



# GEORGE S. HENRY ACADEMY COURSE OUTLINE



## COURSE NAME

<b>COURSE CODE</b>	CGC 1D	<b>GRADE</b>	9
<b>TEACHER(S)</b>	Ms. Mah	<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	Geography	<b>PREREQUISITE</b>	None

### 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.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

### COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240.

### CONCRETE LEARNING RESOURCES

Making Connections: Issues In Canadian Geography (80.00\$)

The course uses a variety of geographic resources including maps, globes, graphs, videos, CDs/DVDs, and a variety of print sources.

Educational Guest Speakers

### DIGITAL LEARNING RESOURCES

My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.

The course uses a variety of geographic resources including Internet & Web applications – Google Earth, ArcGIS, GPS, Storymaps.

### COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit and assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

#### Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

### ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

## ACHIEVEMENT CHART CATEGORIES

**Knowledge and Understanding (K & U):** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking (T):** The use of critical and creative thinking skills and/or processes

**Communication (C):** The conveying of meaning through various forms

**Application (A):** The use of knowledge and skills to make connections within and between various contexts

## COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
<b>K &amp; U</b>	<b>17.5%</b>	<b>Knowledge of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies) <b>Understanding of content</b> (e.g. terminology, vocabulary, information, theories, concepts, skills)
<b>T</b>	<b>17.5%</b>	<b>Use of planning skills</b> – (focusing research, identifying a problem, locating and gathering information, organizing an inquiry) <b>Use of processing skills</b> – (e.g. analysing, reflecting, integrating, synthesizing, evaluating, detecting point of view and bias; formulating conclusions) <b>Use of critical/creative thinking processes</b> (e.g. reading process, inquiry, decision making, research problem solving)
<b>C</b>	<b>17.5%</b>	<b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization), in oral, visual, and written forms <b>Communication for different audiences and purposes</b> (e.g. peers, adults) and purposes (e.g. to inform, to persuade) in oral, visual, and written forms <b>Use of conventions</b> (e.g. mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms.
<b>A</b>	<b>17.5%</b>	<b>Application of knowledge and skills</b> (e.g. concepts, procedures, spatial skills, processes, technologies) in familiar contexts <b>Transfer of knowledge and skills</b> (e.g. concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts <b>Making connections within and between various contexts</b> (e.g. between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)

## FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	Final Exam	15%
	Summative – Trip Across Canada	15%

## UNITS OF STUDY/COURSE ROAD MAP (subject to change)

**Strand A. Geographic Inquiry and Skill Development: (Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands.)**

- 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. Interactions in the Physical Environment:**

- Analyze various interactions between physical processes, phenomena, and events and human activities in Canada.
- Analyze 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**

- Analyze impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada.
- Analyze 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.

**Evaluation tasks** may include: Map of Canada, Natural Resource activity, Resources presentation, Unit test/quiz

**Strand D. Changing Populations**

- Analyze 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.

**Evaluation tasks** may include: Map of Canada, Population pyramid, Population debate, Family tree assignment, Cultural sharing presentation, Aboriginal culture assignment, Unit test/quiz

**Strand E. Liveable communities**

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

**Evaluation tasks** may include: Map of Canada, Climate Change activity, Sustainable roundtable debate, Ecological footprint presentation, Unit test/quiz

**\*\* Citizenship Education\*\***

The expectations in the Grade 9 geography courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework

**LATE & MISSED EVALUATION POLICY**

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

**ACADEMIC DISHONESTY POLICY**

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

**SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS**

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4

English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences and Humanities ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )			1
Cooperative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity