

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
CGC 1D
 Issues in Canadian Geography, Grade 9

Credit Value: 1.0 credit

Hours: 110

Course Overview

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.

| Units of Study | Hrs. | Performance Tasks | Overall Expectations |
|---|------|---|--|
| 1. Canada, Geography and You | 20 | 1. Tests and quizzes 2. Culminating activities | Throughout the 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. By the end of the 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: <i>Interrelationships; Geographic Perspective</i>) 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: <i>Patterns and Trends; Interrelationships</i>) 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: <i>Spatial Significance; Patterns and Trends</i>) C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>) 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: <i>Interrelationships; Geographic Perspective</i>) 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: <i>Spatial Significance; Patterns and Trends</i>) D1. Population Issues: analyse selected national and global population issues and their implications for Canada (FOCUS ON: <i>Interrelationships; Patterns and Trends</i>) 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 ON: <i>Spatial Significance; Geographic Perspective</i>) D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>) E1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>) E2. Impacts of Urban Growth: analyse impacts of urban growth in Canada (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>) 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: <i>Spatial Significance; Patterns and Trends</i>) |
| 2. A World of Systems | 15 | 3. Group work | |
| 3. Natural Resources for the Future | 15 | 4. Research displays 5. Oral presentations | |
| 4. The Human Landscape: Who we Are | 20 | 6. Argumentative paragraphs 7. Map work 8. Web quests | |
| 5. Where we live and how we make a living in Canada | 13 | 9. Debate issues 10. Data analysis 11. Field trip | |
| 6. Canadians as Global Citizens | 17 | 12. Hands on GPS practice 13. Descriptive paragraphs | |
| 7. Summative Project: Best Community in Canada | 10 | 14. Formal examination | |

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

Evaluation

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|---|---|---------------------------|
| Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks | Final Report Term Summative task Final Exam | 70% 15% 15% 100% |
| Term | | 70% |

Summative Period

Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June.
Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.

Textbook: Healy, Patricia, et al. Encounter Canada. Don Mills: Oxford University Press, 2007.

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CGC1D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The Canadian and World Studies and Social Science department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).