

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Overview

These two lessons focus on two aspects of the geography curriculum:

Geographic Skills and Careers/Jobs (Lesson 1)

Students and the teacher co-construct a list of geographic skills that are required in diverse careers/jobs. Students work in small groups to conduct research about a specific career/job that relies on geographic skills. Through their own inquiry process and through the presentations of other groups, students develop an understanding of careers/jobs that require specific geographic skills and knowledge. They develop an understanding of the nature of the work, the environment in which the work is performed, the academic and training requirements for the career/job and the average earnings of a person in this career/job. They assess the potential demand for this career/job in the future.

Impact of Extreme Weather Events on Communities (Lesson 2)

Students examine the impact that extreme weather events can have on communities in Canada. Through role play, students explore the various issues that develop when a community experiences the impact of extreme weather events. They explore the impact that these events have on the economy of the region and the financial implications.

Connections to Financial Literacy

Students plan for the future by looking at careers/jobs in Geography. They explore what inflation is and describe how it can impact planning for this career.

They identify and evaluate the financial impact that extreme weather events could have on individuals, families and communities (e.g., property damage, loss of livelihood, and increase in building).

Connections to Curriculum

In the first lesson, through the use of geographic inquiry methods, students explore careers/jobs that require geographic skills. The content focus is in the strand *Methods of Geographic Inquiry and Communication* explaining appropriate methods used to estimate for future planning.

In the second lesson, students develop an understanding of personal financial implications and broader economic impact of extreme weather events. The content focus is in the strand *Understanding and Managing Change* specifically the impact of economic changes on the lives of Canadians.

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

To cover the topics in adequate depth and so that students have sufficient time to conduct their investigations and prepare their presentations, each of these lessons should be extended over several class periods.

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Geographic Skills and Careers/Jobs Lesson 1

Students and the teacher co-construct a list of geographic skills that are required in diverse careers/jobs. Students work in small groups to conduct research about a specific career/job that relies on geographic skills. Through their own inquiry process and through the presentations of other groups, students develop an understanding of careers/jobs that require specific geographic skills and knowledge. They develop an understanding of the nature of the work, the environment in which the work is performed, the academic and training requirements for the career/job and the average earnings of a person in this career/job. They assess the potential demand for this career/job in the future.

Connections to Financial Literacy

Students plan for the future by looking at careers/jobs in Geography and making connections to education and training and different job or career pathways.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Methods of Geographic Inquiry and Communication

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada's natural and human systems
 - gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., reference books, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic issue;
 - identify some job, career, or volunteer opportunities requiring geographic knowledge and skills
- Analyse and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies;
 - use appropriate statistical methods (e.g., calculate averages, ranges, percentages) and categories of data (e.g., population distribution, density, migration rates) in geographic analysis, observing accepted conventions;
- Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and technique
 - communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., reports, role plays, presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
 - use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources.

Learning Goals

Students will:

- describe the geographic knowledge and skills required for a career/job that uses geography
- use data to estimate future demands for their selected geographic career/job
- determine what academic qualifications/training are required to pursue their selected career/job

Sample Success Criterion

I can explain the specific geographic skills and how they are used in my selected career/job.

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Geographic Skills and Careers/Jobs Lesson 1		
Considerations for Planning		
<p>Readiness</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • search reliable sources - websites, databases, articles • document research sources correctly using an accepted documenting method (e.g., APA) • present results of geographic inquiries to an audience 	<p>Terminology</p> <ul style="list-style-type: none"> • Qualifications • Tuition 	<p>Materials</p> <ul style="list-style-type: none"> • Handout: Geographic Skills and Careers/Jobs
<p>Further Considerations</p> <p>To cover the topic in adequate depth and so that students have sufficient time to investigate their chosen career/job and prepare their presentations, this lesson should be extended over several class periods.</p> <p>The <i>Employment Profile</i> <i>Situation professionnelle</i>, is intended to help students as they choose their postsecondary careers/jobs. Its main purpose is to provide useful information for students who are making career/job choices and selecting post-secondary programs. It contains information and statistics gathered from interviews with students about their academic experience and program information and when they graduated and the career/job they followed.</p> <p>The information is also useful for parents and guidance counselors.</p> <p>http://www.tcu.gov.on.ca/pepg/audiences/colleges/serials/index.html</p>		

