wheelchair ramps, low-floor buses, elevators, escalators, priority seating and accessible announcements.
<p>Does the city that you live in consider the accessibility of transit? If so, how? If not, what could be improved?</p> <hr/> <hr/> <hr/> <hr/>	
Infrastructure	<p>In order to make sure that everyone can access different areas within the city, it is necessary to ensure that the infrastructure is accessible.</p> 

	<p>This includes: accessible buildings, parks, along with recreational areas. They need to conform with universal design principles, and may also include tactile paving, or even signs with braille on them.</p>
<p>Does the city that you live in have accessible infrastructure? Why or why not?</p> <hr/> <hr/> <hr/> <hr/>	
Affordability	<p>This concept focuses on making sure that cities are affordable. It is necessary to have affordable housing, healthcare, along with educational resources. It is necessary to ensure that individuals from different backgrounds can thrive in cities.</p>
<p>Can everyone, regardless of their economic status thrive in the city that you live in?</p> <hr/> <hr/> <hr/> <hr/>	

Defensive Design

Using the QR code or following this [link](#), showing examples of defensive design around Toronto and answer the questions that follow.



1. List two examples of defensive design, based on the map:

1. _____
2. _____

Do you agree with the concept of defensive design? Why or why not?

Building Towards Your Assignment:

In your small groups, evaluate the accessibility of Tanenbaum CHATTanenbaumCHAT.

Does Tanenbaum CHATTanenbaumCHAT consider accessibility? What has been added to ensure that the building (and surrounding area!) are accessible?

-

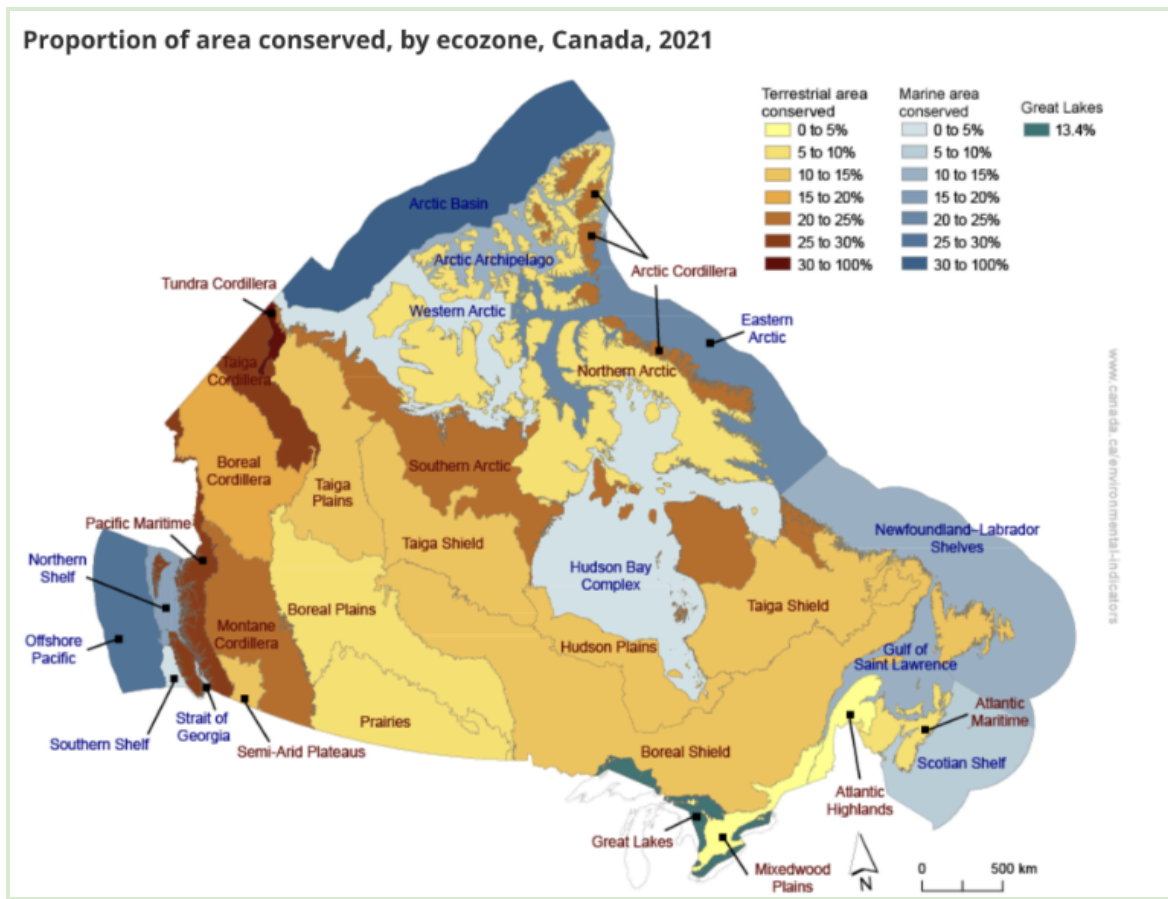
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List some potential problems and solutions below:

Problems:	Solutions:
1.	<hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/>

Topic 7: Protected Lands

Key Terms & Definitions:	
Protected Land	A clearly defined space that is recognized and managed to ensure long-term conservation of nature, ecosystems and cultural values.
Conservation	The prevention of the wasteful use of a resource
Preservation	Maintaining something in its original state
The Greenbelt	A natural, undeveloped agricultural land that surrounds an urban area. The Ontario Greenbelt is the largest greenbelt in the world and was created in 2005.
Bill 23	Also referred to as the “More Homes Built Fast Act.” This piece of legislation is intended to build 1.5 million new homes in Ontario by 2031.



Where are the majority of protected lands across the country? Why do you think they are located in these places?

The Premier of Ontario Doug Ford (as of 2025) has proposed building on the Greenbelt, which has elicited many reactions from people across the province and the country. The handout that follows prompts you to consider the perspective of different stakeholders associated with the development of the greenbelt.

<p>Stakeholders: Please highlight the stakeholder that you are researching</p>	<p>Provincial Government Climate Activists Ontario Residents Private Development Companies</p>
<p>Source: Please find a relevant resource that relates to the opinion of your stakeholder.</p>	<p>Summary of your source:</p> <hr/> <hr/> <hr/> <hr/>
	<p>What is the perspective of your stakeholder according to this source?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

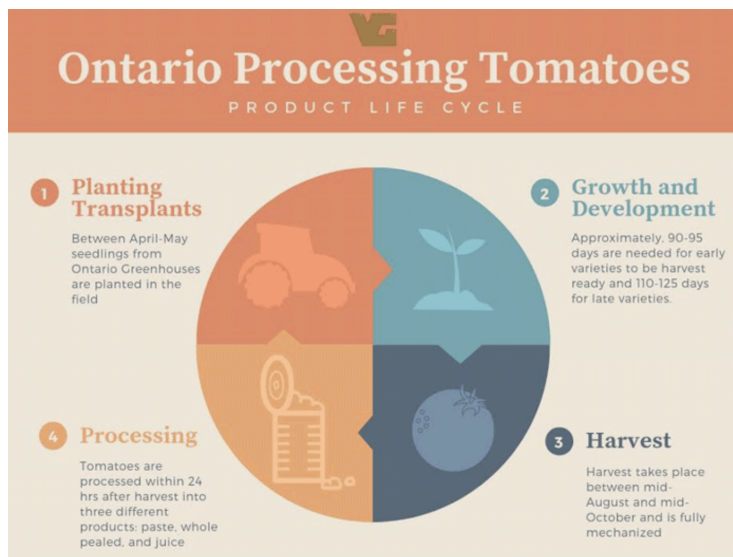
What is your opinion on the development of the greenbelt after researching the perspective of your stakeholder, along with hearing the other perspectives? Why?

