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| Text: Geography Now | Replacement Value: \$65.00 | Assigned Text #: _____ |
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**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.

The entire curriculum document is available from:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

**UNITS OF STUDY:**

|        |                       |
|--------|-----------------------|
| Unit 1 | Physical Systems      |
| Unit 2 | