



Grade 9 Social Studies

Theme 1: Physical Setting

Specific Curriculum Outcomes

- 1.1 Identify and locate the Atlantic region in the Canadian, North American and global contexts
 - 1.1.7 Use a map or globe to describe the location of the Atlantic provinces in relation to bodies of water, nearby provinces and states, ocean currents, the prime meridian, the equator, Europe, Mexico, Japan, Latin America, Caribbean, Atlantic Rim

- 1.3 Identify the basic weather and climate patterns of Atlantic Canada
 - 1.3.3 using a map of world currents, identify the currents that affect Atlantic Canada
 - 1.3.4 describe the effect that ocean currents can have on weather conditions in Atlantic Canada

Major understandings, values and skills

- SCO 3.2 Account for the growth and decline of settlements

- SCO 15 The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada's future.
 - 15.2 Determine the significance and propose solutions for issues related to resource management and depletion in various sectors of the economy.

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Suggested Teaching and Learning Strategies:

Using the oceanography section of the **Oceanography and Planktology presentation** learn about the major ocean currents and how they influence the world's climate then complete the following activity:

- **Ocean Currents Activity**
- **Make a Hydrometer Activity**
- **Thermohaline activity**

Other activities that can be incorporated into the teacher's repertoire:

- **What's my job activity**
- **Animal protection activity**

Videos and newspaper articles pertinent to aquaculture, sustainability and communities:

- Women in Aquaculture
- Videos on mussel farming
- Video about sustainability in salmon farming
- Salmon farming video
- New salmon hatchery in Stephenville – 2011
- Cooke aquaculture salmon farming video
- Coast of Bays NL salmon farming video
- Aquaculture video – How aquaculture impacts communities
- Farmed mussels Global Seafood Report
- Aquaculture industry in NL in 2011