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## Earl Haig

SecondarySchool

**2019/2020**

### Geography of Canada

##### (Academic)

**Social Sciences Department**

# **CGC1D/P**

**Evaluation Profile & Outline**

**Course Description/Rationale/Overview:** This course draws on a variety of frameworks, including terrestrial ecozones and principles of physical, human and economic geography to explore Canada’s distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada’s diversity and its role in the world.

**Class Requirements:** 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 $75.00.

**Assessment and Evaluation Strategies**

Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose the summative evaluations. Examples of formative assessment may include homework checks, quizzes, peer assessment, presentations, reflection writing, role-play scenarios and observation.

Each unit or strand of the course will be evaluated using summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

**Late and/or Missed Evaluation**

##### Late Assignments\*

For each assignment, the teacher will inform students of the due date. The teacher may decide to create an ultimate deadline. If an assignment is submitted after the deadline, the teacher may deduct marks up to and including the full value of the assignment.

**Missed Tests**

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian**. Alternatively a medical certificate may be requested by the teacher.** The student must be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

**Subject-Specific/Department Information**

Teachers in the Social Sciences Department can be reached at (416) 395-3210, ext. 20075 or 20085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

**Learning Skills**

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

###### Final Mark

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation

**Year’s Work 70%**

This is a culmination of evaluations that have been completed throughout the year. It may include tests, presentations, research, or topic specific assignments.

**Final Summative Evaluation 30%**

The summative evaluation is a project that incorporates many of the themes studied during the course. It will entail several components which will include visual displays as well a written report.

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 35%**

Knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

* **Application – 15%**

Synthesizing knowledge and understanding into new and familiar contexts as well as making connections between various contexts.

* **Thinking – 25%**

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

* **Communication – 25%**

Communication of information and ideas, communication for different audiences, use of various forms of communication.

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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**Course Outline:**

**Unit 1: Geographic Inquiry and Skills**

In this introductory unit, students have opportunities to use the geographic inquiry process and the concepts to investigate Canadian Geography. In addition, students will apply a variety of spatial skills to investigate a topics related to the Canadian landscape.

**Unit 2: Interactions with the Physical Environment**

Various characteristics and interactions between physical processes, phenomena, events and human activities that affect Canada and their interrelationship with global physical systems re investigated. Students also 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.

**Unit 3: Resources and Industries**

Students will analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada. The relative importance of the different industrial sectors to the Canadian economy and Canada’s place in the global economy will be assessed. Students will also analyse the factors that influence the location of industries in these sectors as well as issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective.

**Unit 4: Changing Populations**

Students will examine patterns of population settlement and various demographic characteristics of the Canadian population. Students will be given opportunities to describe the diversity of Canada’s population, and assess various social, economic, political, and environmental implications of immigration and diversity for Canada.

**Unit 5: Livable Communities**

Students will examine characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns. Students will analyze the impacts of urban growth in Canada as well as issues relating to the sustainability of human systems in Canada