



Issues in Canadian Geography

CGC1D / CGC1DF

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OVERVIEW: 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.

| TOPIC | DESCRIPTION |
|--|---|
| Geography Inquiry and Skill Development | <ul style="list-style-type: none"> ● Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography ● Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset |
| Interactions in the Physical Development | <ul style="list-style-type: none"> ● The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada ● Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems ● The Characteristics of Canada's Natural Environment : 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 |
| Managing Canada's Resources and Industries | <ul style="list-style-type: none"> ● The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada ● The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective ● Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors |
| Changing Populations | <ul style="list-style-type: none"> ● Population Issues: analyse selected national and global population issues and their implications for Canada ● Immigration and Cultural Diversity: describe 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 |
| Liveable Communities | <ul style="list-style-type: none"> ● The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada ● Impacts of Urban Growth: analyse impacts of urban growth in Canada ● Characteristics of Land Use in Canada: analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns |

Evaluation

| Term | Final | | | | | | |
|--|--|-----------|-----|-----------------|------------|------------|-------------|
| <p>Student work and performance will be assessed and evaluated upon the curriculum's overall learning expectations for the course.</p> <p><i>When work is assessed</i>, comments will be made on student work as feedback to support the student's ongoing learning and improvement. Examples of assessment may include observations, informal quizzes, rough drafts of assignments, homework, presentations and class discussions</p> <p><i>When work is evaluated</i>, a level will be assigned to student work according to a rubric or marking scheme. Examples of evaluations may include formal quizzes, unit tests, case studies, assignments, presentations, summative tasks and a final exam.</p> | <table><tr><td>Term Work</td><td>70%</td></tr><tr><td>Summative Tasks</td><td><u>30%</u></td></tr><tr><td>Final Mark</td><td>100%</td></tr></table> | Term Work | 70% | Summative Tasks | <u>30%</u> | Final Mark | 100% |
| Term Work | 70% | | | | | | |
| Summative Tasks | <u>30%</u> | | | | | | |
| Final Mark | 100% | | | | | | |

REQUIRED MATERIALS:

It is recommended that all students have the required learning materials (such as a three ring binder, lined paper, pens, pencils, and erasers) to ensure student success. Students are welcome to bring their own tablet, laptop or other Wifi compatible devices, but are responsible for their safety and storage while on school property. Students are responsible for all of their personal property and may use these devices to enhance learning, **at the teacher's discretion**.

Please see **Student Planner** for policies on punctuality, absenteeism, examinations, academic fraud, and other student responsibilities.

The "Big Ideas":

The concepts of geographic thinking are:

- Spatial significance
- Cause and consequence
- Continuity and change
- Historical perspective

These concepts underpin thinking and learning in all geography courses in the Canadian and world studies program. At least one concept of geographic thinking is identified as the focus for each overall expectation in strands B–E of these courses.

COMMUNICATION:

The staff at Osgoode Township High School is **committed to the success of all students**. Students are strongly encouraged to seek extra help from the teacher, both in and out of the classroom when necessary. Please feel free to contact the school at (613)821-2241 if you have any questions or concerns or email me at rachel.lafond@ocdsb.ca.