

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
 COURSE OUTLINE  
**CGC1P**  
**Canadian Geography**

Credit Value: 1 credit

**Course Overview**

This course draws upon students' everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's land forms, climates, soils, plants, animals, and human activities in order to understand Canada's character and diversity. Exposure to an array of geo-technologies is also included.

Unit Title	Hours	Performance Tasks	Overall Expectations
1. Canada: Protecting Our Environment	25	1. Tests and Quizzes	<p>A1. <b>Geographic Inquiry:</b> use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;</p> <p>A2. <b>Developing Transferable Skills:</b> 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.</p> <p>B1. <b>Natural Processes and Human Activity:</b> analyse some interactions between physical processes, events, and phenomena and human activities in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)</p> <p>B2. <b>Influence of the Natural Environment on Human Activity:</b> explain how physical processes and the natural environment influence human activity in Canada (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)</p> <p>B3. <b>Characteristics of Canada's Natural Environment:</b> describe some natural processes and key characteristics of the natural environment in Canada (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)</p> <p>C1. <b>Managing Resources:</b> assess the influence of personal choices and community actions on the use of natural resources in Canada (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)</p> <p>C2. <b>Canadian Industries:</b> describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)</p> <p>C3. <b>The Use of Natural Resources:</b> describe the distribution and use of selected natural resources in Canada (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)</p> <p>D1. <b>Population Trends and Their Impacts:</b> assess the impact on Canadian communities of changes in the characteristics of Canada's population, and describe ways of responding to these changes (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)</p> <p>D2. <b>Immigration Trends:</b> analyse recent immigration trends in Canada (FOCUS ON: <i>Interrelationships; Patterns and Trends</i>)</p> <p>D3. <b>Population Characteristics:</b> describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)</p> <p>E1. <b>Sustainable Communities:</b> identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)</p> <p>E2. <b>Impacts of Land Use:</b> analyse impacts of land use in Canada on communities and the natural environment (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)</p> <p>E3. <b>Patterns of Land Use:</b> describe patterns of land use in their local community (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)</p>
2. Living in Canada		2. Culminating Activities	
3. Made in Canada	25	3. Group Work	
4. Connecting Canadians	25	4. Research Displays	
5. Summative Performance Task	25	5. Oral Presentations	
	10	6. Poster Contest	
		7. Skills Development	
		8. Web Quests	
		9. Paragraph Writing	
		10. Reflective Writing	
		11. Formal Examination	

**STUDENT RESPONSIBILITIES**

- 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 work in a timely manner.
- 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.\*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or 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 performance.
- Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
  - See School Assessment, Evaluation, and Reporting Policy for details.

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**

<b>Term Report</b> Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks  Term 70%	<b>Final Report</b> Term 70% Summative task 15% Final Exam 15% 100%
<b><u>Summative Period</u></b> <b>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.</b> <b><i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i></b>	

**Text: Canadian Geography: A Sense of Place**

**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 CGC1P 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 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).