



Unit 1 Chapters 1, 2, and 3 Correlation of McGraw-Hill Education  
Geography in Action:  
Inquiry and Issues from Canadian Perspectives to  
Ontario Ministry Curriculum Issues in Canadian Geography, Grade 9 Academic  
(CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these 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, and urban development. Student will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

## **A. RESEARCH AND INQUIRY SKILL DEVELOPMENT**

### **OVERALL EXPECTATIONS**

**A1. Geographic Inquiry:** use the geography inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography

**A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset

Specific Expectations	Chapter	Page Number
By the end of this course, students will:		
<b>A1. Geographic Inquiry</b>	1	30, 49, 51
<b>A1.1</b> formulate different types of questions to guide investigations into issues in Canadian geography	2	72, 73
	3	85, 99
<b>A1.2</b> select and organize relevant data and information on geographic issues from a variety of primary and secondary sources	1	26, 37, 50, 51
	2	57, 63, 70, 72, 73
	3	85, 89, 91
<b>A1.3</b> assess the credibility of sources and information relevant to their investigations	1	
	2	57, 72, 73
	3	91
<b>A1.4</b> interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry	1	26-27, 30-34, 37, 39, 49-51
	2	56, 57, 63, 72, 73
	3	79, 93, 94
<b>A1.5</b> use the concepts of geographic thinking when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada	1	25-27, 29, 30-33, 41, 43, 45, 48-51
	2	57, 63, 65, 66, 68, 72, 73
	3	78, 80, 81, 87, 89, 90, 91, 93, 94

<b>A1.6</b> evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating	1	25, 27, 43, 46, 49, 50, 51
	2	55, 57, 63, 65, 70, 72, 73
	3	85, 87, 89, 90, 91, 93, 94
<b>A1.7</b> communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	1	27, 41, 49, 50, 51
	2	60, 70, 72, 73
	3	85, 89, 91, 93, 94
<b>A1.8</b> use accepted forms of documentation to acknowledge different types of sources		Everywhere Esp. Inquiry task
<b>A1.9</b> use appropriate terminology when communicating the results of their investigations		Everywhere Esp. Inquiry task

<b>Specific Expectations</b>		<b>Page number</b>
<b>A2. Developing Transferable Skills</b> <b>A2.1</b> describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport	1	24, 26-27, 32, 34, 37, 39
	2	58
	3	88, 97
<b>A2.2</b> apply in everyday contexts skills and work habits developed through geographic investigation	1-3	Throughout unit 1
<b>2.3</b> apply the concepts of geographic thinking when analyzing current events involving geographic issues	1	26-27, 29, 31-34, 41-42, 45, 48-49
	2	54, 66, 72, 73
	3	78, 94, 97

<b>A2.4</b> identify careers in which a geography background might be an asset	3	79, 88
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## **B. INTERACTIONS IN THE PHYSICAL ENVIRONMENT**

### **OVERALL EXPECTATIONS**

**B1. The Physical Environment and Human Activities:** analyse various interactions between physical processes, phenomena, and events and human activities in Canada

(FOCUS ON: *Interrelationships; Geographic Perspective*)

**B2. Interrelationships between Physical Systems, Processes, and Events:** analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems

(FOCUS ON: *Patterns and Trends: Interrelationships*)

**B3. The Characteristics of Canada’s Natural Environment:** describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them

(FOCUS ON: *Spatial Significance; Patterns and Trends*)

<b>Specific Expectations</b>	<b>Chapter</b>	<b>Page Number</b>
By the end of this course, students will:		
<b>B1. The Physical Environment and Human Activities</b> (FOCUS ON: <i>Interrelationships; Geographic Perspective</i> )	1	37, 42-46, 48-49
<b>B1.1</b> analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada’s natural environment, and explain how these ideas/belief affect the use and protection of Canada’s natural assets	2	62, 64, 65, 72, 73
	3	86, 87, 88, 89, 90, 92, 94

