



Issues in Canadian Geography: Course Outline



Course Code & Details: CGC1D1, Grade 9, Academic

Description/Rationale

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.

Strands of Study and Overall Expectations include:

STRAND A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT:

- Use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography.
- 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.

STRAND B. IN INTERACTIONS IN THE PHYSICAL ENVIRONMENT:

- Analyse various interactions between physical processes, phenomena, and events and human activities in Canada.
- Analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems.
- 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.

STRAND C. MANAGING CANADA'S RESOURCES AND INDUSTRIES

- Analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada.
- analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective
- 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.

STRAND D. IN CHANGING POPULATIONS

- Analyse selected national and global population issues and their implications for Canada;
- describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada;
- Analyse patterns of population settlement and various demographic characteristics of the Canadian population.

STRAND E. LIVEABLE COMMUNITIES

- Analyse issues relating to the sustainability of human systems in Canada;
- Analyse impacts of urban growth in Canada;
- Analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns

Evaluation Structure

Categories:

<i>Knowledge & Understanding</i>	25%
<i>Thinking, Inquiry, & Problem-Solving</i>	25%
<i>Communication</i>	25%
<i>Application</i>	25%

These are evaluated in both term and summative work:

TERM WORK – 70%

SUMMATIVE WORK – 30%

Culminating Project (15%) & Final Written Exam (15%)

Resources:

The course uses a variety of resources including videos, CDs/DVDs, Internet & Web applications, and a variety of print sources.

A textbook will be provided to students for in-class use as needed throughout the course.

Textbook Title:

Making Connections: Issues in Canadian Geography.
Pearson Publishing

Replacement Cost: \$66.50 + tax

Evaluation Rubric & Policies

Students will be assessed & evaluated according to the work produced & skills displayed. Student marks will be determined by teacher observations, teacher/student interviews & student product according to 4 categories & 4 levels. Please see the chart below for specific criteria and descriptors used to determine student competency in the different categories.

Categories	Level 1 50 – 59%	Level 2 60 – 69%	Level 3 70 – 79%	Level 4 80 – 100%
Knowledge/Understanding: <ul style="list-style-type: none"> ▪ Knowledge of facts & terms ▪ Understanding of concepts & relationships 	Limited evidence of: - knowledge and understanding	Some evidence of: - knowledge and understanding	Considerable evidence of: - knowledge and understanding	Superior evidence of: - knowledge and understanding
Thinking, Inquiry, Problem-solving: <ul style="list-style-type: none"> • planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project) • processing skills 	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes
Communication: <ul style="list-style-type: none"> ▪ The conveying of meaning through various oral, written, and visual forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages) 	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms
Application: <ul style="list-style-type: none"> ▪ Applications in familiar contexts ▪ Transfer of concepts to new contexts ▪ Use of technology 	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts

Working independently, group work, organization, work habits and homework, and initiative will be assessed but will not be included as part of the student's term mark. Communication of student achievement of these learning skills will be via one of the following letter grades:

E –Excellent

G – Good

S – Satisfactory

N - Needs Improvement

- **LATE ASSIGNMENTS:** Due dates for major assignments will be clearly articulated by the teacher when the task is assigned. Various strategies will be implemented to ensure assignments are not submitted late. Once these strategies have been tried and the student continues to submit late assignments marks may be deducted up to and including the full value of assignment. Once marked assignments have been returned students will not be allowed to submit that assignment if doing so would give the student an unfair academic advantage.
- **MISSED TESTS:** Teachers will give ample advanced notice for tests. It is the responsibility of the student to make arrangements for an alternative assessment date (which may not be during class time) with the teacher before the scheduled time for the test. If a test is missed due to a legitimate reason, verification (to be handed in on the day of the student's return) from a parent/guardian must be given to the subject teacher indicating that the parents are aware the student has missed a test. **If a test is missed as a result of truancy, a mark of zero will be assigned with no opportunity for a re-write.**
- **PLAGIARISM** in any form reflects academic dishonesty and will result in a mark of zero for the assignment in question.
- **ATTENDANCE:** It is the responsibility of each student to be punctual and in attendance, with proper materials, at all classes and scheduled activities. Students who miss classes may put their credit in jeopardy. **It is the student's responsibility to catch up on missed work when absent.**

Refer to the relevant pages of the Student Agenda for further details about these and other policies.