

**Thunder Bay Catholic District School Board**  
**St. Patrick High School**  
**Course Information Sheet**



**COURSE TITLE:** Canadian Geography                      **GRADE:** 9                      **CODE:** CGC 1P1                      **YEAR:**  
**CREDIT VALUE:** 1                      **PREREQUISITES:** N/A                      **TEACHER:**

**Course Description**

This course uses a variety of frameworks, including ecozones and principles of physical, human and economic geography, to explore Canada’s distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada’s diversity and its role in the world.

**How This Course Supports The Ontario Catholic School Graduate Expectations**

The Ontario Catholic graduate will be able to achieve many of the expectations in their study of geography. Through their examination, evaluation and application of knowledge of interdependent systems (especially physical, ecological and socio-economic), students will discover what is necessary for the development of a just and compassionate society. This course will help in the development of a responsible Catholic citizen who respects and affirms the diversity and interdependence of the world’s different peoples, respects the environments, and promotes the wise use of resources. Furthermore, it is expected that Catholic students of geography will promote the dignity of humankind and realize the nature of stewardship bestowed upon them as children of God.

**Course Resources and Materials**

- Making Connections
- Atlas
- Geographical Computer Technology
- GPS

**Main Areas of Study**

Strand	Strand Details
<b>Geographic Foundations:                      Space and Systems                      Human-Environment                      Interactions                      Global Connections                      Understanding and                      Managing Change                      Methods of Geographic                      Inquiry and Communication</b>	To study Canada’s spatial organization on a regional level in both human and natural systems.  To examining the relationship between human and natural systems and resources.  To studying of economic, cultural and environmental links between Canada and other countries. To understanding how human and environmental factors change over time and will affect Canada’s future direction. To develop the skills to locate, gather, evaluate, organize and communicate information about Canada’s natural and human systems.

**Unit Titles**

Unit #1:	Geographic Inquiry and Skill Development	21
Unit #2:	Interactions in the Physical Environment	22
Unit #3:	Managing Canada’s Resources and Industries	30
Unit #4:	Changing Populations	20

**Work Ethics and Learning Skills/Attitudes**

It is expected that students will demonstrate the following learning skills:

- Work Independently
- Teamwork
- Organization
- Work Habits
- Initiative

These learning skills are evaluated using a four point scale (**E** – Excellent, **G** – Good, **S** – Satisfactory, **N** – Needs Improvement). Learning skills will be included on the report card but not reflected in the mark.

For successful life long learning, learning skills are an integral part of all learning and are aligned with the Conference Board of Canada – Employability Skills.

**Assessment and Evaluation of Student Learning**

Student achievement of the learning expectations will be evaluated according to the following breakdowns. The percentage balances of achievement chart categories are derived from the approximate proportion of expectations that fit within each category.

<b>CATEGORY</b>
Knowledge and Understanding
Thinking / Inquiry
Communication
Application

<b>TERM</b>	<b>70 %</b>
<b>FINAL EVALUATION</b>	<b>30 %</b>
<b>TOTAL</b>	<b>100 %</b>

**Evaluating Student Learning Using the Achievement Chart**

The achievement chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

**Communication**

Parents/guardians are strongly encouraged to constantly monitor student progress throughout the semester. Parents/guardians are always welcome to contact the teacher at the school if they are concerned about student progress. Student achievement will be formally communicated to parents at mid-term and at the end of the semester with the Provincial Report Card. It is the student's responsibility to monitor their achievement and to approach their teacher if they require extra help.

**Teacher Contact:**

**Phone: (807) 623-5218**