

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>Geography</i>	<b>Course Type</b>	<i>Academic</i>		
<b>Teacher</b>	<i>T. Kanerva</i>	<b>Grade</b>	<i>9</i>		
<b>Course Title</b>	<i>Geography of Canada</i>	<b>Credit Value</b>	<i>One</i>		
<b>Course Code</b>	<i>CGC1D</i>	<b>Prerequisites</b>	<i>N/A</i>		
<b>Ministry Document</b>	<p>The Ontario Curriculum.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a></p> <p>Ontario Curriculum Grades 9 and 10, Social Sciences and Humanities, Ontario Ministry of Education, 2013.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf</a></p>				
<b>Learning Resources</b>	Textbook: Geddes, E. et. al. (2015). Geography in Action: Inquiry and Issues From Canadian Perspectives - Student Edition. Toronto: McGraw-Hill Ryerson. (Replacement Cost:\$80.00)				

**Please Note:**

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

**Course Description:**

Geography – What is Where? Why There? Why Care?

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.

<b>Level:</b> Academic	<b>Pre-requisite:</b> None	<b>Program Enhancement Fee:</b> None
<b>Credit Value:</b> 1.0	<b>Department:</b> Social Science	

**Textbook & Resources:**

- Growing Success: Assessment, Evaluation & Reporting in Ontario Schools, 2010
- The Ontario Curriculum, Grades 9 & 10: Canadian and World Studies, 2013 (revised)
- Textbook: Geddes, E. et. al. (2015). Geography in Action: Inquiry and Issues From Canadian Perspectives - Student Edition. Toronto: McGraw-Hill Ryerson. (Replacement Cost:\$80.00)
- Documenting Sources: APA Reference List from TDSB Library - [http://www.tdsb.on.ca/libraries/library\\_files/apa.pdf](http://www.tdsb.on.ca/libraries/library_files/apa.pdf)

**Course Assessment & Evaluation: consists of 3 components ...**

**1) Learning Skills & Work Habits:**

Students are evaluated on 6 Learning Skills & Work Habits.

They are:

- |                    |                   |
|--------------------|-------------------|
| • Responsibility   | • Collaboration   |
| • Organization     | • Initiative      |
| • Independent Work | • Self-Regulation |

These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. They **are not** included in the course mark, unless specified in the curriculum expectations.

**2) Term Mark (Assessment of Learning):**

Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories and relatively weighted as such:

- |                             |     |
|-----------------------------|-----|
| • Knowledge & Understanding | 25% |
| • Thinking                  | 25% |
| • Communication             | 25% |
| • Application               | 25% |

Evaluation of these four categories generates the term mark.

**This term mark accounts for 70% of the final mark.**

**It is the student’s responsibility to submit evidence of learning.**

**3) Final Evaluation (Assessment of Learning):**

The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.

The final evaluation for this course consists of:

- |                             |              |
|-----------------------------|--------------|
| <b>Culminating Activity</b> | <b>= 10%</b> |
| <b>Final Exam</b>           | <b>= 20%</b> |

**Final Mark = 70% Term Mark + 30% Final Evaluation**

Unit	Description	Time	Major Unit Evaluation(s)
1	<p>Geographic Inquiry</p> <ul style="list-style-type: none"> <li>- Students will use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography.</li> </ul> <p>Developing Transferable Skills</p> <ul style="list-style-type: none"> <li>- Students will be developing transferable geographic skills that apply in everyday contexts.</li> <li>- The geographic skills and inquiry process will continue to be developed throughout the course.</li> </ul>	3 Weeks	<ul style="list-style-type: none"> <li>• Map of Canada</li> <li>• Inquiry Assignment</li> <li>• Skills Task</li> </ul>
2	<p>Changing Populations</p> <ul style="list-style-type: none"> <li>- Population Issues</li> <li>- Immigration and Cultural Diversity</li> <li>- Demographic Patterns and Trends</li> </ul>	4 Weeks	<ul style="list-style-type: none"> <li>• Population Graphing</li> <li>• SUMMATIVE: Improving the immigrant experience in Toronto blog/brochure</li> </ul>
3	<p>Interactions in the Physical Environment</p> <ul style="list-style-type: none"> <li>- The Physical Environment and Human Activities</li> <li>- Interrelationships between Physical Systems, Processes, and Events</li> <li>- The Characteristics of Canada's Natural Environment</li> </ul>	4 Weeks	<ul style="list-style-type: none"> <li>• SUMMATIVE: Landform Region Advertisement</li> </ul>
4	<p>Managing Canada's Resources and Industries</p> <ul style="list-style-type: none"> <li>- The Sustainability of Resources</li> <li>- The Development of Resources</li> <li>- Industries and Economic Development</li> </ul>	3 Weeks	<ul style="list-style-type: none"> <li>• Issue of Fishing and Overfishing Canadian East and West Coast</li> <li>• SUMMATIVE: tbd</li> </ul>
5	<p>Liveable Communities</p> <ul style="list-style-type: none"> <li>- The Sustainability of Human Systems</li> <li>- Impacts of Urban Growth</li> <li>- Characteristics of Land Use in Canada</li> </ul>	3 Weeks	<ul style="list-style-type: none"> <li>• Draw a walk you like to take</li> <li>• Where should I live?</li> <li>• School Neighbourhood Tour</li> <li>• Field Trip</li> </ul>
6	Independent Study/Culminating Activity	1 Week	Designing a community for sustainability

Contact Information - Geography Office (416) 396-5550 ext. 20075

Remind by texting @geocanada to (647) 493-0418. Or send an e-mail to [geocanada@mail.remind.com](mailto:geocanada@mail.remind.com)

Google Classroom code: tcg1h2 subscribe at <https://classroom.google.com/>