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Geographic Skills and Careers/Jobs Lesson 1	
Minds On	Connections
<p>Small Groups/Whole Class → Thinking about Geographic Careers/Jobs</p> <p>Working in small groups, students brainstorm the geographic skills that are developed in this course (e. g., geographic thinking skills, the use of spatial technologies, analysing charts and graphs, analysing patterns and trends.) Lead a class discussion about the careers/jobs that are available that rely on these skills. Write the list of careers/jobs on chart paper for reference.</p>	
Action!	Connections
<p>Whole Class → Using Criteria to Guide Investigation</p> <p>Students sign-up to investigate a career/job that requires geographic knowledge/skills from the list developed in the Minds On.</p> <p>Explain the Careers in Geography assignment, using guided reading techniques. (See Handout –Geographic Skills and Careers/Jobs)</p> <p>Co-construct with students the success criteria for an effective oral report that addresses the learning goals of the lesson.</p> <p>Individual/Small Groups → Communicating Findings</p> <p>Students investigate the career/job they selected, guided by the assignment sheet. They create an electronic presentation to use as they orally communicate the results of their findings. They apply a variety of skills to make their presentation effective (referencing techniques, effective public speaking, etc.).</p> <p>Working in small groups, students assess each others' presentations based on the co-constructed success criteria.</p>	<p>A^{es}L Students peer assess each others' work and provide feedback before they begin to create their presentations.</p> <p>A^{es}L Review students' research findings and provide oral or written feedback before they begin work on their final product.</p>

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Geographic Skills and Careers/Jobs Lesson 1	
Consolidation	Connections
<p><u>Whole Class → Sharing Information on Careers/Jobs in Geography</u></p> <p>Students share their presentations with the class.</p> <p>Lead a class discussion highlighting the key information about the various careers/jobs that would help a person decide on which one to pursue.</p> <p><u>Individual → Demonstrating Learning</u></p> <p>Throughout the research process, students keep a learning journal where they comment on what they are learning and create questions that arise throughout the research process. They include comments on what is it about this job that fits with their values, personality, skills, etc. Students “Traffic Light” their learning in their journal by highlighting: what they know well (green), areas that they need some support (yellow), and areas that they do not understand or are unable to find the information (red).</p> <p>Conference with the students to provide feedback and support.</p>	<p>AOL Students “Traffic Light” their learning in their journal by highlighting: what they know well (green), areas that they need some support (yellow), and areas that they do not understand or are unable to find the information (red).</p> <p>AOL Use the co-constructed success criteria to assess the learning based on the students’ presentations, learning journals, and consultations.</p>

HANDOUT

Geographic Skills and Careers/Jobs

(Sample Assignment Sheet)

The world of work can be filled with many options and opportunities that could prove to be overwhelming.

You will explore various career possibilities that rely on geographic skills and understanding of concepts.

- Using the careers/jobs list co-constructed by the teacher and your class, complete the assignment.
- Pick a career/job from the list.
- Work with two or three classmates who have similar career/destination interests.

Product:

1. A one to two page *summary* of the career/job chosen.

Include:

- a description of what the career/job entails
- information about the specific geographic skills and concepts that are required
- where the people employed in this career/job work (e.g., indoors or outdoors)
- training/academic qualifications
- costs (e.g., time, money, etc.) associated with getting qualifications through the academic or training opportunities
- how much you could expect to earn (salary range)
- what demand is likely to exist for this career/job in the future

2. A Learning Journal that traces questions you have, your progress throughout the assignment and reflections that identify what is it about this career/job that fits with your values, personality, skills, etc.

3. A five-minute oral presentation supported by an electronic presentation to provide an overview of the selected career/job and the specific geographic skills and understanding of concepts that are required. Include information/research from your career/job summary.