Topic 8: Food Sustainability

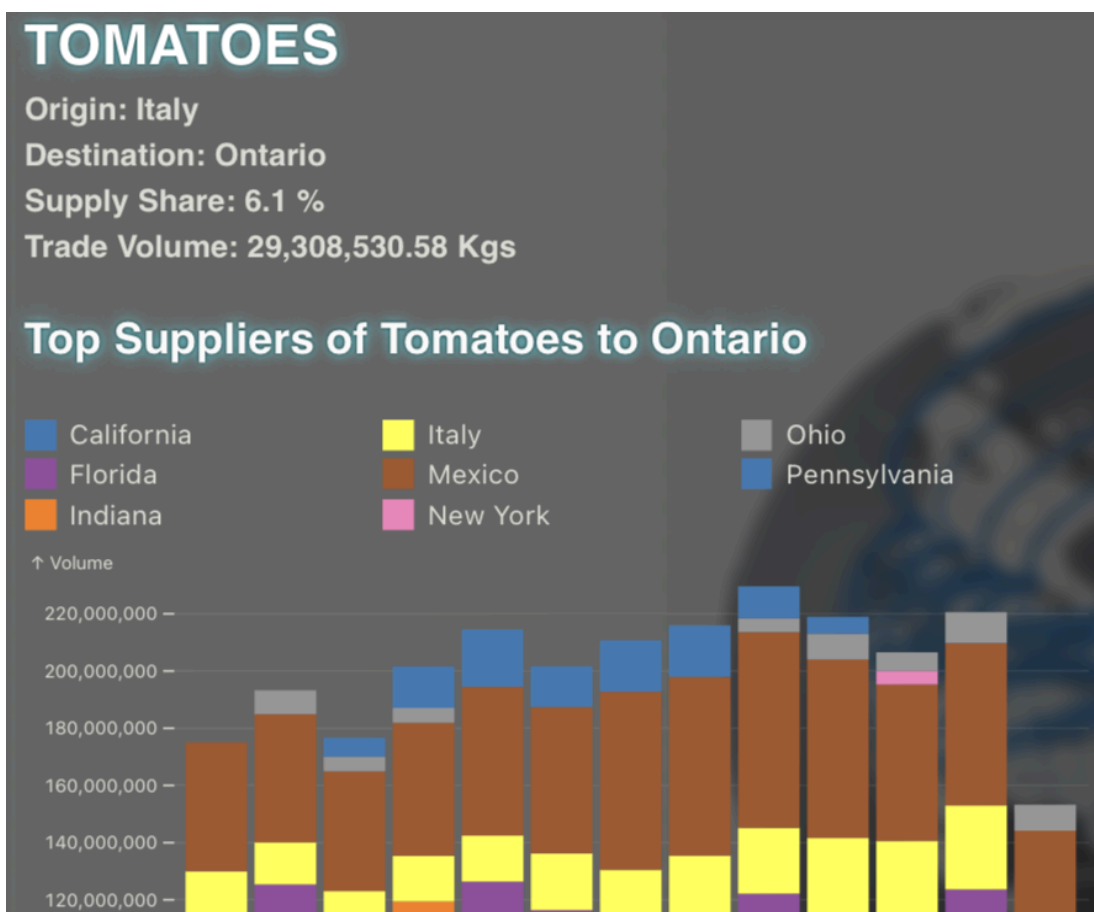
Key Terms & Definitions:	
Food Sustainability	Per the United Nations: Food sustainability is ‘the idea that the preparation of food is done in a way that is not wasteful of our natural resources and can be continued into the future without being detrimental to our environment or health’

In Canada, approximately 60% of vegetables and 80% of fruit have been imported from elsewhere. For example, tomatoes are imported from: California, Florida, Indiana, Italy, Mexico, New York, Ohio and Pennsylvania, as demonstrated by the graph below. At the same time, Southwestern Ontario (specifically Kent and Essex Counties) are known for their tomato growing capabilities due to a combination of climate and soil quality. Their tomatoes are processed for three uses: tomato paste, whole peel, or juice. All of the tomatoes in Essex/Kent counties are processed less than 24 hours after their harvest to ensure they are fresh.

Ultimately, this forces us to consider: Which practice is more sustainable? And, why do we import so many tomatoes if we have access to them in Ontario, along with the proper growing conditions? Keeping this in mind, research and respond to the questions that follow.



Z



<p>Please reference this link and select a product of your choosing:</p> 	<p>Selected Produce:</p> <hr/>
<p>Where is this produce imported from? List the countries.</p>	<hr/> <hr/>
<p>How much do we import into Canada?</p>	<hr/> <hr/>

The questions that follow may require additional research beyond the link included above:

Why do we import so much?

Is this product available in Ontario? If so, is it possible to expand our growing in Ontario to ensure more sustainable practices? Why or why not?

Building Towards Your Assignment:

In your small groups, evaluate the food sustainability around Tanenbaum CHATTanenbaumCHAT. Consider the following questions:

1. In the immediate area around Tanenbaum CHATTanenbaumCHAT, there is only one grocery store. Do you think that this is sufficient? Why or why not?

