

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement
Issues in Canadian Geography, Grade 9: Academic

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

1. Course Details

- Program Area: Canadian and World Studies
- Date of Development: June 2006; Revision: 2018
- Assistant Curriculum Leader: A. Pawlowski; Teacher Developer: E. Ketchum, L. Simas
- Course title: Geography of Canada, Grade 9 Academic (CGC1D). Credit Value 1.0
- Prerequisites: None

2. Overall Goals

- 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 are in the areas of Geographic Inquiry and Skill Development; Interactions in the Physical Environment; Managing Canada's Resources and Industries; Changing Populations; and Liveable Communities. By the end of the course, students will:
 - **in 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
 - **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.
 - **in 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 analyze factors that influence the location of industries in these sectors.
 - **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
 - * analyze patterns of population settlement and various demographic characteristics of the Canadian population
 - **in 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

- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

- Course content:

Unit 1	Geographic Inquiry and Physical Processes	35 hours
Unit 2	Population and Migration	25 hours
Unit 3	Managing Resources and Economic Development	25 hours
Unit 4	Liveable Communities and Sustainability	25 hours

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *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.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and work habits which are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies may be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.

- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations.
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Data Analysis	Reports	Small Group Cooperative Learning
Oral Presentation	Graphing	Work & Task Sheets
Guided Internet Research	Mapping	Graphic Organizers

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four categories, according to the weightings shown:

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
25%	25%	25%	25%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
- Culminating tasks involve an in-class exam and a task

Approximate Date	Type of Culminating Activity
January	Written assessment 15%
January	In-class Exam 15%

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Teacher-Specific Information

Teachers:

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