<b>B1.2</b> analyse interrelationships between Canada's physical characteristics and various human activities that they support	1	24-,27, 42-45
	2	54, 60, 61, 62, 66, 67, 68, 72, 73
	3	84, 85, 86, 87, 88
<b>B1.3</b> assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth's physical processes	1	25, 47, 48, 49
	2	54, 55, 59, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73
	3	82, 84, 85, 86, 87, 88, 89
<b>B1.4</b> explain how human activities can alter physical processes and contribute to occurrences of natural events and phenomena	1	27, 41-42, 46-49
	2	54, 55, 60, 61, 64, 65, 66, 67, 68, 72, 73
	3	76, 77, 78, 82, 83, 84, 85, 86, 87, 88, 89, 90, 92, 94
<b>B1.5</b> analyse the risks that various physical processes and natural events, including disasters, present to Canadian communities, and assess ways of responding to these risks	1	26, 27-28, 46-48
	2	54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73
	3	82, 83, 84, 85, 86, 87, 88, 92

<p><b>B2. Interrelationships between Physical Systems, Processes, and Events</b> (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)</p> <p><b>B2.1</b> analyse interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems</p>	<p>1</p> <p>2</p> <p>3</p>	<p>26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49</p> <p>56, 57, 58, 72, 73</p> <p>76, 82, 83, 86, 87, 88, 89, 90, 20</p>
<p><b>B2.2</b> describe patterns in the occurrence of a variety of natural phenomena and events in Canada</p>	<p>1</p> <p>2</p> <p>3</p>	<p>26-9, 3-34, 35, 36, 37, 38, 39, 40, 41</p> <p>56, 57, 64, 65, 72, 73</p> <p>80, 81, 88</p>
<p><b>B3. The Characteristics of Canada’s Natural Environment</b> (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)</p> <p><b>B3.1</b> explain how various characteristics of Canada’s natural environment can be used to divide the country into different physical regions</p>	<p>1</p>	<p>24, 26-41</p>
<p><b>B3.2</b> explain how geological, hydrological, and climatic purposes formed and continue to shape Canada’s landscape</p>	<p>1</p>	<p>24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41</p>

	2	54, 55, 64, 65
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Unit 2 Chapters 4-6 Correlation of McGraw-Hill Education  
 Geography in Action:  
 Inquiry and Issues from Canadian Perspectives to  
 Ontario Ministry Curriculum Issues in Canadian Geography, Grade 9 Academic  
 (CGC1D)

This course examines interrelationships within and between Canada’s natural and human systems and how these 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, and urban development. Student will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

**A. RESEARCH AND INQUIRY SKILL DEVELOPMENT**

**OVERALL EXPECTATIONS**

**A1. Geographic Inquiry:** use the geography inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;  
**A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.

Specific Expectations	Chapter	Page Number
By the end of this course, students will:		
<b>A1. Geographic Inquiry</b>		
<b>A1.1</b> formulate different types of questions to guide investigations into issues in Canadian geography	4	106, 108
	5	131



<b>A1.2</b> select and organize relevant data and information on geographic issues from a variety of primary and secondary sources	4	110, 117, 125, 128
	5	132, 142, 152-153
	6	158, 159, 176-177
<b>A1.3</b> assess the credibility of sources and information relevant to their investigations	4	109
	6	174-175
<b>A1.4</b> interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry	4	117, 128-129
	5	145, 152-153
	6	159, 176-177
<b>A1.5</b> use the concepts of geographic thinking when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada	4	111, 117, 128-129
	5	152-153
	6	174-175, 176-177
<b>A1.6</b> evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating	4	117, 128-129
	5	147, 152-153
	6	176-177
<b>A1.7</b> communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	4	117, 123, 129
	5	152-153
	6	176-177
<b>A1.8</b> use accepted forms of documentation to acknowledge different types of sources		

<b>A1.9</b> use appropriate terminology when communicating the results of their investigations	4	117, 128-129
	5	152-153
	6	176-177

Specific Expectations		Page number
<b>A2. Developing Transferable Skills</b>		
<b>A2.1</b> describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport	4	117
	5	132, 140, 145
	6	159
<b>A2.2</b> apply in everyday contexts skills and work habits developed through geographic investigation	4	128-29
	5	152-153
	6	159, 176-177, 178-179
<b>2.3</b> apply the concepts of geographic thinking when analyzing current events involving geographic issues	4	128-29
	6	152-153
		173-174, 176-177, 178-179
<b>A2.4</b> identify careers in which a geography background might be an asset	4	119

## C. MANAGING CANADA’S RESOURCES AND INDUSTRIES

### OVERALL EXPECTATIONS

**C1. The Sustainability of Resources:** analyse impacts or resource policy, resource management, and consumer choices on resource sustainability in Canada  
(FOCUS ON: *Interrelationships; Geographic perspective*)

**C2. The Development of Resources:** analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective

(FOCUS ON: *Interrelationships: Geographic Perspective*)

