***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline: Geography of Canada***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Academic Year 2019-2020*** | | ***Teacher Name: L. Palozzi*** | |
| ***Department: Canadian & World Studies*** | | ***CL / ACL: G. Clarke*** | |
| **Course Title** | Issues in Canadian Geography | **Course Code** | CGC1D |
| **Prerequisite** | None | **Grade** | 9 |
| **Level** | Academic | **Credit Value** | 1 |

|  |
| --- |
| **Course Description** |
| **Ontario Ministry of Education Document:** |
| This course examines interrelationships within and between Canada’s natural and human systems and how these these systems interconnect with those in other parts of the world. Students will explore environmental, economic and social geographic issues related 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 geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. |
| **Textbook and Other Resources:** |
| **Textbook:** Making Connections: Issues in Canadian Geography, 3rd Edition, by Bruce Clark & John Wallace ($69.83)  **Course Website:** See teacher’s google classroom |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Overview: Instructional Strands/Units** | | | |
| ***Unit Titles*** | ***Approximate***  ***Timeline*** | ***Unit Description*** | ***Assessment & Evaluation Tasks*** |
| Strand A:  Geographic Inquiry and Skill Development | Throughout strands B-E | * Geographic inquiry process * Spacial skills * Use of geo technologies like Google Earth and ArcView GIS | * Provinces Project * Google Earth Annotated Map |
| Strand B:  Interactions in the Physical Environment | 12 weeks | * Understanding natural phenomena * look at how physical systems shape the environment | * Climate Graphing * Stop Disasters Assignment * Quizzes / Test |
| Strand C:  Managing Canada’s Resources and Industries | 8 weeks | * issues related to Canadian resources and industries * changing industries in Canada * economic and trade issues | * Calculating Ecological Footprint * Cradle to Cradle Project * Quizzes / Test |
| Stand D:  Changing Populations | 8 weeks | * Analyze trends in Canada’s population * Demographic patterns and issues in a global context * Our global aging population | * Excel Population pyramid assignment * Quizzes / Test |
| Stand E:  Livable Communities | 8 weeks | * How does infrastructure of our community affect livability and the environmental, economic and social sustainability * Urban issues like transportation, urban growth etc. | * Land Use in World Cities * Epic City Builder 3 Assignment * Quizzes / Test |

|  |
| --- |
| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEP’s)  Subject teachers provide accommodations and modifications as outlined on student IEP’s. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), preferential seating. |
| Extra Help   * Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required. * Students can also see their Guidance Counselor for information on other academic supports available. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Evaluation Criteria** | | | |
| **Term Work** | | **Culminating Activities** | |
| **Curricular Strands** | |
| Knowledge/Understanding | 17.5% | Culminating | 10% |
| Thinking | 17.5% | Exam | 20% |
| Communication | 17.5% |  |  |
| Application | 17.5% |  |  |
| *Term Work 70%* | | *Culminating Activity Total 30%* | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Report Card Schedule** | | | | |
|  | **1st Report Card** | **2nd Report Card** | **Interim**  **Report Card** | **Final**  **Report Card** |
| **Report Cards** | Nov. 20 2019 | Feb. 7 2020 | April 16 2020 | June 25 2020 |
| **Parent-Teacher Interviews** | Nov. 28 2019 | Feb. 13 2020 | N/A |  |

|  |
| --- |
| **Assessment of Learning Skills** |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

|  |
| --- |
| **Department Expectations, Policies and Procedures** |
| **STUDENT RESPONSIBILITIES**  **PUNCTUALITY** – When the bell rings, students are expected to be at their desks, with notebooks and materials out, ready to begin. Students, who are more than 20 minutes late for class, will be marked absent.  **ATTENDANCE** – If students are absent, they are expected to bring a note explaining the absence and to complete missed work.  **MATERIALS** – Students are required to bring the following items to each class: pen/pencil, lined paper, three ringed binder, textbook and any other items as requested by the teacher.  **FOLLOW THE BEHAVIOUR EXPECTATIONS** – Please see the school handbook and code of conduct.  **LATE OR MISSED ASSIGNMENTS** - Submitting course work on time is an important aspect of student learning and time management. As such, late assignments will be reported on as part of the learning skills on the report card and a variety of strategies will be used for dealing with late assignments: (parent / student conferences, counseling with student success and guidance, student contracts, as well as mark deductions.) Deadlines will be communicated to students in advance and it is the expectation that not meeting these deadlines can result in **mark deductions for late assignments, up to and including the full value of the assignment. (PR.614)**  **MISSED TESTS / Presentations** - If a student is absent on the day of a test, the student is expected to bring a note from a parent/guardian explaining the absence on the day of their return to school. A doctor’s note may be required. The missed test or Presentation will be written on the first day of return to school.  **ACADEMIC DISHONESTY / PLAGIARISM**: Cheating, plagiarism, copying the work of others, taking credit for the intellectual property of another individual, failure to appropriately reference, cite or paraphrase a source or any other form of academic dishonesty is not tolerated. Any such behaviour will result in the mark of zero, a phone call home, and a referral to the Vice-Principal’s office. This behaviour may also lead to the failure and repeating of the course**.**  **OTHER CLASSROOM ROUTINES AND PROCEDURES**  - If you need extra help, your teacher is available **during lunch and after school**. Please make an appointment.  - If your parent or guardian needs to reach your teacher, the extension for the Geography office is x20332.  - Cell phones are not permitted in class. They may be confiscated according to school policy; see your agenda for more details.  - No eating in class. Water bottles are only permitted at the center tables.  - Please keep the room neat and tidy. :) |