**William Lyon Mackenzie Collegiate Institute**

**Geography of Canada**

**Academic, Grade 9**

**Department: Social Science**

**Board: Toronto District School Board**

**Course Title: Geography of Canada**

**Course Destination: Academic**

**Assistant Curriculum Leader: Wendy Knebel**

**Ministry Course Code: CGC 1D**

**Credit Value: 1.0 Revision Date: September, 2014**

**Textbook: Clark, Bruce. *Making Connections*. 2nd Edition Pearson Publishing. 2006. (Cost $77.50)**

**Ministry of Education Course Description**

This course explores Canada’s distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada’s economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

**Unit Titles (Time and Approximate Sequence)**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Unit Title** | **Hours of Study** |
| 1 | Natural Systems | 25 |
| 2 | Human Systems | 25 |
| 3 | Human In the Environment | 25 |
| 4 | Global Interactions | 25 |
| 5 | Sustainable Development | 10 |

**Ministry of Education: Overall Expectations:** By the end of this course, students will:

• describe the components and patterns of Canada’s spatial organization

• demonstrate an understanding of the regional diversity of Canada’s natural and human systems

• analyse local and regional factors that affect Canada’s natural and human systems

• use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about Canada’s natural and human systems

• analyse and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies

• communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques

**Learning Skills**

Learning Skills are the fundamental work habits and behaviours that students bring to bear in the development of their learning and are necessary for success. Student assessment is ongoing throughout the semester. They will be reported as follows:

Responsibility Initiative Self Regulation

Collaboration Independent Work Organization

**E – Excellent G – Good S – Satisfactory N – Needs Improvement**

**The primary purpose of assessment and evaluation is to improve student learning. To that end we assess For, As and Of Learning. For a more detailed description of Assessment please refer to *Growing Success,* p.31**

**The following conversion chart shows how the four levels of achievement are aligned to percentage marks.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement Level** | **Percentage Mark Range** | **Achievement Level** | **Percentage Mark Range** |
| **4+** | **95-100** | **2+** | **67-69** |
| **4** | **87-94** | **2** | **63-66** |
| **4-** | **80-86** | **2-** | **60-62** |
| **3+** | **77-79** | **1+** | **57-59** |
| **3** | **73-76** | **1** | **53-56** |
| **3-** | **70-72** | **1-** | **50-52** |

**Teaching/Assessment Strategies**

A range of instructional strategies will be used to address student needs. These strategies will include the use of direct instruction, working cooperatively in groups, independent decision making, problem solving through application assignments such as mapping and case studies, conducting independent research, debates, discussions, and simulations. Students will be assessed on a regular basis to determine if they are achieving the curriculum expectations. The teacher will provide descriptive feedback to guide the student’s efforts towards improvement.

**Evaluation Strategies Used to measure Student Learning**

Evaluation will involve the process of judging the quality of student work on the basis of established criteria as outlined in ***rubrics,*** ***conferences and through questions and answers***.

* Teacher observation
* Oral presentations, interviews
* Essays, reports, reviews, critiques, letters, journals, computer lab work
* Tests and quizzes,
* In-c lass assignments
* Research projects
* Individual and group presentations.

**Achievement Chart**

Assessment and evaluation will be based on the provincial curriculum expectations and achievement levels in four strands as outlined in the Ministry of Education policy documents. The weighting of each individual assignment within the strands will be allocated in a manner that is consistent with the specific task, test, or assignment. The four achievement categories are as follows.

**Weightings and Strands**

|  |
| --- |
| **Achievement Categories and Descriptions** |
| **Knowledge and Understanding**  Refers to subject-specific content as well as the comprehension of its meaning and significance. 25% |
| **Thinking and Inquiry**  Refers to the use of critical and creative course related thinking skills including the ability to make inferences and connections. 25% |
| **Application**  Refers to the ability to take knowledge and thinking and apply them to make connections within and between various contexts and against new scenarios to demonstrate their learning. 25% |
| **Communication**  20%  **Literacy** 5%  Refers to the ability to convey meaning in written, oral and visual forms. |

Term Evaluations = 70%

Culminating Activities = 30% (15% Culminating Project + 15% Exam)

Total = 100%

**Accommodations/Modifications**

Teachers must use assessment and evaluation strategies which include accommodations and/or modifications to meet the needs of ELL Learners and exceptional students as outlined in their Individual Education Plans (IEPs). Most ELL students who have completed their ESL and/or ELD courses will continue to need support from their subject teachers to achieve success.

**Attendance**

It is expected that all students attend classes unless ill. Please see the *Student Agenda* book for Mackenzie’s attendance policy.

**Electronics**

Cell phone use in the classroom is at the teacher’s discretion; however, cell phones should not interfere with the learning of the student or other students at any time.

**Class work/Homework**

Class work should be done in the time given during class. If not completed it is expected that the student will complete the work as homework. Homework may occasionally be collected and assessed.

**The Evaluation of Late and Missed Assignments**

Students are responsible for completing and submitting work for evaluation on time. They are responsible for being aware of each due date and the ultimate deadline which is the last opportunity to submit an assignment for evaluation.

Sufficient time and notice will be given for tests and for students to complete assignments. There are a number of strategies to be used to help prevent and/or address late and missed assignments which may be employed by the teacher as outlined in Growing Success page 43. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

**Missed Tests and Presentations**

If a student is aware that they will miss a scheduled test/presentation they must advise the teacher ahead of time and an alternate arrangement will be made between the student and teacher. On the day of the absence alternate arrangements will be made provided there is parental notification to the office and the teacher that the test/presentation will be missed. Professional judgment will be used by the teacher in determining the evaluation of missed tests and presentations.

**Culminating assignments must be completed and are due on the due date.** Students must write the exam in courses where exams are scheduled. Both of these culminating tasks must be completed in order that students have had to opportunity to demonstrate their learning and achievement in the course.

**Policy on Cheating and Plagiarism**

Students must understand that the tests/exams and assignments they submit must be their own work and that cheating and plagiarism will not be tolerated. Please refer to the *Student Agenda* book for the full policy on academic honesty.

**Communication**

Students and parents may speak to the teacher at any reasonable time during school hours regarding concerns and/or a student’s performance. Teachers in the Social Science Department can be contacted by telephone at the following numbers:

(416) 395-3330 Ext. 20085 or 20075