2. Should Tanenbaum CHATTanenbaumCHAT have a community garden? If so, where would it be and why?

<hr/> <hr/>
<p>3. Did you know that Tanenbaum CHATTanenbaumCHAT had a greenhouse? Should this be used more frequently? Why or why not? And if so how?</p> <hr/> <hr/> <hr/>
<p>4. Should Tanenbaum CHATTanenbaumCHAT's lunch program be more sustainable? How could it become so?</p> <hr/> <hr/> <hr/>
<p>5. Should there be additional options other than the vending machines to ensure the health of the Tanenbaum CHATTanenbaumCHAT community?</p> <hr/> <hr/>

Topic 9: Sustainable Travel

Key Terms & Definitions:	
Sustainable Tourism	<p>Sustainable tourism focuses on implementing sustainable practices within the tourism industry. It hopes to minimize the negative impacts associated with tourism (Eg: Tourism may create damage to the natural environment, but may lead to job creation).</p> <p><i>Per the UN:</i> "Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities"</p>

Many communities around the world are introducing sustainable tourism projects, including the following:

Community	Project				
Revelstoke, B.C.	<p data-bbox="358 268 646 302">Thanksgiving Back</p> <p data-bbox="358 331 1487 501">Revelstoke is trying to work with tourists to encourage them to “give back,” while visiting. Tourists are able to volunteer with local organizations and volunteer projects. Volunteers from outside of the community have their accommodation costs covered while they are participating. It is called “thanksgiving back,” as it runs during the weekends leading up to thanksgiving.</p> <div data-bbox="386 552 1328 926"> <table border="0"> <tr> <td data-bbox="386 552 548 716"> <p data-bbox="444 583 490 646">4</p> <p data-bbox="440 659 495 684">Years</p> <p data-bbox="394 751 540 888">This program was started in 2021 and has run every year since.</p> </td> <td data-bbox="646 552 808 716"> <p data-bbox="675 583 769 646">211</p> <p data-bbox="675 659 776 684">Volunteers</p> <p data-bbox="654 751 800 888">This program has seen 211 visitors volunteer within our community.</p> </td> <td data-bbox="906 552 1068 716"> <p data-bbox="951 583 1019 646">25</p> <p data-bbox="946 659 1024 684">Projects</p> <p data-bbox="922 751 1052 926">The program has supported 25 different projects across 9 different local non-profits.</p> </td> <td data-bbox="1166 552 1328 716"> <p data-bbox="1179 583 1321 646">112k</p> <p data-bbox="1195 659 1295 684">Generated</p> <p data-bbox="1166 751 1328 926">This program has generated ~\$112k for local businesses within our community.</p> </td> </tr> </table> </div>	<p data-bbox="444 583 490 646">4</p> <p data-bbox="440 659 495 684">Years</p> <p data-bbox="394 751 540 888">This program was started in 2021 and has run every year since.</p>	<p data-bbox="675 583 769 646">211</p> <p data-bbox="675 659 776 684">Volunteers</p> <p data-bbox="654 751 800 888">This program has seen 211 visitors volunteer within our community.</p>	<p data-bbox="951 583 1019 646">25</p> <p data-bbox="946 659 1024 684">Projects</p> <p data-bbox="922 751 1052 926">The program has supported 25 different projects across 9 different local non-profits.</p>	<p data-bbox="1179 583 1321 646">112k</p> <p data-bbox="1195 659 1295 684">Generated</p> <p data-bbox="1166 751 1328 926">This program has generated ~\$112k for local businesses within our community.</p>
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Haliburton, O.N.	<p data-bbox="358 1037 651 1071">Bike Share Program</p> <p data-bbox="358 1100 1487 1199">A local community organization provides six free bicycles that are free for anyone to use. Since the program began, the bikes have been used 400 times, with the bikes being used 28 times in 2024.</p>				

Many communities across the world have started to oppose tourists visiting, citing “overtourism,” as a problem. With that in mind, research one of the communities below and answer the questions that follow.

Potential Communities
Mallorca, Spain
Hawaii, U.S.A
Venice, Italy



Potential Communities
Amsterdam, Netherlands

1. Why is your location an example of overtourism?

2. Have any sustainable travel projects been introduced to try and help with this?

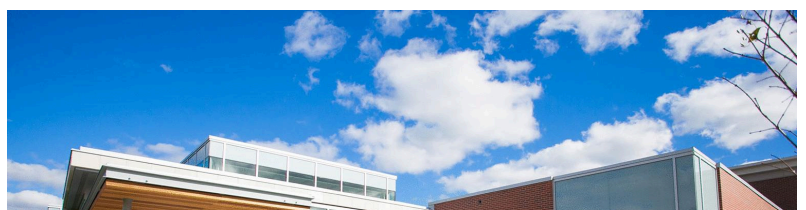
3. Does this knowledge influence your perspective on potential travel in the future? Why or why not?

Unit Assignment: Community Sustainability Project

Unfortunately, when our neighbourhoods and Tanenbaum CHATTanenbaumCHAT were designed, they did not have the opportunity to consult with EVERYONE, including- you! This assignment is an opportunity for you to consider and analyze the design of our school, along with the broader Bathurst Manor community. You will have to consider, **what changes need to be implemented in order to ensure that our community is sustainable and accessible for everyone?**

By the end of the assignment, you will need to submit the following:

- An Analysis of Bathurst Manor & Tanenbaum CHATTanenbaumCHAT
- A Neighbourhood Profile



□ A Proposal & Rationale

Part 1: Analysis of the community around Tanenbaum

CHATTanenbaumCHAT + The School

*Please answer the following questions about both **Tanenbaum CHATTanenbaumCHAT** and **Bathurst Manor**. Within your responses please try to be as specific as possible and add examples. Please also consider the questions that you answered throughout the unit within your responses.*

Tanenbaum CHATTanenbaumCHAT
The School Building:
1. How would you describe how easy it is to get into the school? Consider: navigating the stairs, hallways, elevators, etc.
2. Are there wheelchair accessible entrances, exits, etc?

3. Are the washrooms accessible? Explain what features are included (or not included) to ensure the accessibility of these spaces.
4. Does the school have accommodations to consider the needs of different students? (Eg: Adjustable desks, speakers, microphones, etc)
5. Is there space for mobility aids within the classrooms? (Eg: walkers, scooters, wheelchairs, etc)
6. Are there braille or tactile signs to assist students or teachers who have visual impairments?
7. Are there considerations regarding how to deal with allergies?
8. Does Tanenbaum CHATTanenbaumCHAT consider energy efficiency? Why or why not? Are alternate sources of energy used within the building?
9. Does Tanenbaum CHATTanenbaumCHAT promote the usage of single-use plastic, or using reusables?
10. Is just having a recycling bin and a garbage bin enough? Or should additional bins be added within the school to promote sustainability?
11. Do students arrive at school in an environmentally friendly way? Is there anything that could be done to improve this?
Technology:
1. Is assistive technology available to students who may need it? What type of accessible technology may be helpful?
2. Are there accessibility considerations in virtual newsletters, or other communication that is sent to all students?
3. Is there a technology waste/recycling program?

