



GEORGE S. HENRY ACADEMY COURSE OUTLINE



COURSE NAME

COURSE CODE	CGC 1P	GRADE	9
TEACHER(S)	Ms. Mah	CREDIT VALUE	1.0
DEPARTMENT	Geography	PREREQUISITE	None

COURSE DESCRIPTION:	<p>This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.</p> <p>Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</p>
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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	DIGITAL LEARNING RESOURCES
Encounter Canada (80.00\$)	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 maps, globes, graphs, videos, CDs/DVDs, and a variety of print sources.	The course uses a variety of geographic resources including Internet & Web applications – Google Earth, ArcGIS, GPS, Storymaps.
Educational Guest Speakers	

COURSE WORK POLICY
<p>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.</p> <p>Strategies to assist students in meeting deadlines include:</p> <ul style="list-style-type: none"> • 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
K & U	17.5%	Knowledge of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies) Understanding of content (e.g. terminology, vocabulary, information, theories, concepts, skills)
T	17.5%	Use of planning skills – (focusing research, identifying a problem, locating and gathering information, organizing an inquiry) Use of processing skills – (e.g. analysing, reflecting, integrating, synthesizing, evaluating, detecting point of view and bias; formulating conclusions) Use of critical/creative thinking processes (e.g. reading process, inquiry, decision making, research problem solving)
C	17.5%	Expression and organization of ideas and information (e.g., clarity of expression, logical organization), in oral, visual, and written forms Communication for different audiences and purposes (e.g. peers, adults) and purposes (e.g. to inform, to persuade) in oral, visual, and written forms Use of conventions (e.g. mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms.
A	17.5%	Application of knowledge and skills (e.g. concepts, procedures, spatial skills, processes, technologies) in familiar contexts Transfer of knowledge and skills (e.g. concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts Making connections within and between various contexts (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)	Summative – Build your own community	30

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.

Evaluation tasks may include: Landforms postcard, Map of Canada, Climate graph, Geologic history timeline/presentation, Unit test/quiz

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, Aboriginal culture assignment, Family tree assignment, Cultural sharing presentation, 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, 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
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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
TOTAL	9	9	9

*Contextualized Learning Activity