



Ontario eSecondary School Course Outline 2022-2023

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. <i>The Ontario Curriculum, Canadian and World Studies Grades 9 and 10, 2018,</i> 2. <i>Growing Success, Assessment, Evaluation and Reporting in Ontario's Schools (2010)</i>	

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

<i>Unit</i>	<i>Length</i>
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 CANADAS 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:

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

The small group activities include the following:

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read 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.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES (NOTE: UPDATED REMOVE).

- 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	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Culminating Activity	30

TERM WORK EVALUATIONS (70%):

Unit	Description	Category
Unit 1: Navigating Around Canada’s Physical Landscape	<ul style="list-style-type: none"> ● Geologic History Assignment ● First Nations Art work assignment 	K,I,A K,C,A
Unit 2: Managing Canada’s Resources	<ul style="list-style-type: none"> ● Forestry and First Nations Assignment ● Live Presentation Assignment: Managing your Ecological Footprint 	K,I,C K,I,C,A
Unit 3: Population Growth in Canada	<ul style="list-style-type: none"> ● Immigration Research Assignment ● The Future of the Canadian Population 	K,I,C,A K, I, C
Unit 4: The Future of Canadian Cities	<ul style="list-style-type: none"> ● Urban Planning Assignment ● Forecasting the Future of this land 	K,I,A K,I,C,A

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Culminating Activity	National Geographic Magazine: My Geography	K,I,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

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

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 ENGLISH 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 parent, teachers, administration and external educational assessment report. 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.
- Environmental accommodations:** such as preferential seating or special lighting.

- 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.
- Record key words on the board or overhead when students are expected to make their own notes.
- 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.