Ontario eSecondary School
Course Outline
2023-2024

Ministry of Education Course Title: Issues in Canadian Geography, Grade 9	
Ministry Course Code: CGC1D	
Course Type: Academic	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Canadian and World Studies	
Course developed by: **I. Baig**	**Date: September 2018**
Length: **One Semester**	**Hours:** **110**
This course has been developed based on the following Ministry documents: 1. *The Ontario Curriculum, Canadian and World Studies Grades 9 and 10, 2018,* 2. *Growing Success, Assessment, Evaluation and Reporting in Ontario's Schools (2010)* 3. *Learning for All (2013)*	

COURSE DESCRIPTION/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

Geography Inquiry and Skill Development

By the end of this course, students will:

1. Use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography
2. 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

By the end of this course, students will:

1. Analyse various interactions between physical processes, phenomena, and events and human activities in Canada
2. Analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems
3. 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

Managing Canada's Resources and Industries

By the end of this course, students will:

1. Analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada
2. Analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective
3. 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

Changing Populations

By the end of this course, students will:

1. Analyse selected national and global population issues and their implications for Canada
2. Describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada
3. Analyse patterns of population settlement and various demographic characteristics of the Canadian population

Liveable Communities

By the end of this course, students will:

1. Analyse issues relating to the sustainability of human systems in Canada
2. Analyse impacts of urban growth in Canada
3. Analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns

COURSE CONTENT

Unit	*Length*
Unit 1: Navigating Around Canada	22 hours
Unit 2: Managing Canada's Resources	30 hours
Unit 3: Population Growth in Canada	23 hours
Unit 4: The Future of Canadian Cities	20 hours
Culminating Task	15 hours
Total	**110 hours**

UNIT DESCRIPTIONS

UNIT 1: NAVIGATING AROUND THE CANADIAN LANDSCAPE

In this unit, students will explore the characteristics of natural and human systems and how geographic tools such as compasses and understanding timezones will help in understanding the vastness of Canada. Secondly, students will study and learn about First-Nation, Metis and Inuit communities — their relationship with the physical landscape and their beliefs about Canada's natural landscape. Lastly, students will examine how tectonic plates, volcanoes, earthquakes and melting glaciers have impacted Canada's physical landscape.

UNIT 2: MANAGING CANADA'S RESOURCES

In this unit students will examine how we can manage Canada's natural resources such as water, wood and oil in relationship to the increasing demand the we have placed upon them by the way that we live. Students will also examine how we can carefully manage and distribute resources strategically allowing for sustainability and growth overtime and the impact this has had on First-Nations communities. Lastly, students will research various industries that are vital to the Canadian economy and how they have become a strong part of the Canadian identity and how this has had both positive and negative effects on a global scale.

UNIT 3: POPULATION GROWTH IN CANADA

Students will analyse population issues that has come with the increase in immigration. The focus will be on how outside political issues have led people to see refuge in Canada. Secondly, students will examine immigration and how the diversity in Canada has brought both positive and negative results. Lastly, students will explore where immigrant communities are living, why they live there and how this have developed into trends overtime leading into livable communities.

UNIT 4: THE FUTURE OF CANADIAN CITIES

Students will analyze how the move from rural to urban communities has impacted sustainability of human systems. Students will explore food distribution, homelessness and how the economics of these sprawling cities has created polarization in Canada. Secondly, student will examine pollution and other drawbacks of the effects of urban growth and what this means for other Canadian cities. Lastly, we will explore the land use in Canada, how things have changed and how they will continue to change based on recent and forecasted future trends.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout each lesson. The goal is to help students to make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. The goal is to make learning come alive as a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Brainstorming, charts and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Maps are visual representations that relate scientific ideas/concepts/applications to geographic data.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Graphics/images are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Charts are visual representations of scientific ideas and concepts using math that support analysis. For example, you can have a pie chart that shows Canada's energy sources.

Tables involve organizing information in terms of categories (rows and columns). This helps us to understand the relationships between ideas and data, as well as highlight trends.

Drawings and schematics are scientific and engineering ideas explained visually. For example, an electric circuit can be explained using symbols, which makes it possible to communicate ideas universally, clearly, and succinctly.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ❑ Homework assignments
- ❑ Individual conference meetings
- ❑ Online Discussion Forums
- ❑ Online Conferences
- ❑ Readings Activities and Case Studies
- ❑ Diagnostic tests and writing tasks
- ❑ Reflections Forums
- ❑ Online Oral presentation
- ❑ Tests & Exam
- ❑ Lab Report Writing

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy per cent of the grade will be based on evaluation 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 will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

  (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	**70**
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Culminating Activity (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Unit	Description	Category
Unit 1: Navigating Around Canada's Physical Landscape	• Geologic History Assignment • First Nations Art work assignment	K,T,A K,C,A
Unit 2: Managing Canada's Resources	• Forestry and First Nations Assignment • Live Presentation Assignment: Managing your Ecological Footprint	K,T,C K,T,C,A
Unit 3: Population Growth in Canada	• Immigration Research Assignment • The Future of the Canadian Population	K,T,C,A K,T,C
Unit 4: The Future of Canadian Cities	• Urban Planning Assignment • Forecasting the Future of this land	K,T,A K,T,C,A

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category
Culminating Activity	National Geographic Magazine: My Geography	K,T,C,A

AFL/AAL/AOL TRACKING SHEET

Unit 1: Navigating around Canada's Physical Landscape – 22 hours

AAL	AFL	AOL
Direction of a map worksheet - Compass Activity	Map of Canada Assignment	Geological History Visual Timeline Assignment
Thinking about Geographic Issues: Canadian Landscape	How did the Chinook winds come to be?	Unit 1: Culminating Assignment
	The relationship between Us and Nature in Canada	

Unit 2: Managing Canada's Resources – 30 hours

AAL	AFL	AOL
How important is the auto industry to Canada's economy?	Response to Atlantic Fishing documentary	Lesson 2.3: Submission Box
Response to Canada's sustainable fisheries website		Unit 2 - Critical Conversation
Forestry Threats – Worksheet		
Methods of Harvesting Forests		
Energy Worksheet – Energy Sources		

Unit 3: Population Growth in Canada - 23 hours

AAL	AFL	AOL
Understanding the changes in Canada's demographic	Response to documentary	Unit 3: Unit Assignment - Population Issues
Response to Census Results		Population Issue Presentation
Response to documentary question		

Unit 4: The Future of Canadian Cities – 20 hours

AAL	AFL	AOL
Acknowledgement of the Land and Territory	Response to article questions	Urban Land Use Assignment
	Lesson 4.2 Submission Box	Unit 4 Assignment
		Live Presentation

Finals

AOL
Culminating Project

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.