

COURSE INFORMATION



DATE: September 2023
SCHOOL: Yeshiva High School of Ottawa
DEPARTMENT HEAD: Mr. Nathan Lawrie
TEACHER: Mr. Nathan Lawrie
DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		Canadian and World Studies, 2018, Grades 9 and 10 (revised)	
COURSE TITLE	Issues in Canadian Geography	COURSE CODE	CGC1D
PRE-REQUISITE	N/A	GRADE & TYPE	Grade 9 Academic
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION

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.

UNIT DESCRIPTIONS:

UNIT 1 — Geography Skills - Understanding Maps TIME: 15 HOURS

In unit 1, students are introduced to the Geography inquiry skills and the Geographic thinking process through studying various types of maps and mapping technology. Students consider how different styles of maps can suit different purposes, use maps for understanding topography and directions, and create their own maps.

Example Assignment - Using the map reading skills the students have acquired in class, the students measure a portion of the local neighbourhood and create their own scale map.

UNIT 2 — Canada's Geology and Climate TIME: 25 HOURS

The students begin the unit by focusing on the Canadian landscape and how it formed over millions of years. Students study the different categorisation types of Canadian landscapes including the Ecozones and Landform regions.

The students also look at the way weather systems form and the types of weather systems that impact Canada. Students consider why there is such a range in weather types across the country and how climate change impacts this.

Example Assignment 1 - The students complete an interactive timeline on the four Geological eras and the ways Canada's landscape changed over them.

Example Assignment 2 - Students complete a summative test on Canada's climate. This test is based on student generated Kahoots from earlier in the unit.

UNIT 3 — Cultural Connections - Cities and Demography TIME: 20 HOURS

In Unit 3, students look at the ways in which cities developed and develop their urban planning skills. Students consider how cities are partitioned into various zones and the demographic factors that impact this.

Students also look at the ways in which Canada is impacted by immigration and study the immigration process.

Example Assignment 1 - City building assignment - Students create their own city map using the urban planning skills they learnt earlier in the unit.

Example Assignment 2 - The students complete an immigration assignment, describing the route a fictional family took to move to Canada and the key parts of the immigration process.

UNIT 4 — Economic Connections

TIME: 25 HOURS

In unit 4, students focus on the various economic industries throughout Canada and identify which regions contribute which resources to the economy. The students investigate changes in resource management and production and consider where the future of Canada’s economy lies.

Example Assignment 1 - Students create a lesson plan and slides on one or two aspects of the Canadian economy. This includes worksheets, questions and resources. They then ‘teach’ the lesson to other students either in the class or to a lower grade group.

Example Assignment 2 - Observation and Conversation - the students choose two aspects of the Canadian economy to have their observation and conversation on. These cannot be the same as the ones they completed their lesson assignments on.

UNIT 5 - Canada and the World

TIME: 15 HOURS

In unit 5, students look at Canada’s relationship with other countries, primarily through the lens of the trade industry. Students take their understanding of Canada’s economic output and identify the primary imports and exports in Canadian trade.

Example Assignment - Students create their own board game based around Canadian imports and exports. The game should highlight the students' understanding of Canada’s trade relationship with other countries and feature key terminology from the unit.

UNIT 5 — Summative Assignment

TIME: 10 HOURS

For the final evaluation, the students must create a modern learning resource that spans the entire course. Every unit should feature in some capacity. This can take the form of a website, a series of TED Talks, a new, digital textbook, or other suitable forms as well.

STUDENT EVALUATION CRITERIA

TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS		
OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS	
Report Cards will include a letter grade for the following Learning Skills:	
INDEPENDENT WORK	<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively
COLLABORATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
ORGANIZATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
RESPONSIBILITY	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices
INITIATIVE	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
SELF-REGULATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.*

POLICIES AND PROCEDURES

ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked “Late” on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student’s duty to determine and arrange this supervision, and YHSO does not guarantee teacher’s or principal’s availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician’s note) • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually. <i>Assignments handed in late may result in a deduction of marks.</i></p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
BEHAVIOUR	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>
PLAGIARISM	<p>Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.</p>