**C3. Industries and Economic Development:** assess the relative importance different industrial sectors to the Canadian economy and Canada’s place in the global economy, and analyse factors that influence the location of industries in these sectors

(FOCUS ON: *Spatial Significance; Patterns and Trends*)

Specific Expectations	Chapter	Page Number
By the end of this course, students will:		
<b>C1. The Sustainability of Resources</b> (FOCUS ON: <i>Interrelationships; Geographic perspective</i> )		
<b>C1.1</b> describe strategies that industries and governments have implemented to increase the sustainability of Canada’s natural resources	5	142, 143, 144, 20-21, 22-23, 24-25, 152-153
	6	156, 158-160, 161, 162, 163, 164, 165, 166-167, 168-169, 170-171
<b>C1.2</b> assess the impact of Canada’s participation in international trade agreements and of globalization on the development and management of human and natural resources in Canada	4	121-122, 126-127
	5	142, 143, 144
	6	166-169

<p><b>C1.3</b> analyse the influence of governments, advocacy groups, and industries on the sustainable development and use of selected Canadian resources</p>	4	124
	5	140-141, 142, 143, 144, 152-153
	6	158-160, 161, 162, 163, 164, 165-169, 170-171, 172-173, 174-175, 176-177
<p><b>C1.4</b> analyse the roles and responsibilities of individuals in promoting the sustainable use of resources</p>	6	157, 159, 161, 163, 165, 172-173, 174-176
<p><b>C2. The Development of Resources</b> (FOCUS ON: <i>Interrelationships: Geographic Perspective</i>) <b>C2.1</b> explain how the availability and spatial distribution of key natural resources; including water, in Canada are related to the physical geography of the country, and assess the significance of their availability and distribution, nationally, and globally</p>	4	108-109, 110, 113-114, 17, 118-122, 126-127
	5	132-134, 135, 136-138, 142, 143, 144, 148-149, 152-153
	6	170-171

<b>C2.2</b> analyse, from a geographic perspective, issues relating to the development, extraction, and management of various natural resources found in Canada	4	108-109, 110, 113-114, 126-127
	5	132-134, 135, 136-138, 139-141, 142, 143, 144, 146-147, 148-149, 150-151, 152-153
	6	158-160, 161, 162, 163, 165, 166-169, 170-171, 172-173, 174-175, 176-177
<b>C2.3</b> assess the renewability and non-renewability of various natural resources in Canada	4	108-109, 102
	5	135, 142, 143, 144, 146-147, 148-149, 150-151, 152-153
	6	162, 163, 164, 165, 174-175, 176-177
<b>C2.4</b> assess the feasibility of using selected renewable and alternative energy sources	5	148-149, 150-151, 152
	6	174-175, 177

<b>C3. Industries and Economic Development</b> (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i> ) <b>C3.1</b> compare the economic importance (e.g., in terms of contribution to gross domestic product, employment of different sectors of the Canadian economy (i.e., primary, secondary, tertiary, quaternary))	4	106-107, 111-112, 113-114, 116, 117, 118-122, 123, 125, 126
	6	166-169
<b>C3.2</b> identify patterns and trends in imports and exports for various sectors of the Canadian economy	4	118-122, 126-127
	5	136-138, 143
	6	166-169
<b>C3.3</b> assess the national and global importance of Canada's services and knowledge-based industries and other industries based on human capital	4	111-112, 116, 117, 118-122, 123, 124, 125, 126-128
<b>C3.4</b> analyse the main factors (e.g., availability of resources, distance to market, transportation costs, government incentives, labour force) that need to be considered when determining the location of sites for different types of industries	4	108-109, 113-114, 115, 116, 117, 124, 126-127
	5	130-131, 132-140, 141, 136-138, 139-141, 148-149, 150-151, 152-154

UNIT 3 Chapters 7-9 Correlation of McGraw-Hill Education  
 Geography in Action:  
 Inquiry and Issues from Canadian Perspectives to  
 Ontario Ministry Curriculum Issues in Canadian Geography, Grade 9 Academic  
 (CGC1D)

This course examines interrelationships within and between Canada’s natural and human systems and how these 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, and urban development. Student will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

## A. RESEARCH AND INQUIRY SKILL DEVELOPMENT

### OVERALL EXPECTATIONS

**A1. Geographic Inquiry:** use the geography inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography

**A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset

Specific Expectations	Chapter	Page Number
By the end of this course, students will:		
<b>A1. Geographic Inquiry</b>	7	188, 191, 196, 207
<b>A1.1</b> formulate different types of questions to guide investigations into issues in Canadian geography	8	231
	9	240