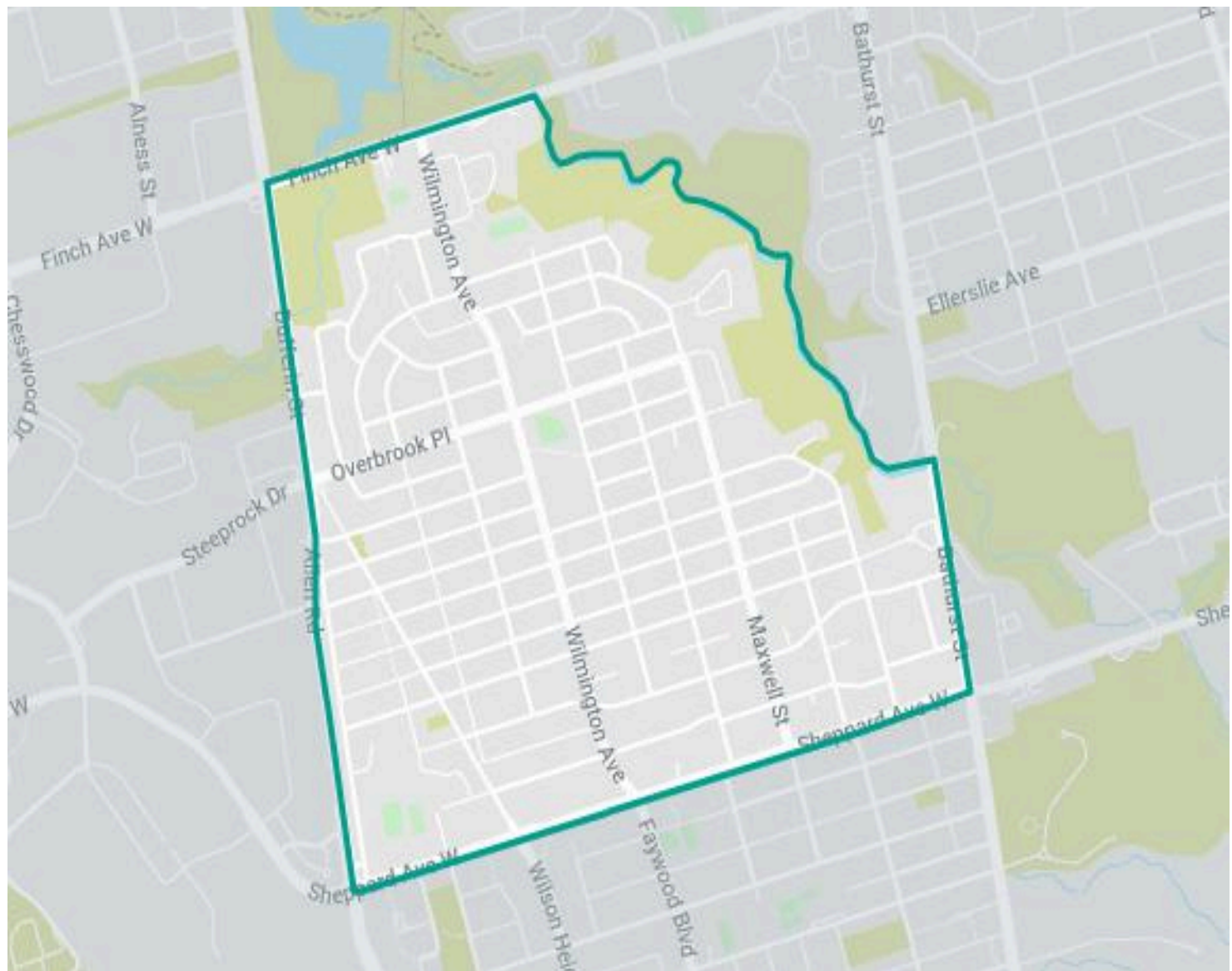
Around the School & Surrounding Neighbourhood

When assessing the neighbourhood, please reference the boundaries available on the map available on the next page.

*Prior to completing this portion of the assignment, your class will **be walking around the neighbourhood. Please also use any digital resources to thoroughly answer these questions.***

Are the sidewalks accessible and clearly marked? Are they available on every street, or selectively?

Are there crosswalks in potentially dangerous areas for pedestrians? Do they consider accessibility? (Eg: Tactile paving)
Is public transit available within the neighbourhood, and is it consistent? Does there need to be more accessible transit?
Are bike lanes available throughout the community? Are they clearly marked, and do they help with traffic flow?
Are there community Centres & public spaces throughout the neighbourhood? Are they vibrant, and do they encourage people to use them? Is there a variety of different types of neighbourhood facilities? (Eg: Parks, ice rinks, swimming pools, etc)
Is there consistent street lighting within the neighbourhood? Does this help ensure the safety of the resident?
Are enough trees planted throughout the community? Does this help with air quality?
Are there public shelters available in the case of emergency, or homelessness? Are they accessible and sufficient for the needs of the community?
Does the neighbourhood consider what may happen in the event of a flood? For example, do they have processes to manage stormwater runoff, or even where road salt may go after a flood?
Are there community Gardens throughout the neighbourhood that encourage residents to grow fresh food?
Are there processes in place that consider food waste? Do local restaurants, and even stores take this into account?
Are there any local seed libraries within the community?
Are there frequent community events that foster a sense of community?



Part 2: Neighbourhood Profile

Now that you have assessed the sustainability of your neighbourhood, you will be completing a neighbourhood profile which outlines the main aspects of Bathurst Manor. On your neighbourhood profile, please include the following:

- The Neighbourhood
 - Include the boundaries and a relevant map
 - Include the size of the Neighbourhood
 - Relevant statistics and details that provide additional information about the neighbourhood
- Housing
 - What type of housing is available?
 - Are there mainly single family homes, apartment buildings, or other dwellings?
- Demographics
 - Population Size
 - Median Age
 - Languages Spoken At Home
 - Household Income

Please include any other details regarding the demographics of the neighbourhood that provide a thorough understanding of who lives in the area.

- Major Concerns Within The Neighbourhood (Based on Part 1)
- Relevant Graphs, Charts and Photos
- A Works Cited List and MLA in-text citations

Please reference the example on the next page as a starting point.



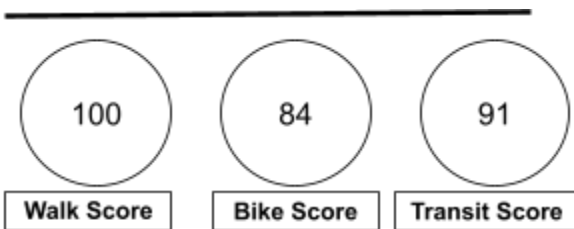
The Neighbourhood:

Yorkville is an established, urban neighbourhood in downtown Toronto, known for its designer stores, fancy hotels, and world renowned museums. Its boundaries include: Davenport Road (in the north), Bloor Street (to the south), Yonge street (to the East), and Avenue Road (to the west). It is considered one of the most desirable neighbourhoods in Toronto. Yorkville is the 6th smallest neighbourhood, and is considered one of the wealthiest neighbourhoods.



YORKVILLE

NEIGHBOURHOOD



("Overview For Yorkville, Ontario")



Demographics:

This information is based on data from 2011. This may have changed slightly in recent years.