Sample careers that require geographic skills:

Cartographer, Meteorologist, Real Estate Agent, Public Transportation Worker, Urban Planner, Hydrologist, Demographer, GIS Specialist, Travel Agent, Park Ranger

Resources:

- Course textbook
- Newspapers
- School and public library
- Internet resources:
 - **Career Cruising** - (see teacher for password)
 - **Ministry of Training, Colleges, and Universities** - The Employment Profile

Assessment:

Your work will be evaluated according to the co-constructed success criteria.

Due Date:

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Impact of Extreme Weather Events on Communities Lesson 2

Students examine the impact that extreme weather events can have on communities in Canada. Through role play, students explore the various issues that develop when a community experiences the impact of extreme weather events. They explore the impact that these events have on the economy of the region and the financial implications.

Connections to Financial Literacy

Students identify and evaluate the potential financial impact of extreme weather events on individuals, families, and communities (e.g., property damage, loss of livelihood, increased number of jobs in construction).

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Geographic Foundations: Space and Systems

- describe issues that affect natural and human systems in Canada
 - describe selected characteristics of natural systems (e.g., climate, landforms, natural vegetation)

Understanding and Managing Change

- identify current or anticipated physical, social, or economic changes and explain how they could affect the lives of Canadians
 - evaluate different perspectives on a geographic issue and present arguments supporting a point of view
 - report on how current national or international trends or events (e.g., immigration, rural-urban migration, changing demographics, natural or human disasters) affect the sustainability of Canada’s human systems

Learning Goals

Students will:

- explain various perspectives regarding the effects of Canadian extreme weather events
- identify personal financial implications and broader economic implications of extreme weather events

Sample Success Criteria

I can identify and evaluate the financial impact that extreme weather events would have on individuals, families, and communities.

I can explain what is required to be prepared for extreme weather events in Canada.

Considerations for Planning

Readiness

- Understand concepts related to the regions’ weather and natural systems

Terminology

- Weather patterns
- Financial impact
- Insurance

Materials

- Handout: **The Impact of Extreme Weather Events on Canadian Communities – Role Play**

Further Considerations

To cover the topic in adequate depth and so that students have sufficient time to investigate their chosen event and prepare the role play, this lesson should be extended over several class periods.

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Impact of Extreme Weather Events on Communities Lesson 2	
Minds On	Connections
<p>Small Groups/Whole Class/Individual → Setting a Context</p> <p>Review with the class the differences between climate, weather events and extreme weather events. Ask: What is the difference between climate and weather? What are the criteria for a weather event to be called “extreme?” Are the criteria based on the level of damage caused? ... on the severity of the weather event?</p> <p>Working in groups of two or three, students identify extreme weather events that affected Canadians in the past 15 years (e.g., ice storm of 1998, flooding of Red River). Where possible, consult weather records to support students’ brainstorming.</p> <p>As groups share their lists, record the events on a class chart.</p>	

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Impact of Extreme Weather Events on Communities Lesson 2	
Action!	Connections
<p>Whole Class → Using Criteria to Guide Investigation Explain the task. (See Handout – Impact of Extreme Weather Events on Canadian Communities Role Play) Guide them in creating an effective role play presentation.</p> <p>Small Groups → Investigating the Impact of Extreme Weather Events Students investigate the impact of extreme weather events on a community, guided by the assignment sheet. They create a role play to communicate the results of their findings. Teachers and students co-construct success criteria.</p> <p>Whole Class/Small Groups → Presenting the Role Plays During the role plays, students write down consequences that are identified by each group. Once all groups have presented, guide students to group the identified consequences according to emergent themes that developed during the presentations. These might include but are not limited to: personal suffering, loss of property, fear, loss of loved ones or family, loss of industry, rebuilding, profit, power of natural systems to affect the lives of Canadians. To extend the learning into a future context, students repeat the role play activity as though it occurred one year after the weather event. In the role play, community members comment on how the weather event has affected them over the course of the year. Again, students write down characteristics that were identified by each group and then, as a class, group the characteristics according to emergent themes and patterns that develop during the presentations. These might include but are not limited to personal suffering, loss of property, loss of industry, increased taxes, insurance implications, jobs related to rebuilding, business loss/profit, hardships felt by others who did not have adequate personal/property insurance, psychological impact.</p> <p>Whole Class → Examining the Events from a Financial Perspective During the role play simulations, students may have touched on the financial implications that each extreme weather event would have had on them. Lead a discussion that explores the effect such events have on personal/property taxes and the role that insurance has in helping people (e.g., having flood/sewer backup insurance on their property).</p>	<p>AOL Teacher uses a co-constructed rubric to evaluate the learning based on the students' role plays.</p>

