



TFS High School

5635 Yong St. Suite 204,
Toronto, Ontario M2M 3S9

COURSE OUTLINE

Issues in Canadian Geography, Grade 9

CGC1D (Academic)

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| Department | Canadian and World Studies |
| Instructor | Saren Saunders |
| Course Development Date | September 2019 |
| Ministry Course Code | CGC1D |
| Credit Value | 1.00 |
| Ministry Curriculum Document | <i>Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2018 (Revised)</i> http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf |
| Prerequisites | None |
| Course Revision Date (TFS) | 2023 |

Course Description:

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, and urban development. Students 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.

Overall Expectations – CGC1D

| A: Geographic Inquiry and Skill Development | |
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| A1 | Geographic Inquiry: use the geographic 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 |
| B: Interactions in the Physical Environment | |
| B1 | The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>) |
| 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: <i>Patterns and Trends; Interrelationships</i>) |
| 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: <i>Spatial Significance; Patterns and Trends</i>) |
| C: Managing Canada's Resources and Industries | |
| C1 | The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>) |
| 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: <i>Interrelationships; Geographic Perspective</i>) |
| C3 | Industries and Economic Development: assess the relative importance of 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: <i>Spatial Significance; Patterns and Trends</i>) |
| D. Changing Populations | |

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| 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) |
| E: Liveable Communities | |
| E1 | The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: Interrelationships; Geographic Perspective) |
| E2 | Impacts of Urban Growth: analyse impacts of urban growth in Canada (FOCUS ON: Spatial Significance; Geographic Perspective) |
| E3 | Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (FOCUS ON: Spatial Significance; Patterns and Trends) |

Units of Study

| Unit Titles and Descriptions | Time and Sequence |
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| <p>Geographic Inquiry and Skill Development</p> <p>In this unit students will be introduced to various concepts examined by the discipline of geography. Students will investigate human and geographic systems and will be given the opportunity to develop skills in geographic inquiry through the creation, analysis, and interpretation of a variety of geographic representations (including graphs, maps, data charts and organizers).</p> | 20 hours |
| <p>Interactions in the Physical Environment</p> <p>In this unit students will explore the characteristics of natural and human systems as well as urban and rural environments. Students will be exploring different factors which can cause change in both human and natural systems.</p> | 25 hours |
| <p>Changing Populations</p> <p>In this unit students will develop research skills as they explore the relationship and interaction of human and natural systems. Students will analyze the regional distribution patterns of Aboriginal peoples and immigrant groups. This unit will look at the environmental challenges and threats being imposed on this nation (such as the examination of Canada's First Nations).</p> | 15 hours |

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| <p>Managing Canada's Resources and Industries</p> <p>In this unit students will examine the importance of each category of industry to Canada. Students will also examine the sectors of mining, forestry, fisheries, agriculture, communications, manufacturing, hours service and transportation and their role in Canada's economy past and present.</p> | 25 hours |
| <p>Liveable Communities</p> <p>This unit will explore similarities and differences among the world's nations and examines the flow of people, goods, and information. Students will also discover Canada's connections and changing relationships with other people and countries around the world. Students will be introduced to the hours important of budgeting and saving their money in relation to the environment and expenses that may accrued through the use of resources and hydro.</p> | 22 hours |
| Final Assessment | |
| <p>Exam</p> <p>This is a proctored exam worth 30% of your final grade</p> | 3 hours |
| Total | 110 hours |

Teaching & Learning Strategies:

As in a conventional classroom, instructors employ a range of strategies for teaching a course:

- Clear writing that connects the issues and themes in a text to relevant issues and themes in today's society
- Direct instruction and coaching on student work by the teacher
- Using lesson assignments to explore different sources and develop critical thinking skills

In addition, teachers and students have at their disposal a number of tools that are unique to electronic learning environments:

- Video presentations
- Discussion boards and email
- Assessments with real-time feedback
- Interactive activities that engage both the student and teacher in the subject
- Peer review and assessment
- Internet Instructional Videos

Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities, both online and offline, in order to earn a course credit.

Assessment and Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Virtual High School teachers. VHS assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

For a full explanation, please refer to [Growing Success](#).