Neighbourhood Highlights:	
Population Size	9,990
Largest Age Group	65 Years+ (25.8%)
Median Age	48
Households	Average of 1.6 persons per household.
Average Household Income	\$138,660
Immigrants Countries of Origin:	United Kingdom United States Russia
Top Languages Spoken at Home:	Arabic Persian Spanish
("TOcore Neighbourhood Population Profiles")	



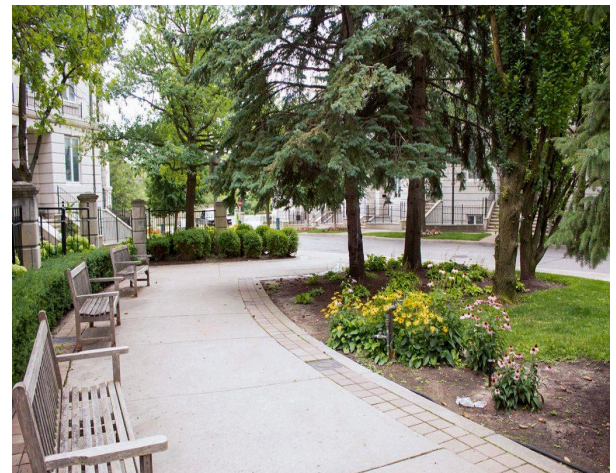
Market Area:	Number of New Condo Projects	
	2016	2020
Bloor-Yorkville	19	20

Housing

Yorkville had the most expensive condos as of 2020, with the cost of a new condo being \$2,762,826 in 2020. This was a 309% increase from 2016 ("Inclusionary Zoning Assessment Report").

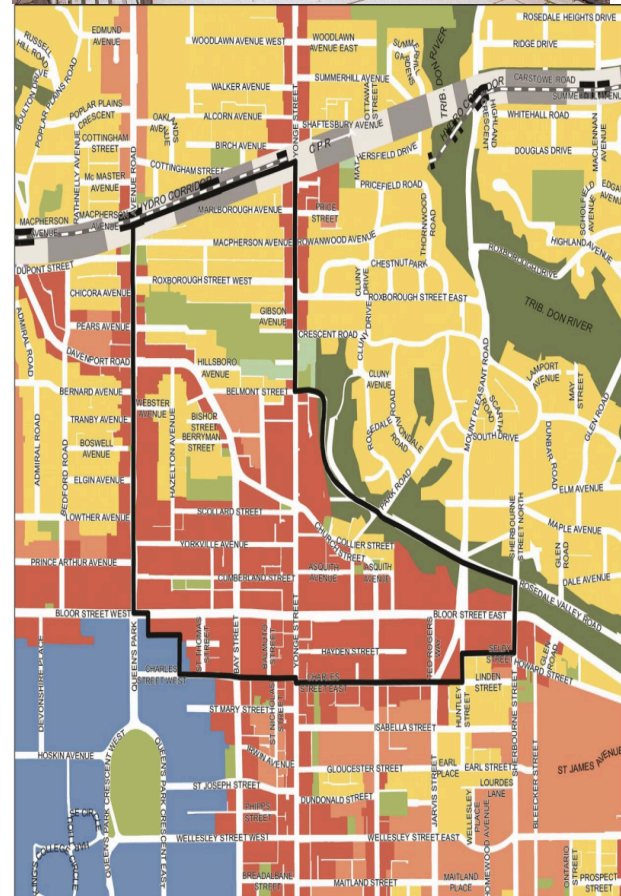
Between 2016 and 2020 there was a 34.7% increase in resale prices on condos within Yorkville ("Inclusionary Zoning Assessment Report").

Market Area:	Number of New Rental Projects		Average Rental Rate for New Rentals		Price Escalation
	2016	2020	2016	2020	2016 - 2020
Bloor-Yorkville	6	12	\$2,265	\$2,522	11.3%



Neighbourhood Considerations:

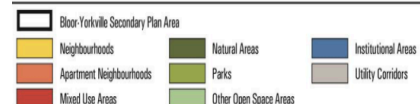
Sidewalks	<ul style="list-style-type: none"> Yorkville is considered a very walkable area, and sidewalks are consistently available. There are some concerns regarding the width of sidewalks, considering that many high-end stores have tried to shrink the sidewalks to allow for valet parking (Rezski)
Crosswalks	<ul style="list-style-type: none"> Yorkville has been an area that has had many pedestrian related accidents due to the speed of vehicles along with a lack of separation between pedestrians and the roadway. <i>Friends and Families for Safe Streets</i> has been advocating for changes, which may include the addition of new crosswalks in the neighbourhood, along with raised crosswalks("RE: TE4.66")
Public Transit	<ul style="list-style-type: none"> Accessible by bus and the subway. The subway stations within proximity of Yorkville are accessible, including an elevator at St George Station.
Trees	<ul style="list-style-type: none"> <i>Yorkville Park</i> is an incredibly unique park within the Yorkville neighbourhood. It is an urban public space, with the goal of creating "landscape as art" ("Village of Yorkville Park") Pine, birch, alder, crabapple and maple trees, among many more are available in this urban park ("Village of Yorkville Park")



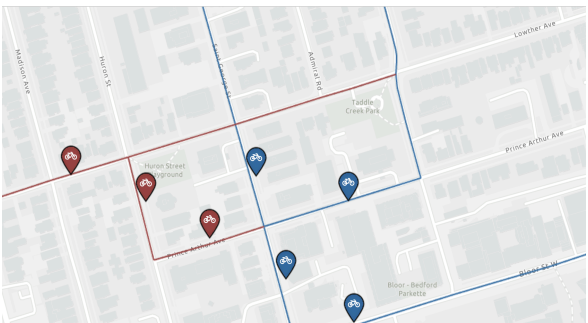
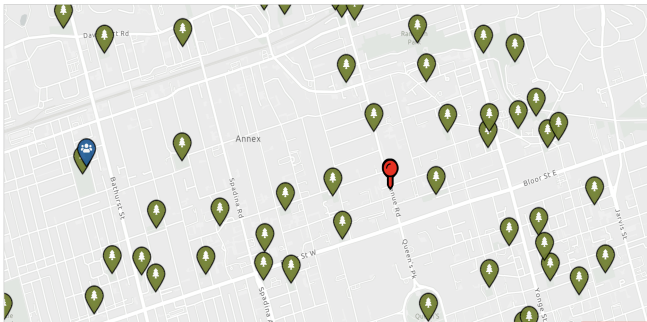
Bloor-Yorkville Secondary Plan Study