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Impact of Extreme Weather Events on Communities Lesson 2	
Consolidation	Connections
<p>Whole Class → Sharing and Discussion During a debriefing session, lead a question-and-answer session where students ask questions that they have of one another's role plays.</p> <p>Individual → Reflecting on the Learning Students write a reflection to show that they understand the likelihood that an extreme weather can affect all communities in Canada.</p> <p>As part of their reflections, students make a list of actions they can take to prepare for extreme weather in Canada (considering the impact of extreme weather that was addressed in the role plays).</p>	

HANDOUT

Impact of Extreme Weather Events on Canadian Communities

Role Play

No matter what part of the country you live in, you, your family, and community could be affected by extreme weather events. Some impacts that Canadians feel are directly related to loss of life and personal injury, while other impacts can be the loss and/or damage to property and possessions. There are also impacts that are related to personal taxes and insurance policies.

This assignment is designed to help you understand the impact of weather-related events on Canadians.

Instructions:

1. In your group, research an extreme weather-related news story that has occurred in Canada in the last fifteen years, using information sources such as newspaper articles, television news reports, and magazine articles. (Use the chart below to help organize your findings.)
2. Create a role play in which one group member is the reporter and interviews members of the community (other group members) about what happened to them during this extreme weather event and what the impacts were on their family, personal property, and the community, in general.
3. Practise your role play and present it to the class.
4. While the other groups are presenting their role play, write down consequences that were identified by each group.
5. Following a class discussion of the role plays, your group will create another role play where the community members are interviewed again one year later to talk about how the event impacted on them and their community.

Assessment:

You will be evaluated using a rubric, co-constructed with your teacher.

Due:

Event: _____

Warnings (e.g. weather watch, storm warnings)	Describe the physical Phenomenon (e.g., amount of rain, size of tornado)	Structural Impact (e.g., physical damage)	Human Impact (e.g., number of people injured or killed, psychological impact)	Time and Resources required for clean up	Financial Costs (if available)

Curriculum Expectations

Financial Literacy in Canadian and World Studies

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Geographic Skills and Careers Lesson 1	
Methods of Geographic Inquiry and Communication	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none">• use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada's natural and human systems	Research <ul style="list-style-type: none">– gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., reference books, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic issue– identify some job, career, or volunteer opportunities requiring geographic knowledge and skills.
<ul style="list-style-type: none">• Analyse and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies	Interpretation and Analysis <ul style="list-style-type: none">– use appropriate statistical methods (e.g., calculate averages, medians, correlations) and categories of data (e.g., population distribution, density, migration rates) in geographic analysis, observing accepted conventions
<ul style="list-style-type: none">• Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and technique	Communication <ul style="list-style-type: none">– communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., reports, role plays, presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images)– use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources

Curriculum Expectations

Financial Literacy in Canadian and World Studies

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P

Impact of Extreme Weather Events on Communities Lesson	
Geographic Foundations: Space and Systems	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none">describe issues that affect natural and human systems in Canada	Building Knowledge and Understanding <ul style="list-style-type: none">describe selected characteristics of natural systems (e.g., climate, landforms, natural vegetation)
Understanding and Managing Change	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none">identify current or anticipated physical, social, or economic changes and explain how they could affect the lives of Canadians	Developing and Practising Skills <ul style="list-style-type: none">evaluate different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view; Learning Through Application <ul style="list-style-type: none">report on how current national or international trends or events (e.g., immigration, rural-urban migration, changing demographics, natural or human disasters) affect the sustainability of Canada's human systems;