

RICHVIEW COLLEGIATE INSTITUTE

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| PROGRAM AREA: Canadian and World Studies | COURSE NAME: Issues in Canadian Geography |
| COURSE CODE: CGC 1D1 | GRADE/LEVEL: Grade 9 |
| PREREQUISITE: NONE | CREDIT VALUE: 1.0 |

Cost of Textbook/equipment replacement: _____
(if lost or damaged)

Additional Course Costs: _____

Textbooks(s)/Resources: 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.

CURRICULUM STRANDS and OVERALL EXPECTATIONS:

GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

Throughout this course, students will:

- **Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;
- **Developing Transferable Skills:** 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.

INTERACTIONS IN THE PHYSICAL ENVIRONMENT OVERALL EXPECTATIONS

By the end of this course, students will:

- **The Physical Environment and Human Activities:** analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Interrelationships between Physical Systems, Processes, and Events:** analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems (FOCUS ON: *Patterns and Trends; Interrelationships*)
- **The Characteristics of Canada's Natural Environment:** 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 (FOCUS ON: *Spatial Significance; Patterns and Trends*)

MANAGING CANADA'S RESOURCES AND INDUSTRIES

By the end of this course, students will:

- **The Sustainability of Resources:** analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **The Development of Resources:** analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective (FOCUS ON: *Interrelationships; Geographic Perspective*)

- **Industries and Economic Development:** assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors (FOCUS ON: *Spatial Significance; Patterns and Trends*)

D. CHANGING POPULATIONS

By the end of this course, students will:

- **Population Issues:** analyse selected national and global population issues and their implications for Canada (FOCUS ON: *Interrelationships; Patterns and Trends*)
- **Immigration and Cultural Diversity:** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: *Spatial Significance; Geographic Perspective*)
- **Demographic Patterns and Trends:** analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: *Spatial Significance; Patterns and Trends*)

E. LIVEABLE COMMUNITIES

By the end of this course, students will:

- **The Sustainability of Human Systems:** analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Impacts of Urban Growth:** analyse impacts of urban growth in Canada (FOCUS ON: *Spatial Significance; Geographic Perspective*)
- **Characteristics of Land Use in Canada:** analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (FOCUS ON: *Spatial Significance; Patterns and Trends*)

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

70% Course Evaluation(based on the following % breakdown of categories/strands) :)

All four achievement categories/strands do not need to be evaluated in each evaluation task.

| Communication (%) | Knowledge/Understanding (%) | Thinking and Inquiry (%) | Application/Making Connections (%) |
|----------------------|--------------------------------|-----------------------------|---------------------------------------|
| 25 | 25 | 25 | 25 |

30% Final Evaluation (based on the above % breakdown of categories/strands):

Components of Summative Evaluation: 1. Report/Presentation **15-20** (%)

2. In Class Test/Exam **10-15** (%)

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.