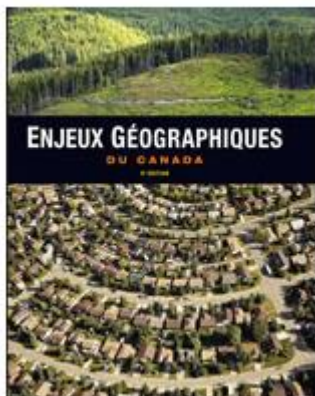




Course Code: CGC1 (credit value 1.0)

Course Name: (français: immersion et intensif)

Grade 9 Géographie



Students in the French Immersion or French Extended Program should have their own French/English dictionary, Bescherelle, and French Language dictionary.

Prerequisite: None

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

Overall Course Expectations

- developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;
- analyzing the connections within and between natural and human environments and communities;
- developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;
- being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.

Learning Resources:
[Growing Success Document](#)
[Canadian History Curriculum](#)

Assessment – For, As & Of Learning: See page 31 of Growing Success for a more detailed description of Assessment



Units of Study

- Unit 1 Geographical Inquiry
- Unit 2 Interactions in the Physical Environment
- Unit 3 Managing Canada’s Resources and Industries
- Unit 4 Changing Populations
- Unit 5 Livable Communities

- inquiry-based learning process
- geographic thinking concepts (interrelationships, spatial significance, patterns and trends, geographic perspective)
- critical and creative thinking skills
- skill development through a Skills ToolKit appendix, Skills Focus feature, and mapping review skills in eguide
- understanding points of view, issues analysis, and case study investigations
- application activities scaffold understanding of key course concepts and Big Ideas
- end of chapter consolidation and performance tasks by strand

Assessments:

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:

Knowledge and Understanding; Thinking; Communication; Application

Percentage	Achievement	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

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

Excellent: E

Good: G

Satisfactory: S

Needs improvement: N



Assessment and Evaluation Strategies:

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of students learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- Teacher observation
- Oral presentations
- Debates
- Responses to written material
- Quizzes, tests, examinations
- Self-assessment, peer assessment
- Check lists, rubrics
- Questions and answers
- Dramatizations
- Simulations
- Daily classroom interaction

Summative assessments will include unit tests and oral and/or written projects for each unit as well as the culminating task and final examination.

Reporting of Student Achievement

70% of final grade will be based on assessments, assignments, and evaluation conducted throughout the course.

30% based on a culminating task (10%) and a final examination (20%)

Support for Higher learning:

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlines in an Individual Education Plan (IEP) and will be communicated to parents.