<b>A1.2</b> select and organize relevant data and information on geographic issues from a variety of primary and secondary sources	7	188, 189, 194, 206, 207
	8	221, 230, 231
	9	254, 256
<b>A1.3</b> assess the credibility of sources and information relevant to their investigations	7	188
	8	214
	9	240
<b>A1.4</b> interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry	7	186, 188, 189, 190, 193, 194, 197, 205-207
	8	214-, 218, 228, 230, 231
	9	240, 241, 245, 251, 253-255
<b>A1.5</b> use the concepts of geographic thinking when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada	7	187, 188, 193, 197, 198
	8	216, 222-223, 229-231
	9	241, 245, 252-255
<b>A1.6</b> evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating	7	188-191, 193, 197, 206, 207
	8	218, 219, 221, 224, 230, 231
	9	241, 245, 252-255



<b>A1.7</b> communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	7	188, 191, 205-207
	8	214, 216, 221, 228-231
	9	254-255
<b>A1.8</b> use accepted forms of documentation to acknowledge different types of sources	7	206, 207
	8	230, 231
	9	240
<b>A1.9</b> use appropriate terminology when communicating the results of their investigations	7	206, 207
	8	230, 231
	9	255

<b>Specific Expectations</b>		<b>Page number</b>
<b>A2. Developing Transferable Skills</b> <b>A2.1</b> describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport	7	187, 189, 204
	8	213, 214
	9	241, 243, 251, 253-255
<b>A2.2</b> apply in everyday contexts skills and work habits developed through geographic investigation	7	196, 206, 207
	8	214, 216, 228-231
	9	245, 251-255

<b>2.3</b> apply the concepts of geographic thinking when analyzing current events involving geographic issues	7	191, 199
	8	218, 219, 224, 228-231
	9	245, 251, 252, 254, 255
<b>A2.4</b> identify careers in which a geography background might be an asset	7	196

## D. CHANGING POPULATIONS

### OVERALL EXPECTATIONS

**D1. Population Issues:** analyse selected national and global population issues and their implications for Canada

(FOCUS ON: *Interrelationships; Patterns and Trends*)

**D2. Immigration and Cultural Diversity:** describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada

(FOCUS ON: *Spatial Significance; Geographic Perspective*)

**D3. Demographic Patterns and Trends:** analyse patterns of population settlement and various demographic characteristics of the Canadian population

(FOCUS ON: *Spatial Significance; Patterns and Trends*)

Specific Expectations	Chapter	Page Number
By the end of this course, students will:		
<b>D1. Population Issues</b> (FOCUS ON: <i>Interrelationships; Patterns and Trends</i> ) <b>D1.1</b> analyse the impact of selected population trends living in Canadian communities	7	186-197
	8	215, 216, 224, 230, 231
	9	234-241, 246

<b>D1.2</b> identify global demographic disparities that are concern to people living in Canada, and assess the roles of individuals, organization, and governments in Canada in addressing them	7	188, 189, 195, 198-205
	8	213, 228
<b>D1.3</b> determine criteria that should be used to assess Canada's responses to global issues	7	195, 201, 206
	8	228
<b>D2. Immigration and Cultural Diversity</b> (FOCUS ON: <i>Spatial Significance: Geographic Perspective</i> )	8	210-212, 215-219, 222, 223, 230, 231
<b>D2.1</b> identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada		
<b>D2.2</b> evaluate strategies used to address the needs of various immigrant groups within communities		
<b>D2.3</b> analyse social, political, and economic impacts of Canada's immigration and refugee policies		
<b>D3. Demographic Patterns and Trends</b> (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i> )	9	234-241, 246, 254, 255
<b>D3.1</b> describe patterns of population settlement in Canada, and assess the importance of various factors in determining population size, distribution, and density		
<b>D3.2</b> identify factors that influence the demographic characteristics of settlements across Canada	8	222, 223, 229
	9	236, 241, 245, 246, 254, 255
<b>D3.3</b> analyse the major demographic characteristics of the Canadian population	8	222, 223
	9	241-245, 254, 255

<b>D3.4</b> compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world	9	241-252, 254, 255
<b>D3.5</b> analyse trends in the migration of people within Canada	8	222, 223
	9	242-245, 254, 255