

**GEOGRAPHY 20 F**

*Welcome to Grade 10 2024-2025*

**Geographic Issues  
Of the  
Twenty-First  
Century**

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*Teacher: Ms. G. Turton*



## **Grade 10 Geography Course Outline 2024-2025**

**DESCRIPTION:** The Senior Two Geography program is designed to give you a greater understanding of the physical make-up of our country and the role of Canada in the global perspective. In the course we will use a variety of methods such as projects, presentations, media viewing, textbook readings and questions and notes and essay writing to achieve this goal.

**Units of Study:** We will be covering 7 units:

- 1- Canadian Connections, both local and world-wide
- 2- Methods of Geographic Inquiry and mapping skills
- 3- Physical Connections- Canada's Ecozones including landforms, climates, soil and vegetation.
- 4- Cultural Connections including settlement patterns
- 5- Economic Connections which includes the three levels of industry plus power production and the transportation circuit.
- 6- Global connections, the world community and foreign trade.
- 7- Future connections such as water resources and reducing our ecological footprint.

**Materials Needed:** Students are expected to come prepared for class each day. You will need daily: your textbook, a binder and loose leaf or a notebook for taking notes and answering questions. 2 pens: 1 for taking notes and a spar – blue or black ink is best. 1 red pen for correcting your work and proofreading. A pencil and eraser.

**Attendance:** This class meets every school day in block 3 at 11:22 am or in semester 2 in block 4 at 12:55 pm. Students enrolled in the block 3 class will attend every day, all year. Block 4 student will only attend in semester 2. Regular attendance is required and necessary for students to complete course work and be successful. Arriving on time is equally important.

### **Formative Assessment:**

This is everyday work that is monitored but does not count towards a final grade. It is an indicator of curriculum outcome comprehension that students have from completing work during class time or as homework. Observations, conversations with students and daily work will be used in this form of assessment.

### **Summative Assessment:**

This includes assignments, quizzes, tests and the final exam. All summative assessments count towards a student's final grade. Students who do not complete formative work may find summative work difficult.

**Evaluation:**

<b>DAILY WORK</b>	<b>35%</b>	<b>(10% of which is a year-end essay).</b>	
<b>TESTS:</b>	<b>20%</b>		
<b>Block 3 will have a mid-term exam at the end of</b>			
<b>PROJECTS:</b>	<b>20%</b>	<b>EXAM:</b>	<b>20%</b>

### **HOUSEKEEPING:**

**Due Dates:** All assignments and projects must be turned in on time. Late assignments will not be accepted. Reasonable timelines will be set for all summative work. It is expected that students make all efforts to complete their work on time.

**Take careful note:** Once you have received a “0” on power school for an assignment that was not turned in, you will have lost all opportunity to submit it.

**Missing a Test:** Reasonable notice will be given for upcoming tests (no less than 3 school days). ***If you are unable to take the test on the scheduled day, your parent or guardian, teacher or coach, must notify me directly prior to 9 am on the day of the test.*** If at the end of class on a test day, your attendance shows a “truant” you will not be allowed to make the test up. See contact information below.

**Missed Classes:** If for any reason you miss a class, whether school related, personal or illness it is **100% your responsibility** to come to me to find out what you missed and collect new assignments. I will not be tracking you down to bring you missed work.

**Leaving the classroom:** Students are required to have teacher permission to leave the room during class and for safety and security purposes must also sign the class in and out log. Only one student is allowed to leave at a time, and students should not make a habit of signing out every day.

### **Digital Citizenship: (Cell Phone Criteria)**

As per the new law enforced by the Manitoba government in August of 2024, cell phones will not be allowed in the classroom. If you carry your cell phone with you, it must be set to silent mode and be put away in a pocket, purse or backpack at all times. The digital device policy posted in room 215 clearly explains cell phone and digital device policy for Ms. Turton’s classes. There are consequences for not following the cell phone/digital device policy. Parents, you can help your student to adhere to this law by not phoning or texting them during class time. Your co-operation is greatly appreciated.

### **Teacher Contact Information:**

Ms. G. Turton,  
204-734-4511,  
Email: [gturton@svsd.ca](mailto:gturton@svsd.ca)

## **GRADE 9 SOCIAL STUDIES 10F 2020-2021**

**BY MS. G. TURTON**

### **MAPPING CANADA & CANADA'S REGION**

#### **# 1 POLITICAL MAP**

1. Outline each province and territory in black, then very lightly shade each province a different colour. (26 points)
2. Label each province and territory in ink after colouring. (13 points)
3. Mark and label each provincial or territorial capital, in their correct geographical location. (26 points—13 for correct capital and spelling, 13 for correct location)
4. Mark and label Canada's capital. (5 points)
5. Put a dot in the correct geographical location and use the typed number before it to label mark it on the map. Spelling must be accurate to earn a point. (26 points).

