



**Ontario eSecondary School
Course Outline
2024-2025**

Ministry of Education Course Title: Exploring Canadian Geography	
Ministry Course Code: CGC1W	
Course Type: De-streamed	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Geography	
Course developed by: Vitaliy Bilous	Date: September 2024
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> 1. Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2024, (revised) 2. Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010) 	

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COURSE DESCRIPTION/RATIONALE

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

OVERALL CURRICULUM EXPECTATIONS

A. Geographical Inquiry and Skill Development

By the end of this course, students will:

- A1. Geographical 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 context skills, including geospatial technology skills, developed through the investigation of Canadian geography, and identify some careers, including those in the skilled trades, in which a background in geography might be an asset.

B. Physical Geography and Physical Processes in Canada

By the end of this course, students will:

- B1. Characteristics of Canada's Natural Environment and the Impact of Physical Processes: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and analyze the role of physical processes, phenomena, and events in shaping them.
- B2. Interactions between the Natural Environment and Human Activities: analyze interrelationships between physical processes, phenomena, and events and the ways in which various communities in Canada respond to and interact with them.

C. Managing Canada's Resources and Industries

By the end of this course, students will:

- C1. Natural Resources and Industries in Canada: analyze characteristics of natural resources and industries in Canada, and factors that affect the accessibility and use of natural resources and the location of industries.
- C2. Sustainability and Economic Development: analyze issues related to the sustainable development of resources and industries in Canada.

D. Changing Population

By the end of this course, students will:

- D1. Demographic Patterns and Trends: analyze key patterns and trends in demographics and population movement and settlement, and factors that affect these patterns and trends, nationally and for various populations in Canada.
- D2. Population Issues: analyze selected national and global population issues and their implications for Canada and for various people who live in Canada.

E. Livable Communities

By the end of this course, students will:

- E1. Land Use in Communities: analyze characteristics and impacts of land use in various communities in Canada, including urban communities, and factors affecting land use and land-use planning.
- E2. Sustainability of Human Systems and Communities: analyze issues relating to, and strategies for

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improving, the sustainability of human systems and communities in Canada.

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COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Introduction to Geographical Inquiry	10 hours
Unit 2: Interactions in the Physical Environment	22.5 hours
Unit 3: Managing Canada’s Resources and Industries	22.5 hours
Unit 4: Changing Population	22.5 hours
Unit 5: Livable Communities	22.5 hours
Project Culminating Task	10 hours
Total	110 Hours

UNIT DESCRIPTIONS

Unit 1 - In introductory unit, students will use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography including its physical geography, human geography, and the sustainability of both. Students will also apply in everyday contexts skills such as map-making skills and map interpretation, developed through the investigation of Canadian geography, and identify some careers related to geospatial technologies and the skilled trades.

Unit 2 - In the second unit students will analyze various interactions between physical processes, phenomena, and events and human activities in Canada including Canada's population patterns and their relation to naturally occurring events. Students will also analyze characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems including plate tectonics, earthquakes and volcanos. Lastly, students will 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 including climate, soil and vegetation.

Unit 3 - In the third unit students will analyze impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada by looking at things such as organization in place to protect our resources. Students will also analyze issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective including water supply, demand and location. Lastly, students will assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy and analyze factors that influence the location of industries in these sectors including availability of resources, transportation and labour force.

Unit 4 - In the fourth unit students will analyze selected national and global population issues and their implications for Canada including the issues of an ageing population. They will also describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada including where the immigrants come from and when they came. Lastly, students will analyze patterns of population settlement and various demographic characteristics of the Canadian population and be able to answer the question: Why do people live where they do?

Unit 5 - In the last unit students will analyze issues relating to the sustainability of human systems in Canada including what it means for other businesses if an indirect industry suffers. They will also analyze impacts of urban growth in Canada including the impact of urban sprawl. Lastly, students will

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analyze characteristics of land use in various Canadian communities and explain how some factors influence land-use patterns including the physical environment and politics.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following 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 (e.g. online simulations, quizzes, etc.).

End of unit conversations are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

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.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes 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.

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.

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.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

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Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work based on 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, 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 learning 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
- Discussion Forums
- Diagnostic tests and writing tasks
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Oral presentations & Active Listening
- Evaluations
- Design projects and reports
- End of unit conversations (Google Meets)

EVALUATION

The final grade will be determined as follows:

- 70% 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.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student 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)

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

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1.1: My Local Area Map.	Students will create a map to display the significant features of your local area.	K, T/I, C, A	7
Unit 2.1: Plate Tectonic Map	Students will locate real time geological events and determine which of the lithospheric plates are creating the event and which process is being undergone.	K, T/I, C, A	28
Unit 2.2: Ontario Tornado Newspaper Article	Due to the tornado events that took place in southwestern Ontario on March 16th 2024, and our current investigation into the effects of natural disasters, this assignment will allow students to develop a contemporary local case study of a natural disaster.	K, T/I, C, A	
Unit 2.3: Master of Disaster	Students will use various simulators to conduct experiments on how natural disasters work, and what can be done to prevent them.	T/I, C	
Unit 2.4: Final Inquiry Project	Students will choose an earth process that was discussed during this unit and explain how it works in a detailed presentation to your teacher.	K, T/I	
Unit 3.1: Rethinking Natural Resources	Students will be researching one natural resource that they think they use too much and will analyze how we can rethink our use of this resource.	K, T/I, C, A	14
Unit 3.2: Managing Canada’s Resources and Economic Activities Project	Students will have the opportunity to investigate exactly how we (people, businesses and government) manage resources and economic activities.	K, T/I, C, A	
Unit 4.1: Population Pyramids Project	Students will construct two population pyramids, for two geographically distinct countries of your choice. You will then compare the two pyramids and infer future trends from what the pyramid shows.	T/I, C, A	14
Unit 4.2: Canada’s Population Issues	Students will be creating a media presentation on the following question: How should Canada respond to global population issues?	K, T/I, C, A	