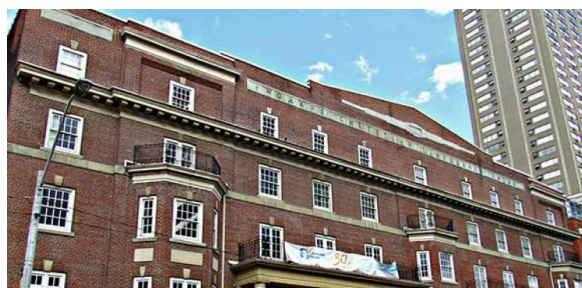
Official Plan Land Use Map #17

File # 17 122803 SPS 00 02





<p>Bike Lanes</p>	 <p>("Cycling Network Map")</p> <ul style="list-style-type: none"> • Although there are bike lanes within the Yorkville neighbourhood, there are concerns regarding the safety of cyclists (Tsekouras) • Three cyclists have been killed in the neighbourhood in recent years (2015, 2021, 2024) (Tsekouras) • A speed limit reduction was introduced recently (from 50 km/h to 40 km/h) to ensure the safety of cyclists (Tsekouras)
<p>Community Centres & Public Spaces</p>	<ul style="list-style-type: none"> • Many nearby parks and parkettes • Not many public community centres (funded by the city of Toronto) • <i>Hillcrest Community Centre</i>: Gym & Pool ("Parks and Community Recreation Centres Map") • <i>Cecil Community Centre</i>: Offers recreational, educational and social programs ("Welcome to Cecil Community Centre") 
<p>Shelters</p>	<p>There are many shelters within close proximity to the Yorkville neighbourhood. They are primarily focused on homelessness.</p>
<p>Fresh Food</p>	<p>The grocery stores in Yorkville are higher end than other neighbourhoods in Toronto, making it less affordable.</p>



Works Cited

- “Cecil Community Centre .” *Cecilcentre.ca*, 14 Feb. 2025, cecilcentre.ca/. Accessed 6 June 2025.
- “Cycling Network Map.” *City of Toronto*, 17 Nov. 2017, www.toronto.ca/services-payments/streets-parking-transportation/cycling-in-toronto/cycling-network-map/#location=&lat=43.717520&lng=-79.381371&zoom=11. Accessed 6 June 2025.
- “Inclusionary Zoning Assessment Report: Housing Need and Demand Analysis,” *City of Toronto*, 2021. <https://www.toronto.ca/wp-content/uploads/2021/10/95b5-CityPlanning-IZ-Assessment-Report-Need-and-Demand-2021.pdf>.
- “Overview For Yorkville, Ontario.” *Andrew Persaud Real Estate*, <https://homesbyandrew.ca/neighborhoods/yorkville>. Accessed 7 June 2025.
- “Parks & Community Recreation Centres Map.” *City of Toronto*, 17 Nov. 2023, www.toronto.ca/explore-enjoy/parks-recreation/places-spaces/parks-and-recreation-facilities/parks-and-community-recreation-centres-map/#location=38%20Avenue%20Rd&lat=43.670385776&lng=-79.394820962&zoom=14. Accessed 6 June 2025.
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- “RE: TE4.66 - Pedestrian Safety on Avenue Road, Bloor Street to St. Clair Avenue West,” *Friends and Families for Safe Streets*, 11 April 2023. <https://www.toronto.ca/legdocs/mmis/2023/te/comm/communicationfile-166917.pdf>. Accessed 6 June 2025.
- “TOcore Neighbourhood Population Profiles,” *Canadian Urban Institute*, 4 July 2016. <https://www.toronto.ca/wp-content/uploads/2017/12/9386-city-planning-tocore-neighborhood-population-profiles-aoda-07-04-2016.pdf>
- Tsekouras, Phil. “Road Reductions, Bike Lanes May Be Coming to Stretch of Avenue Road.” *CTVNews*, 29

May 2024,

www.ctvnews.ca/toronto/article/road-reductions-bike-lanes-may-be-coming-to-stretch-of-avenue-road/. Accessed 6 June 2025.

“Village of Yorkville Park - a Green Space Gem! - Www.bloor-Yorkville.com.” *Www.bloor-Yorkville.com*, 6 Oct. 2016, www.bloor-yorkville.com/village-yorkville-park-green-space-gem/

Part 3: Proposal + Rationale

Based on your experience exploring the neighbourhood, along with any additional research that you conducted, you now need to create a proposal for the changes that you would make both at Tanenbaum CHATTanenbaumCHAT and in the Bathurst Manor neighbourhood as a whole. Please present this as a slideshow, including the changes that you would make to:

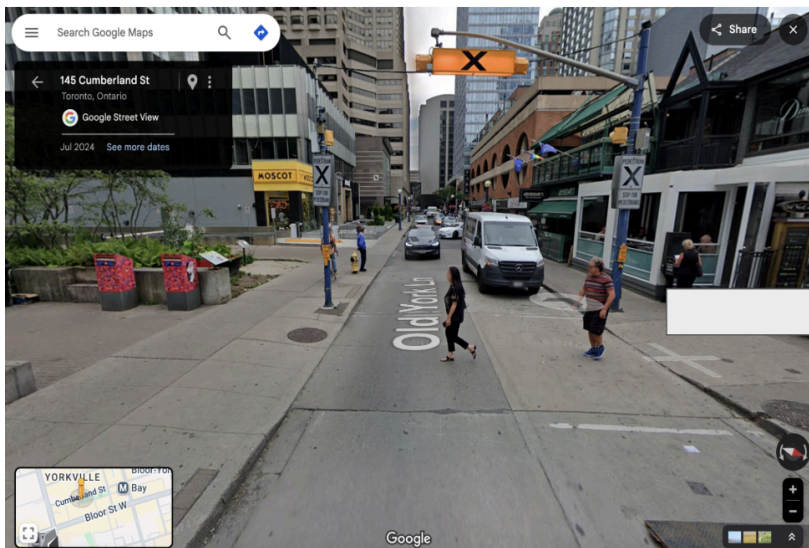
1. Tanenbaum CHATTanenbaumCHAT (Both the exterior and interior): 5 changes
2. Changes to the Bathurst Manor Community: 10 Changes

Please incorporate relevant photos of the areas that you would change.

An example of a slide is included below:

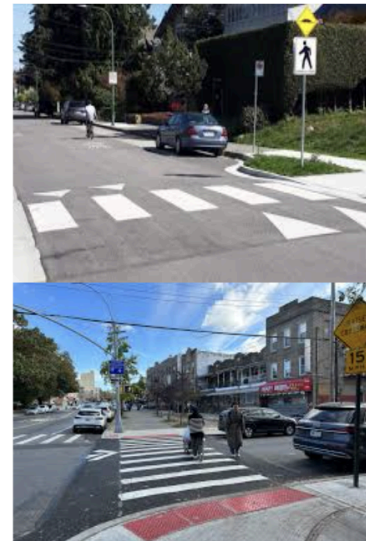
Current:

Crosswalk on Cumberland Street



Proposal:

Raised Crosswalk to improve pedestrian safety



Within your presentation, please also explain the reasoning for your decision in 2-4 sentences per each change. This can be included on the slide directly or in the speaker's notes.