- |                   |                   |                  |
|-------------------|-------------------|------------------|
| 1. Vancouver      | 2. Nanaimo        | 3. Calgary       |
| 4. Grande Prairie | 5. Saskatoon      | 6. Prince Albert |
| 7. Urainium City  | 8. Brandon        | 9. Dauphin       |
| 10. Thompson      | 11. Swan River    | 12. Kenora       |
| 13. Dryden        | 14. Niagara Falls | 15. Cornwall     |
| 16. Hull          | 17. Montreal      | 18. Bathurst     |
| 19. Saint John    | 20. Summerside    | 21. Yarmouth     |
| 22. Glace Bay     | 23. Goose Bay, NF | 24. Ford Laird   |
| 25. Tuktoyaktuk   | 26. Arctic Bay    |                  |

6. Write the names of the following bodies of water on the map in ink.  
Hudson Bay, Pacific Ocean, Atlantic Ocean, Baffin Bay, Gulf of St. Lawrence, Beaufort Sea, Davis Strait, Bearing Sea, Strait of Georgia, Lake Superior, Lake Erie, Lake Huron, Lake Ontario, Lake Michigan, Lake Winnipeg, Great Bear Lake, Great Slave Lake, Lake Athabasca, James Bay, Bay of Fundy, (20 points).

7. Question: Why is this type of map called a political map? (2 points)

**# 2 MAP:** Drainage Basins of Canada (page 16 in Textbook).

Using a blank map, neatly draw out the drainage basins, label, and colour each area in a different colour.

--On a separate piece of paper, answer the following questions:

- 1) What is a drainage basin?
- 2) What drainage basin is the Swan Valley a part of?
- 3) Within the large drainage basin, what watershed district is Swan River located?

**#3 MAP:** Climate Regions of Canada (textbook page 17)

Using a blank map, neatly draw out the climate regions, label, and colour each area in a different colour.

On a separate piece of paper, answer the following questions:

- 1) What is a climate region?
- 2) What is the difference between climate and weather?
- 3) How many climate regions can be found in Canada?
- 4) List each climate region and give a brief description of it.

#### **#4 MAP: Population Density Map** (page 19 in textbook)

Using a blank map, neatly draw, population density lines. label, Colour each area similar to the textbook in shades of dark red, medium red, light red, or oranges. Include a key that explains the density of each region.

On a separate piece of paper, answer the following questions:

- 1) Where is the most densely populated area?
- 2) Where is the are with the lowest density?
- 3) How does geographical location play a role in population density?
- 4) In the sectioned off areas, is the population equal throughout, or is it an overall average population?

#### **#5 MAP: The Physiographic Regions of Canada** (page 14 in Textbook)

Using a blank map, neatly draw out the physiographic regions, label, and colour each area in a different colour.

On a separate piece of paper, answer the following questions:

- 1) How many different physiographic are in Canada?

Complete a chart in the same fashion as this sample for all 8 regions.

<b><u>Physiographic Region</u></b>	<b><u>Location</u></b>	<b><u>Main features</u></b>
Interior Plains	Central Canada	open Grasslands, rolling hills,

## **CHAPTER 1**

## **WELCOME TO CANADA**

Pg 2 → Key Terms----**Copy** and **Define**

Pg.4 → Draw or copy figure 1.1

Pg.5 → Draw or copy Criteria for Citizenship

Pg. 8 → Questions # 1-9

Pg.10 → Copy all information on Green Squares



Pg 11 → Civic Star # 1 & 2



Pg 12 → Questions # 1, 3, 4

Pg 14 & 15 -> Copy **ALL** information from green squares (physiographic)



Pg 16 → Copy **ALL** information from green squares (Climate & Vegetation)

Pg 17 & 18 -> Copy **ALL** information from green squares (Climate Regions)

Pg 18 → Questions #1-6

Pg 23 → Questions # 1-7

Pg 24 → Questions # 1 & 2.

**Note:** Textbook assignments are **required** for course completion.

## CHAPTER 1 ASSIGNMENT

### MOST IMPORTANT INFORMATION

**I** Carefully read The Political Geography of Canada. (pg 22 in textbook)

Write down each division, and give an example that recently occurred in Canada.