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Unit 5.1: Wind Farm Decision Making Exercise	To investigate a proposed offshore (in the sea) wind farm in Nantucket Sound, called Cape Wind, and to determine whether the project should go ahead, by assessing the views of a range of stakeholders.	K, T/I, C, A	7
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FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	A comprehensive project, covering all overall curriculum expectations for the course.	K, T, C, A	30

AAL/AFL/AOL TRACKING SHEET

Unit 1: Introduction to Geographical Inquiry – 20 hours

AAL	AFL	AOL
U1:L1 Geographical Techniques Activity	U1:L1 World Cloud Activity	My Local Area Map
U1:L2 Finding Another Perspective Activity	U1:L3 Places Across Canada Activity	
U1:L4 Starter: Map of Canada Activity	U1:L4 Journey Inside the Computer assignment	
U1:L4 Geographic Inquiry Information Collection Activity	U1:L5 Ghost Town Disease Activity	
Unit 1: Learning Log	Unit 1: Teacher Check-In	

Unit 2: Interactions in the Physical Environment – 20 hours

AAL	AFL	AOL
U2:L2 Crack the Code Starter Activity	U2:L1 Human-Natural events Connection Model Activity	Plate Tectonic Map
U2:L2 Continental Drift Activity	U2:L5 Volcanoes Question Sheet	Ontario Tornado Newspaper Article
U2:L3 Starter Structure of the Earth Activity	U2:L4 Applied Digital Skills: Searching for a Part-time or Summer Job assignment	Master of Disaster
U2:L4 Hotspot Map Activity	U2:L9 Canada's Climate Map Activity	Final Inquiry Project
U2:L5 Seismology Freyer Diagrams Activity	Unit 2: Teacher Check-In	
U2:L6 The Rock Cycle WebQuest Lab Activity		
U2:L7 Review WebQuest		
U2:L8 Glacial Features Activity		
U2:L8 Glacial Question Activity		
U2:L10 Atmosphere Question Sheet Activity		
U2:L11 The Impact of Climate Change Question Sheet Activity		
Unit 2: Learning Log		

Unit 3: Managing Canada's Resources and Industries – 20 hours

AAL	AFL	AOL
U3:L2 Canada's Freshwater Resources Activity	U3:L1 Rethinking our relationship with sharks	Rethinking Natural Resources

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U3:L4 Speech Bubble Presentation	U3:L3 Helpful or Harmful Activity	Managing Canada's Resources and Economic Activities Project
U3:L4 The Marine Stewardship Council (MSC)	U3:L4 Case Study Northwest Atlantic Cod Fishery	
U3:L5 The Forest Handout Activity	U3:L6 Life Cycle of a Plastic Bottle Activity	
U3:L5 The Forest Handout 2 Activity	U3:L8 Trash Tracking Worksheet Activity	
U3:L7 Dandara Landfill in Nairobi, Kenya Activity	U3:L9 Issues with the Oil Sands	
U3:L8 Reducing Plastic Waster Activity	U3:L11 Google Earth Activity	
U3:L9 The Bitumen Process Activity	U3:L12 Modern Treaties and Land Claims Activity	
U3:L9 Oil sands Separation Process		
U3:L10 The Future of Industries Discussion Forum	Unit 3: Teacher Check-In	
Unit 3: Learning Log		

Unit 4: Changing Populations – 20 hours

AAL	AFL	AOL
U4:L1 Population Worksheet Activity	U4:L1 How long will I live Activity	Population Pyramids Project
U4:L2 Global Population Growth Activity	U4:L3 Population Distribution Activity	Canada's Population Issues
U4:L4 Population Density Activity	U4:L5 Population Pyramids – Around the World	
U4:L6 Population Trends Discussion Forum	U4:L7 One Child's Policy Organizer	
U4:L8 Dealing with Underpopulation Issue Discussion Forum	U4:L9 Prince Harry Article Activity	
U4:L8 Underpopulation Singapore Activity	U4:L10 Migration Pack Activity	
U4:L9 People Should Not Have More Than Two Children Discussion Forum	Unit 4: Teacher Check-In	
Unit 4: Learning Log		

Unit 5: Livable Communities – 20 hours

AAL	AFL	AOL
U5:L2 Community Connections Activity	U5:L1 A Green Powered Canada Worksheet	Wind Farm Decision Making Exercise
U5:L3 Get Growing Worksheets Activity	U4:L3 Population Distribution Activity	
U5:L4 Developing World Worksheet Activity	U4:L5 Population Pyramids – Around the World	
U5:L5 Comparing with Other Activity	U5:L6 Phantom Power in your Home Activity	
U5:L7 Recycling Process Activity	U5:L8 Wind Farm Activity	
U5:L10 Track Your Trash Worksheet Activity	U5:L11 Water Tracking Worksheet Activity	
U5:L12 Urbanization and the Future of Cities Discussion Forum	U5:L13 Comparing Livable Cities Activity	
Unit 5: Learning Log	Unit 5: Teacher Check-In	

Cumulative Assessments

AAL	AFL	AOL
		Culminating Project Business Presentation

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

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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.