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

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| For a full explanation, please refer to Success. Term work: 70% | <p>25% Knowledge & Understanding: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>25 % Application: the use of knowledge and skills to make connections within and between various contexts.</p> <p>25 % Thinking: the use of critical and creative thinking skills and/or processes.</p> <p>25 % Communication: the conveying of meaning through various forms (oral, visual, and/or written).</p> |
| Final Exam: 30% | <p>30% Exam - consisting of a variety of question types (e.g., short answer, multiple choice, extended response, problem solving, etc.); completed during exam time period; individual student effort; evaluated by teacher</p> |
| Your final grade will be calculated by combining your Term (70%) grade and your Exam and Presentation Evaluations (30%). | |

AFL/AAL/AOL Tracking sheet:

AFL/AAL/AOL Tracking sheet:

Unit 1: Navigating around Canada's Physical Landscape – 22 hours

| AAL | AFL | AOL |
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| Direction on a map worksheet – Compass Activity | Lesson 1.1 Submission Box | Geological History Visual Timeline Assignment |
| Thinking about Geographical Issues: Canadian Landscape | How did the Chinook winds come to be? | Presentation about the interactions in the physical environment |
| Lesson 1.6 Submission Box | The relationship between Us and Nature in Canada | |

Unit 2: Managing Canada's Resources – 30 hours

| AAL | AFL | AOL |
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| How important is the auto industry to Canada's economy? | Response to Atlantic Fishing documentary | Critical Conversation about Managing Canada's Resources |
| Response to Canada's sustainable fisheries website | | |
| Forestry Threats – Worksheet | | |
| Methods of Harvesting Forests | | |
| Energy Worksheet – Energy Sources | | |

Unit 3: Organization of Data for Analysis – 16 hours

| AAL | AFL | AOL |
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| Understanding the changes in Canada's demographic | Dependency load worksheet | Unit 3: Unit Assignment – Population Issues |
| Response to Census results | Response to documentary | Population Issue Presentation |
| Response to documentary question | | |

Unit 4: The Future of Canadian Cities – 20 hours

| AAL | AFL | AOL |
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| Acknowledgement of the Land and Territory | Response to article questions | Urban Land Use Assignment |
| | | Live Presentation |

Finals

| AOL |
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| Culminating Project |
| Final Exam |

| Categories | 50-59% (Level 1) | 60-69% (Level 2) | 70-79% (Level 3) | 80-100% (Level 4) |
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| Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| | The student: | | | |
| Knowledge of content (e.g., facts, terms, procedural skills, use of tools) | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |

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| Understanding of mathematical concepts | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough and insightful understanding of content |
| Thinking - The use of critical and creative thinking skills and/or processes | | | | |
| | The student: | | | |
| Use of planning skills -understanding the problem (e.g., formulating and interpreting the problem, making conjectures) -making a plan for problem solving | uses planning skills with limited effectiveness | uses planning skills with moderate effectiveness | uses planning skills with considerable effectiveness | uses planning skills with a high degree of effectiveness |
| Use of processing skills -carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) -looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting) | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
| Use of critical/creative thinking processes (e.g., problem solving, inquiry) | uses critical / creative thinking processes with limited effectiveness | uses critical / creative thinking processes with some effectiveness | uses critical / creative thinking processes with considerable effectiveness | uses critical / creative thinking processes with a high degree of effectiveness |
| Communication - The conveying of meaning through various forms | | | | |
| | The student: | | | |
| Expression and organization of ideas and mathematical thinking (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials) | expresses and organizes mathematical thinking with limited effectiveness | expresses and organizes mathematical thinking with some effectiveness | expresses and organizes mathematical thinking with considerable effectiveness | expresses and organizes mathematical thinking with a high degree of effectiveness |
| Communication for different audiences (e.g., peers and teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) in oral, visual, and written forms | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |

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| Use of conventions, vocabulary, and terminology of the discipline (e.g., terms, symbols) in oral, visual, and written forms | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| Application - The use of knowledge and skills to make connections within and between various contexts | | | | |
| | The student: | | | |
| Application of knowledge and skills in familiar contexts | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| Transfer of knowledge and skills to new contexts | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of effectiveness |
| Making connections within and between various contexts (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world)) | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

Potential Resources:

Making Connections: Canada's Geography, Second Edition, Bruce W. Clark. John K. Wallace, Kim M. Earle. Pearson

[Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2018 \(Revised\)](#)

<http://www.ontario.ca/edu>

Learning Skills:

Learning Skills are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement.

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| Learning Skills | Sample Behaviors |
| Responsibility | The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior. |

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| Organization | The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| Independent Work | The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision. |
| Collaboration | The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
| Initiative | The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others. |
| Self-Regulation | The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges. |

Academic Honesty: Cheating and Plagiarism:

Plagiarism is a serious offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material taken is excessive or small. Students will be assisted in developing strategies and techniques to avoid plagiarism. They need to be aware that plagiarized term work will be penalized and could result in a mark of zero.

Program Planning Considerations:

- The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- English As a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- Career Education: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.