**First Division**

**Second Division**



### **Third Division**

### **Fourth Division**

Why do you think these 4 divisions weaken Canada as a nation?

## **CHAPTER 2 - HOW DO YOU DEFINE CITIZENSHIP?**

Pg 27 → Key Terms----**Copy** and **Define**

Pg 32 → Civic Star # 1-4 

Pg 32 → Questions #1-5

Pg.38 → Question # 1-5

Pg.42 → Questions # 1-3

Pg.43 → Questions # 1-5

Pg.48 → Questions # 1 & 2

Pg 50 → Study hall question # 1- 7

**Note:** Textbook assignments are *required* for course completion.

### **CHAPTER 2 ASSIGNMENT**

#### **MOST IMPORTANT INFORMATION**

1)

2) Who are the 3 Aboriginal peoples of Canada?

3) Explain the "colour-blind Policy adopted by Canadian gov't.

- 4) Refer back to Chapter 1, What is the difference between a refugee and an immigrant?



On this Map of the world, colour the nations listed in the textbook between and including, pages 36 – 40 from where immigrants have come. After colouring those nations, draw an arrow in the same colour, showing their most logical port of arrival in Canada, from their home nation, and then a second arrow from that port to where they actually settled (if applicable).

Make a key also.

## **CHAPTER 6**

## **WHAT IS GOVERNMENT?**

Begin this chapter with research on a former Canadian Prime Minister.  
See attached project page for a full explanation.

Pg 113 → Key Terms----**Copy** and **Define**

Pg 114: Draw figure 6.1

Pg 118 → Questions #1-3

Pg 119 → Questions #1-5

Pg 120: Draw figure 6.3

Pg 121: Draw 6.4

Pg 124 → Questions #1-3

Pg 132 → Questions #1-7

Pg 134 → Draw Fig 6.10, & figure 6.11

Pg 135 → Questions # 1-3

**Note:** Textbook assignments are **required** for course completion

Also, complete additional black line masters following this page.

## **CHAPTER 8    HOW DO GOVERNMENTS MAKE POLICY?**

Pg 156    Copy and define all Key Terms

Pg 158    Questions #1 -5

Pg 158    *Figure 8.1 draw or complete as instructed*

Pg 162    Questions # 1-5

Pg 167    Questions # 1-5

Pg 168    *Figure 8.6 draw or complete as instructed*

Pg 169-170 *The Passage of Municipal Bylaws*    Read and answer questions # 1-3

Pg 176    Questions #1-6.

**Pg 168-169 Create a poster (11" x 17" paper) that diagrams and labels clearly, The nine steps for a bill to become a law. It can be in the style of a flow chart, steps and stairs or whatever else seems appropriate. Add some illustrations and images to make it interesting.**

**These 9 steps are important and you should memorize them for your own understanding.**

## **CHAPTER 7**                      **HOW DO LAWS AND REGULATIONS** **AFFECT YOU?**

Pg 138 → Key Terms----**Copy** and **Define**

Pg.140    Question # 1-4

Pg.142    Questions #1 & 2

Pg 144: Draw/copy figure 7.4

Pg 145 → Questions #1-5

Pg 148 → Civics Star Questions #1 & 2

Pg 149 -150 → Face Off: Read and complete questions #1-4

Pg 150 → Questions #1-4

Pg 152 → Draw Figure 7.9

### **CHAPTER 7 ASSIGNMENT** **MOST IMPORTANT INFORMATION**

Answer on a separate page.

- 1) read the section on page 146 about Steven Truscott. There is more information on line about this case. Research it and read through it.

Does it appear that Truscott was given a fair trial?  
How Justice be different for Truscott today?

- 2) Read the Did you Know? On page 147.  
What are your opinions on locker searches?

## **CHAPTER 9    HOW DO CITIZENS ELECT GOVERNMENT?**

Pg 177 → Key Terms----**Copy** and **Define**

Pg 179 → Draw or copy figure 9.1

Pg.181    Question # 1-7

Pg.182    Draw out or copy down Figure 9.3

Pg 183: Draw/copy figure 9.5

Pg 184 → Draw or copy figure 9.6

Pg 185 → Questions #1 -3

Pg 193 → Referenda Information

Pg 196 → Questions #1-Study hall question # 1- 12.

