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## Earl Haig

SecondarySchool

**2019/2020**

Geography of Canada

##### (ESL)

**Social Sciences Department**

# **CGC1D8**

**Evaluation Profile & Outline**

**Course Description/Rationale/Overview:** This course is for students who are new to Canada and to the English language. Students will have opportunities to become familiar with Canada’s human features and its natural landscape. Emphasis is placed on improving language skills and vocabulary.

**Class Requirements:**

Students should have materials specified by the subject teacher at the beginning of the year.

The course will make use of various textbooks as well as print materials to deliver the course material.

**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 may include a visual display, written report and/or a presentation.

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 30%**

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

* **Application – 25%**

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

* **Thinking Inquiry – 15%**

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

* **Communication – 35%**

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: Welcome to Canada**

In this unit, students will become familiar with names and spatial organization of Canada’s provinces, territories and major cities. The development of mapping skills are emphasized to assist in facilitate students’ understanding of Canada’s political divisions as well as providing a sense of place for newcomers. Additionally, students may examine a variety of Canadian symbols and icons representative of day-to-day culture.

## **Unit 2: The Land**

Students will explore the variety of Canada’s landscapes by examining landforms, climates, vegetation wildlife. Using organizers and mapping assignments, students will develop and understanding of the spatial orientation of Canada’s natural features

**Unit 3: Canada’s People**

This unit explores Canada’s population distribution as well as the cultural diversity across the country and the origins of newcomers to Canada. In addition, students will also examine First Nation’s groups in Canada as well as selected aboriginal cultures.

**Unit 4: Human Activities**

In this unit, students examine Canada’s industrial, commercial and agriculture activities. Mining, fishing, farming and manufacturing are emphasized, taking regional approach as to how and why they occur in certain locations.