



**THAMES VALLEY DISTRICT SCHOOL BOARD  
LONDON CENTRAL SECONDARY SCHOOL**



**COURSE OUTLINE 2019-2020**

<b>Course Name:</b>	Issues in Canadian Geography	<b>Course Code:</b>	CGC1P1
<b>Course Type:</b>	Grade 9 Applied	<b>Credit Value:</b>	1.0
<b>Teachers(s):</b>	J. Nielsen		

**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.

**Prerequisite: None**

**Course Overall Expectations:**

Strand	Overall Expectations
A: Geographic Inquiry and Skill Development	<p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography</p> <p>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</p>
B: Interactions in the Physical Environment	<p>B1. The Physical Environment and Human Activities: analyze various interactions between physical processes, phenomena, and events and human activities in Canada</p> <p>B2. Interrelationships between Physical Systems, Processes, and Events: analyze characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems</p> <p>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</p>
C: Managing Canada’s Resources and Industries	<p>C1. The Sustainability of Resources: analyze impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada</p> <p>C2. The Development of Resources: analyze issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective</p> <p>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 analyze factors that influence the location of industries in these sectors</p>
D. Changing Populations	<p>D1. Population Issues: analyze selected national and global population issues and their implications for Canada</p> <p>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</p> <p>D3. Demographic Patterns and Trends: analyze patterns of population settlement and various demographic characteristics of the Canadian population</p>
E. Liveable Communities	<p>E1. The Sustainability of Human Systems: analyze issues relating to the sustainability of human systems in Canada</p> <p>E2. Impacts of Urban Growth: analyze impacts of urban growth in Canada</p> <p>E3. Characteristics of Land Use in Canada: analyze characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns</p>

### Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (may include major evaluations)
<b>UNIT 1: Liveable Communities</b> Sustainable Land Use Practices	<p><i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i></p> <p><i>Major evaluations may include: creating a liveability "report card", a classroom debate on living sustainably, designing a sustainable community, field trips and a test/quiz.</i></p>
<b>UNIT 2: Changing Populations</b> Canada's Population- Past, Present, and Future	<p><i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i></p> <p><i>Major evaluations may include: creating an "extreme map of Canada/ "Google My Map", a written reflection on the quality of life in a chosen country, a poster on students' neighbourhoods, and a test/quiz.</i></p>
<b>UNIT 3: Interactions in the Physical Environment</b> Canada's Natural Environment and the Processes within It The Impact of Human Activity on Canada's Natural Environment	<p><i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i></p> <p><i>Major evaluations may include: a debate on the "best" climate/ "best place to live in Canada", an annotated cross-section of the Niagara Escarpment, a disasters escape plan, and a test/quiz.</i></p>
<b>UNIT 4: Managing Canada's Resources and Industries</b> The Impact of Resource Use and Canada's Industrial Future	<p><i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i></p> <p><i>Major evaluations may include: an annotated map of London's Tim Horton's restaurants, a written report on Ontario's water resources, an analysis of how to manage our resources, and a test/quiz.</i></p> <p><i>*Evaluations are varied and may include response writing, quizzes, tests, projects, map creation, oral presentations, group work, and debates. Process work needs to be done in a timely manner to be of value to the student and evaluated by the teachers.</i></p>
<b>Course Culminating Activity - mid term</b>	Major evaluation (10%)
<b>Final Exam- June</b>	Major evaluation (20%)

**Assessment and Evaluation Categories and Weightings:**

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	17.5%	Term Evaluation	70%
Thinking/Inquiry	17.5%	Final Evaluation	30%
Communication	17.5%	ISP	10%
Application	17.5%	Exam	20%

**Learning Skills and Work Habits Assessment:**

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

**Academic Dishonesty - Cheating and Plagiarism:**

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

**Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*