**Note:** Textbook assignments are ***required*** for course completion.

**COMPLETE THE CHAPTER 9 WORKSHEET  
FOLLOWING THIS PAGE.**

## **CHAPTER 5 IDEAL AND INSTITUTIONS OF DEMOCRACY**

***\*\*On a separate paper, answer these 2 questions below before starting the textbook work.***

1- Define "platform"

2-- "If you were running for Prime Minister, what would your platform be?" It should consist of several points covering topics such as rights and freedoms, the federal budget, immigration, federal aid at home. A good area to look for topics is in chapter 8 where duties of the different branches of government were covered.

Pg 92 → Key Terms; copy and define

Pg 96 Questions #1- 7

Pg 97 → Figure 5.4 Draw or copy out

Pg 99 Face off Read and complete Questions #1-3

Pg 99 → Questions #1-6

Pg 102 Questions # 1-6

Pg 103 → Figure 103 Draw or copy

Pg 105 → Write down ***all information*** from Elements of Democracy #1-4

Pg 110 Read and complete Civic Star questions #1 & 2

Pg 110 → Questions #1-7

Pg 112 → Study Hall question #1-11



## **CHAPTER 4    WHAT SHAPES OUR IDENTITIES AND CULTURE?**

***\*\*On a separate paper, answer these 2 questions below before starting the textbook work.***

**1) What does it mean to you to be Canadian?** (think about it. Is it a “thing”, a “feeling”, a “label”, “deep patriotism” as simple as citizenship, a shared way of life, or something different or more than that?) Write a 3 or 4 sentence paragraph about this topic.

**2)How do you explain being Canadian to a foreigner?** Hints: Is it one concept only, or many, is it simple geography or is it more complicated? *Write out how you would answer this question to someone who knows nothing about Canada so they could get a good understanding.*

### **Chapter 4 Bookwork**

Pg 70 → Key Terms/bold word Copy and define.

Pg 72 → Civics Star: Play your question

Pg 73 → Questions #1 to 3

Pg 76 → Questions #1 to 3

Pg 79 → Questions #1 to 4

Pg 82 → Questions #1 to 3

Pg 85 → Questions #1 to 3

Pg 86 → Questions # 1 to 4

**Answer the questions below on a separate piece of paper for chapter 4**

*What is the CRTC?*

*What are the Canadian Content Rules?*

*Why were they implemented?*

*Was it a good law to make; yes? No? Why?*

*Who did it benefit?*

*What might have happened without them?*

*What would our entertainment scene be like today if the rules had not been implemented?*

*This will also be posted on teams for you to*

## **Chapter 4      Grade 9 Social Studies Mini Project.**

Create in Microsoft Word a Collage of symbols and pictures that represent Canada. Include ***Anything and EVERYTHING!***

**Here's how:** Fill an 8 x11 page with recognizable images of Canada. They can be taken from national landmarks, cultural celebrations, government symbols, well known Canadian foods and beverages, candies and chain restaurants, unique things about Canada like our currency, our grammar or language terms, our TV shows, our sports, our weather, our physical landscape, our laws, our National symbols, our arts.

**Fill the page,** including the background. Use a **minimum** of 13 pictures.

Don't leave any white spaces unless it's snow.

You can do this by adjusting your margins to narrow. Also, every time you add a picture, click on the picture then look up in the task bar and click on format and set the picture in a specific position. Then it won't jump around on you and you can move it when you need to.

Nothing is really wrong when it comes to putting this collage together, but some things can still be inaccurate. Keep it focused on social studies concepts and what was discussed in class, make it school appropriate and above all notably Canadian! You want it easily identifiable by everyone.

A couple of sample collages will be posted for you to view and get ideas from

## **CHAPTER 10 HOW DOES THE JUDICIAL SYSTEM WORK?**

Pg 197 → Key terms and bold words; copy and Define

Pg 198 & 199 Copy all information from **Green Squares**

Pg 200 → figure 10.2 Draw out or copy information

Pg 200 → Copy all information from **Green Squares**

Pg 201 → figure 10.03 Draw out or copy information

Page 202 → Read and complete civic Star. Play Your own Question.

Page 203 → questions #1 – 7

Pg 203 → Copy all information from **Green Squares**

Pg 207 → Draw figure 10.6 USE A RULER

Page 208 → Read Face -Off , do questions #1 & 2.

Pg 209 → Questions #1-8

Pg 210 → Questions # 1 to 3

Pg 213 → Copy all information from **Green Squares**

Pg 214 → Copy all information from “Sources”

Pg 215 → Questions # 1-3

Page 218 Study Hall questions # 1-14.

# CANADA IN THE CONTEMPORARY WORLD

JOHN RUTTERS, JOHN REALL, LINDA CONNOR,  
AND WILLIAM NORTON



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