|  | **Course Outline and Evaluation Summary**  Course Code: CGC1D  Title of Course: Issues in Canadian Geography  Department: Social Science | **2022-2023**  416-395-3210  x20075 |
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| **Course Description** |
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| 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 to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. |

| **Course Evaluation** | | | | | |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 25% | Knowledge & Understanding | 30% | 30% | Culminating Task |
| 25% | Thinking & Inquiry |
| 25% | Application | 0% | There is no Final Exam |
| 25% | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. Students should have materials specified by the subject teacher at the beginning of the year.  The textbook for this course is Making Connections (ed.3).  Students will be issued this book at the beginning of the course.  The replacement cost for this textbook is $75.00. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| Course Assessment Tasks | | | |
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| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Unit 1: Thinking Like a Geographer (A1,A2) | * think like a Geographer by using the concepts of geographic thinking (Spatial Significance, Patterns and Trends, Interrelationships and Geographic Perspectives); * understand spatial diversity; * construct and interpret graphs, maps and globes; * develop an understanding of geographic concepts; * appreciate and respect human and natural environments; * formulate questions to identify issues as a focus for geographic inquiry; * gather and organize data, evidence and information as a focus for geographic inquiry; * interpret and analyse data, evidence and information as a focus for geographic inquiry; * evaluate information and evidence to draw conclusions. | May include the following:   * Journal What type of Geographer are you? * Lab/Quiz * Issue Analysis Framework Research | 25 hours  (approx.) |
| Unit 2: Interactions in the Physical Environment (A1, A2, B1, B2, B3) | * identify the distinctive characteristics of a space; * explain the environmental, economic, political, and social importance of a place or a region; * describe how the characteristics of each space make it unique; * identify patterns and trends in space and time; * extract information from maps using ArcGIS online and/or other technological tools; * extract information from a graph, map, or globe and make inferences from data shown; * organize data in a number of different ways for a specific purpose; * make connections within/between human or natural spaces; * pick out the environmental, economic, political, and social ideas in an issue; * answer the questions: what is where? why there? why care? for a topic; * develop criteria to evaluate information, evidence, and data from different sources | May include the following:   * Map: Forces that Shaped Canada * News Report: Natural Disasters * Climate Change Issue Analysis Framework Research | 25 hours  (approx.) |
| Unit 3: Managing Canada’s Resources and Industries (A1, A2, C1, C2, C3) | * Analyze impacts of resource management, resource policy and consumer choices on resource sustainability in Canada * Analyze issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective * Focus on industries and economic Development * Assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy * Analyse factors that influence the location of industries in these sectors (connection to: Spatial Significance; Patterns and Trends) | May include the following:   * Presentation * Journal / Argumentative Paragraph * Lab/Quiz * Natural Resources Issue Analysis Framework Research | 20 hours (approx.) |
| Unit 4: Changing Populations (A1, A2, D1, D2, D3) | * This branch of geography is the study of changing human populations. * Explore data a demographer needs in order to understand the patterns and trends of a given population. * Analyse patterns of population settlement and various demographic characteristics of the Canadian population. * Explore this data to plan for a sustainable future. * Explore population issues/challenges that can be seen on both the global and national stages and their implications for Canada * Explore iimmigration and the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada * Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends) | May include the following:   * Mind Map * Presentation * Lab/Quiz * Population Issue Analysis Framework Research | 20 hours  (approx.) |
| Unit 5: Liveable Communities (A1, A2, E1, E2, E3) | * Analyze issues relating to the sustainability of human systems in Canada * Analyze impacts of urban growth in Canada * Characteristics of Land Use in Canada * Analyze characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (FOCUS ON: Spatial Significance; Patterns and Trends) | May include the following:   * Journal * Lab/Quiz | 15 hours  (approx.) |
| Culminating Task(s) |  | Infographic - Review and Reflection of Course | 5 hours  (approx.) |