Sustainability Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
K/U: /10	<p>Analysis questions and neighbourhood profile demonstrates a limited understanding of sustainable spaces.</p> <p>Rationale demonstrates a limited understanding of potential changes needed within the neighbourhood.</p>	<p>Analysis questions and neighbourhood profile demonstrates some understanding of sustainable spaces.</p> <p>Rationale demonstrates some understanding of potential changes needed within the neighbourhood.</p>	<p>Analysis questions and neighbourhood profile demonstrates a considerable understanding of sustainable spaces.</p> <p>Rationale demonstrates understanding of potential changes needed within the neighbourhood.</p>	<p>Analysis questions and neighbourhood profile demonstrates a high degree of understanding of sustainable spaces.</p> <p>Rationale demonstrates a high degree of understanding of potential changes needed within the neighbourhood.</p>
C: /5	<p>The writing is challenging to follow, and errors impact the overall meaning.</p> <p>MLA conventions are not followed, or MLA is not included.</p>	<p>Some of the writing is clear and detailed, but there are many writing errors.</p> <p>Many MLA errors are included in the works cited or in-text citations.</p>	<p>The majority of writing is clear and detailed.</p> <p>Some MLA errors are included in either the works cited or in-text citations.</p>	<p>Writing is clear and detailed.</p> <p>MLA conventions are followed, including works cited and in-text citations.</p>
T: /10	<p>The student was able to develop potential changes within both Tanenbaum CHATTanenbaumCHAT and Bathurst Manor with limited effectiveness.</p>	<p>The student was able to develop potential changes within both Tanenbaum CHATTanenbaumCHAT and Bathurst Manor with some effectiveness.</p>	<p>The student was able to develop potential changes within both Tanenbaum CHATTanenbaumCHAT and Bathurst Manor with effectiveness.</p>	<p>The student was able to develop potential changes within both Tanenbaum CHATTanenbaumCHAT and Bathurst Manor with a high degree of effectiveness.</p>

A: /5	The student was able to apply their understanding to their slideshow with limited effectiveness.	The student was able to apply their understanding to their slideshow with some effectiveness.	The student was able to apply their understanding to their slideshow with effectiveness.	The student was able to apply their understanding to their slideshow with a high degree of effectiveness.
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Total: /30

FINAL SUMMATIVE TASK



LEARNING GOALS

Students will be able to:

- Understand what components make an effective community and propose changes to existing communities
- Creatively represent their redesigned city
- Conduct credible, effective research
- Apply their researched information into a written report

SUCCESS CRITERIA:

- See the attached rubric

CGCIW FST 2025-2026 - Urban Planning

Content Overview Statement: To complete a community evaluation through research and design.

Components of this FST:

Name of Component	Value	Rubric Included
Part 1: Research Notes	10%	YES
Part 2: Report	10%	YES
Part 3: Presentation & Model Design	10%	YES

Project Overview: Working independently, you will choose one of the cities listed below and conduct research based on that location. You will use that research to create a written report about the issues that the city is dealing with, along with creating recommendations to improve their sustainability. You will then create a presentation about your research, along with creating a model that represents your changes.

***All 3 parts are to be handed in on turnitin.com and any work that demonstrates evidence of AI produced content will result in a mark of 0%.**

FST Part 1: Research

For the first part of your FST you will be responsible for evaluating a city as it currently exists. The list below includes the different cities that you can select from. This will require conducting research and completing the research chart that is available on the next page.

<u>Communities</u>
1. Burlington, ON
2. Hamilton, ON
3. Brampton, ON
4. Tofino, BC
5. Victoria, BC
6. Whistler, BC
7. Brandon, MB
8. Winkler, MB
9. Steinbach, MB
10. Saskatoon, SK
11. Moose Jaw, SK
12. Prince Albert, SK
13. Laval, QC
14. Saguenay, QC

15. Gatineau, QC
16. Summerside, PEI
17. Moncton, NB
18. Dieppe, NB
19. Sydney, NS
20. Iqaluit, Nunavut
21. Red Deer, AB
22. Lethbridge, AB
23. Mount Pearl, Newfoundland
24. Yellowknife, N.W.T

Conduct individual academic research from CREDIBLE sources. Use the questions below to guide your research.

Research should be done in point form, in your own words and with the sources included with relevant in-text citations. Please try and minimize your usage of direct quotations, instead consistently putting the information in your own words. For each specific box on the research organizer at least 5 notes (at a minimum) are needed. Incorporate statistics and facts throughout. Please include in-text citations after each note, along with the full MLA citation in the relevant box.

City Evaluation		
Questions	Notes	Source (include date accessed) - Formatted using MLA.
<p>1. Background Information: Include the demographics, city size (in area), location, climate, and any other relevant details that introduce us to your city.</p>		

<p>2. What issues or challenges is your city currently dealing with? Describe them in detail.</p>	<p><u>Issue 1:</u> <i>Select a topic that we discussed in human geography.</i></p>	
	<p><u>Solution:</u> <i>What potential solutions may help resolve this issue? Explain it thoroughly.</i></p>	
	<p><u>Issue 2:</u> <i>Select a topic that we discussed in physical geography.</i></p>	
	<p><u>Solution:</u> <i>What potential solutions may help resolve this issue? Explain it thoroughly.</i></p>	
	<p><u>Issue 3:</u> <i>Select a topic that we discussed in sustainability and livability.</i></p>	
	<p><u>Solution:</u> <i>What potential solutions may help resolve this issue? Explain it thoroughly.</i></p>	
	<p><u>Issue 4:</u> <i>Select a topic that reflects what we discussed in any unit throughout the course.</i></p>	
	<p><u>Solution:</u> <i>What potential solutions may help resolve this issue? Explain it thoroughly.</i></p>	

	<u>Issue 5:</u> <i>Select a topic that reflects what we discussed in any unit throughout the course.</i>	
	<u>Solution:</u> <i>What potential solutions may help resolve this issue? Explain it thoroughly.</i>	
3. In the last 50 years in Canada, how has your city changed? Add specific dates and events that have dramatically affected your city. Reference: Demographics, city growth and boundaries, etc.	<u>Timeline:</u>	
4. How has the government been involved (or not been involved) within your city? Add specific examples	<u>Political Impact:</u>	
5. How does your city connect to the economy? Add specific examples. (Eg: Has a lot of money been invested into your city recently? Why?)	<u>Economic impact:</u>	
6. Which issue do you think is the most significant to your city? Why?		<i>This can be based on your opinion</i>



FST Part 1 Rubric:

Criteria	Below level	Level 1	Level 2	Level 3	Level 4	Mark
	0-9	10-12	13-14	14-16	16+	/20
Knowledge & Understanding: Research Data for table complete, accurate, useful	Multiple areas of the chart are incomplete	While mostly complete, the table provides a limited amount of detail, and does not show full understanding of the topic	The table is complete, provides a moderate amount of detail, and does show some understanding of the topic	The table is complete, provides a considerable amount of detail, and does show considerable understanding of the topic	The table is complete, provides an exceptional amount of detail, and does show thorough understanding of the topic	
	0-4.5	5-5.5	6-6.5	7-7.5	8+	/10
Communication: MLA-style Works Cited & In-text citations - sources are properly credited, Works Cited is formatted correctly	Works Cited and in-text citations are missing	Works Cited or in-text citations are missing; Works Cited and in-text citations are incorrect	Works Cited and in-text citations are incomplete or mostly incorrect	Works Cited and in-text citations are complete with some errors	Works Cited and in-text citations are complete and accurate	

