Course Outline: **Issues in Canadian Geography, Grade 9 (CGC 1DI/W)**

**Teacher:** A. de Boer **Website:** deboera.weebly.com **Contact**: anna\_deboer@wrdsb.on.ca

**Course Description**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html>

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.

**Essential Learning:** The four concepts of geographic thinking listed below underpin thinking and learning in all geography courses in the Canadian and World Studies program.

Spatial Significance

Explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place.

Patterns and Trends

Analyse the connections between similar characteristics in the natural or human environment to determine patterns and analyse connections between those characteristics over time to determine trends.

Interrelationships

Explore and critically analyse connections within and between natural and human environments in order to understand the relationships that exist within a system and to critically analyse those relationships to determine their impact.

Geographic Perspective

Consider the environmental, economic, political and/or social implications of issues, in order to solve problems and/or to make decisions or judgements.

|  |  |
| --- | --- |
| **Achievement level** | **Grade Range %** |
| 4+  4  4- | 95 – 100  87 – 94  80 – 86 |
| 3+  3  3- | 77 – 79  73 – 76  70 – 72 |
| 2+  2  2- | 67 – 69  63 – 66  60 – 62 |
| 1+  1  1- | 57 – 59  53 – 56  50 – 52 |
| I | Insufficient Evidence |

**Units of Study (Semester 1)**

1. Changing Populations
2. Liveable Communities
3. Interactions in the Physical Environment
4. Managing Canada’s Resources and Industries

**Critical Evidence of Learning will include:**

**(Missing critical evidence of learning may result in loss of credit)**

|  |  |
| --- | --- |
| Assignments include: | Grade |
| Descriptive Writing | 45% |
| Role Play/debate |
| Opinion Paragraph |
| Graphing Interpretations |
| Report Card |
| Urban Design |
| Climate Analysis |
| Field Trip Reflection |
| Place Names | 5% |
| Persuasive Essay | 10% |
| Current Events | 10% |
| Midterm/Final Exam | 15/15% |



**Please see school website for detailed**

**School Assessment & Evaluation Policy**.

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**Teacher:** S. Wolf

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| 1+  1  1- | 57 – 59  53 – 56  50 – 52 |
| I | Insufficient Evidence |

**Units of Study (Semester 2)**

1. Interactions in the Physical Environment
2. Managing Canada’s Resources and Industries
3. Changing Populations
4. Liveable Communities

**Critical Evidence of Learning will include:**

**(Missing critical evidence of learning may result in loss of credit)**

|  |  |
| --- | --- |
| Assignments include: | Grade |
| Descriptive Writing | 45% |
| Role Play/debate |
| Opinion Paragraph |
| Graphing Interpretations |
| Report Card |
| Urban Design |
| Climate Analysis |
| Field Trip Reflection |
| Place Names | 5% |
| Persuasive Essay | 10% |
| Current Events | 10% |
| Midterm/Final Exam | 15/15% |



**Please see school website for detailed**

**School Assessment & Evaluation Policy**.