

Issues in Canadian Geography • CGC1D4/5

Grade 9. Credit Value 1.0

Geography and Social Sciences Department • Malvern C.I. • Toronto District School Board

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Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Course Content

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.
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Prerequisite	None
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Resource Materials	<ul style="list-style-type: none">• Géographie du Canada textbook, Enjeux dans la géographie, textbook• TFO ILC online learning platform• Brightspace online learning platform
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Major Units	<ul style="list-style-type: none">• Unit 1: Geographic Inquiry and Skill Development• Unit 2: Interactions in the physical environment• Unit 3: Changing populations• Unit 4: Livable communities• Unit 5: Managing Canada's resources and industries
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Overall Goals / Expectations

By the end of this course students will:

- use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography
 - 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
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- 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
- 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
- analyse impacts of urban growth in Canada

Assessment, Evaluation and Reporting

- Strategies**
- Students will be evaluated on content and skills throughout the year
 - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
 - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and a formal research essay
 - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.

Achievement Category Weightings	Knowledge / Understanding	Thinking	Communication	Application
	20%	20%	20%	20%

- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course.

- Course Work 80%**
- 80% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
 - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.

- Course-Culminating Activities 20%**
- 20% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations may be a combination of:
 - Culminating Activity (research-based)
 - there is no Final Exam
 - All students must take part in the culminating activities.

- Learning Skills**
- Students will also be assessed for development in a variety of learning skills:
 - Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation
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	<ul style="list-style-type: none"> Learning skills play a critical role in the achievement of curriculum expectations and student success.
Learning Skills (continued)	<ul style="list-style-type: none"> Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement. Academic Integrity: See School Evaluation Policy Attendance is crucial for satisfactory achievement. Regular attendance and active participation are expected. Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible.
Rules for Tests, Quizzes, and Assignments	<ul style="list-style-type: none"> Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late. All assignments are expected to be handed in on their assigned due dates. Extenuating circumstances should be discussed with the teacher in advance of due dates. Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving < 50%, and missed work can still result in a mark of zero. Should serious illness or extenuating circumstances (<i>i.e.</i>: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible. Note: The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43). The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.
Plagiarism	Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. In second language courses the use of translation applications, such as Google Translate, is considered cheating. For additional information on plagiarism, please consult your student agenda.
Communication	
Consultation	<p>Students, parents and guardians are asked to contact the course instructor using the information below.</p> <p>Office Location: Canadian and World Studies (3rd floor, Room 306A)</p> <p>Phone: 416-393-1480 ext. 20036</p> <p>Email: christiane.macfarlane@tdsb.on.ca</p>
Help	Extra help is available by contacting the course instructor directly.