FST Part 2: Redesigning Your City

Based on your research you are going to write a report that outlines potential changes that you could make to your city based on the challenges, issues and solutions you identified in Part 1. A structure that you can follow is available below:

Research Report
<p>1: Introduction</p> <ul style="list-style-type: none"> ★ Introduce your city and provide relevant context about your city re: demographics, geography, etc.
<p>2: Issues + Solutions</p> <p><i>NOTE: This will most likely be multiple paragraphs.</i></p> <ul style="list-style-type: none"> ★ Outline the major issues that your city is dealing with and which solutions you believe may help resolve these issues.
<p>3: Sustainability & Livability:</p> <ul style="list-style-type: none"> • What recommendations would you make to improve the overall sustainability and livability within your community? Present at least 5 and thoroughly explain how this would improve the overall community.
<p>4: Timeline:</p> <ul style="list-style-type: none"> ★ Present a condensed timeline of the recent changes within your city.
<p>5: Political & Economic Impacts:</p> <ul style="list-style-type: none"> ★ Discuss the political and economic details that are relevant to your city
<p>6: Reflection</p> <ul style="list-style-type: none"> ★ Which issue do you think is the most significant to your community and why?
<p><i>Throughout your report, include:</i></p> <ul style="list-style-type: none"> • 3 images • 1 relevant map • Original, effective captions to explain each image
<p><i>Works Cited</i> → Following MLA Conventions, along with in-text citations.</p>

FST Part 2 Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4	Mark
<p>Knowledge/ Understanding</p> <p>Background: Describes key causes, relevant statistics, etc.</p>	<p>Demonstrates limited understanding of the issues + solutions</p> <p>Demonstrates limited understanding of the history of the city (timeline)</p>	<p>Demonstrates some understanding of the issues + solutions</p> <p>Demonstrates some understanding of the history of the city (timeline)</p>	<p>Demonstrates considerable understanding of the issues + solutions</p> <p>Demonstrates considerable understanding of the history of the city (timeline)</p>	<p>Demonstrates strong understanding of the issues + solutions</p> <p>Demonstrates a thorough understanding of the history of the city (timeline)</p>	/20
<p>Communication (Written)</p> <p>Conventions of grammar, spelling, follows format, section headings, proper citations.</p> <p>Visual Components (graphs, images, maps) are integrated fully.</p>	<p>Writing has many spelling, grammar and/or structural errors that significantly impacts meaning</p> <p>Citations (Works Cited and in-text) are formatted incorrectly or not included</p> <p>3 images, map and/or captions are not included</p>	<p>Writing has errors that somewhat impacts meaning</p> <p>Citations (Works Cited and in-text) are formatted somewhat correctly</p> <p>3 images and a map are included, but captions do not explain their significance</p>	<p>Writing has some errors, but doesn't impact meaning</p> <p>Citations (Works Cited and in-text) are mostly formatted correctly</p> <p>3 images and a map are included, and captions somewhat effectively explains their significance</p>	<p>Writing is clear, organized and edited</p> <p>Citations (Works Cited and in-text) are formatted correctly</p> <p>3 images and a map are included, and captions effectively explain their significance</p>	/10
<p>Thinking</p> <p>Identifying main impacts (social, political, economic, environmental); Sustainability and livability</p>	<p>Political and economic impacts are not clearly identified.</p> <p>Recommendations for sustainability and livability are</p>	<p>Political and economic impacts are identified but not explained</p> <p>Recommendations for sustainability are</p>	<p>Political and economic impact sare somewhat explained</p> <p>Recommendations for sustainability are clearly outlined and explained.</p>	<p>Political and economic impacts are clearly and thoroughly explained</p> <p>Recommendations for sustainability</p>	/20

	unclear and not explained.	identified but not explained		are thoroughly explained.	
Application Analyzes the significance of the issues; expresses thoughtful connections to Canada (nationally and locally)	Analysis of significance is not logical and not explained	Analysis of significance is somewhat logical and/or not explained	Analysis of significance is logical and considerably explained	Analysis of significance is logical and thoroughly explained	/10

FST Part 3: Presenting your Redesigned City

Now that you have made recommendations for your city, you are now responsible for redesigning it. *Keep in mind that you can make any changes and have an unlimited budget as a hypothetical city planner!*

Your redesign can be created using a method of your choosing. Some options include:

- A small-scale lego city
- A redesign using plasticine
- Photoshop
- ArcGIS

Or any other method approved by your teacher.



This also needs to be accompanied by a “before” version of your city, which may be made on a bristol board (printed photos), or by creating a slideshow or StoryMap that can be shared with your classmates. In addition, you will be responsible for writing a brief write-up that explains your decisions within your city.

Please be prepared to share your redesigned city with your classmates!

This video available [here](#) shows you how to create a StoryMap to present your findings!



Part 3 Checklist:

- You must select at least 1 square kilometer of your city to be included within your model
- A school, community centre and other community facilities MUST be included
- Include the recommended changes that you identified in part 1 & 2
- Create a brief slideshow, storymap, or bristol board that includes current photos / maps of the community
- Include a brief write-up that includes:
 - The changes you made & WHY you made those changes
 - Your reasoning for selecting the material / approach to redesign your city

FST Part 3 Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4	Mark
Knowledge/ Understanding Presence of required components (scale, school, community facilities, etc) and recommended changes	Several or most of the required components are absent Recommended changes are absent or incomplete	Some required components are absent or lacking explanation Recommended changes are mostly present	Required components are present Recommended changes are present and clear	All required components are present Recommended changes are robust and clear	/10
Thinking & Communication Rationale for changes and redesign Clarity of write-up Clarity of visuals (including before/ after) Quality of oral presentation	Rationale for changes is unclear Writing has many spelling, grammar and/or structural errors that significantly impact meaning Visual components lack clarity Oral presentation does not clearly communicate the	Rationale for changes is lacking in clarity or substance Writing has errors that somewhat impact meaning Visual components are somewhat clear Oral presentation lacks some clarity in communicating	Rationale for changes is sufficient and mostly clear Writing has some errors, but doesn't impact meaning Visual components are clear and understandable Oral presentation clearly communicates the rationale for changes made	Rationale for changes is extremely clear and robust Writing is clear, organized and well edited Visual components enhance understanding of redesign Oral presentation expertly communicates	/20

	rationale for changes made	the rationale for changes made		the rationale for changes made	
Application Effort and creativity in presentation / redesign	Little effort and creativity is evident within the presentation / redesign	Some effort and creativity is evident within the presentation / redesign	Considerable effort and creativity is evident within the presentation / redesign	Profound effort and creativity is evident within the presentation / redesign	/20