



NIAGARA ACADEMY
ISSUES IN CANADIAN GEOGRAPHY, GRADE 9, ACADEMIC
COURSE OUTLINE

COURSE CODE: CGC1D

DEVELOPED

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DEVELOPED FROM: The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2018, <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

PREREQUISITE: None

COURSE DURATION: 110 hours

COURSE VALUE: 1.0 credits

COURSE DESCRIPTION AND RATIONALE

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.

OVERALL CURRICULUM EXPECTATIONS

The course has five strands. 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. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

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| Strand A: Geographic Inquiry and Skill Development By the end of this course, students will: | |
| A1. | Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography |
| A2. | 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 |
| Strand B: Interactions in the Physical Environment By the end of this course, students will: | |
| B1. | 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) |
| B2. | 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) |
| B3. | 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) |
| Strand C: Managing Canada's Resources and Industries By the end of this course, students will: | |
| C1. | The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: Interrelationships; Geographic Perspective) |
| C2. | 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) |
| C3. | 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) |
| Strand D: Changing Populations By the end of this course, students will: | |
| D1. | Population Issues: analyse selected national and global population issues and their implications for Canada (FOCUS ON: Interrelationships; Patterns and Trends) |
| D2. | 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) |

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| D3. | Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends) |
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| Strand E: Livable Communities By the end of this course, students will: | |
| E1. | The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: Interrelationships; Geographic Perspective) |
| E2. | Impacts of Urban Growth: analyse impacts of urban growth in Canada (FOCUS ON: Spatial Significance; geographic Perspective) |
| E3. | 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) |

COURSE CONTENT AND EVALUATION

| Unit | Topics | Evaluation | Hours |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|----------------|
| Unit 1. Introduction to Geography and Map and Globe Skills | Geographic Inquiry Developing Transferable Skills | 8% | 16 hrs |
| Unit 2. Changing Populations | Population Issues Immigration and Cultural Diversity Demographic Patterns and Trends | 15% | 23 hrs |
| Unit 3. Physical Interactions | The Physical Environment and Human Activities Interrelationships | 15% | 23 hrs |
| Unit 4. Managing Canada's Resources and Industries | The Sustainability of Resources The Development of Resources Industries and Economic Development | 16% | 24 hrs |
| Unit 5. Liveable communities | The Sustainability of Human Systems Impacts of Urban Growth Characteristics of Land Use in Canada | 16% | 24 hrs |
| | Total Term Work | 70% | 110 hrs |
| Final Evaluation | Culminating Activity | 10% | |
| | Final Exam | 20% | |
| | Final Mark | 100% | |

| Knowledge/Understanding | Thinking/Inquiry | Communication | Application/Making Connections |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 30% | 30% | 20% | 20% |
| Oral Presentations Group Work Debates Discussion Communication Note-making Visual Displays Research Concepts | Analysis of specific Topics and Issues Tests Group Work Discussions Personal Journals Depth of Research Brainstorming Case Studies | Brainstorming Categorizing Oral and Written Communication Research Group Work Presentation Debating Project Planning | Portfolios Projects Reports Demonstrations Mind Mapping Power point |

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2018, <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>.

Learning Skills will also be assessed and reported on according to the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

TEACHING AND LEARNING STRATEGIES

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or political events or processes occur helps students gain a spatial perspective on them.

Due to its importance, students will have opportunities to learn in a variety of ways - individually, cooperatively, independently, with teacher direction, through hands-on experiences, and through examples followed by practice. The approaches and strategies teachers use will vary according to both the object of the learning and the needs of the students. Some instructional examples are

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning

so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

RESOURCES

- Geography in Action: Inquiry and Issues from Canadian Perspectives, McGraw-Hill Ryerson, 2015
- Perspectives: Canadian Geography, Irwin Publishing, 1999, ISBN 0-7725-2757-1
- Variety of websites and YouTube videos related to issues being studied
- Ottawa Catholic School Board
- <https://sites.google.com/a/ocsb.ca/1-cgc-1d-2017/home/home-page>
- Peel District School Board
- <http://www.edu.pe.ca/threeoaks/geog421/Landform.pdf>
- Halton District School Board
- <https://sites.google.com/a/hdsb.ca/mrnags/cgc1d1>
- <http://msjonesclasses.weebly.com/gr9-geog.html>
- Guelph District School Board
- <https://sites.google.com/a/ugcloud.ca/mrs-lemelin/cgc1d-canadian-geography>
- Videos
- The Story of Earth
- The Lorax
- YouTube
 - Rick Mercer Report – harvesting blueberries, Harvesting wheat
 - What Happens to Stuff
 - Bill Nye the Science Guy (The Earth’s Core, the Rock Cycle)
 - Niagara’s Biosphere
- Introduction to Canada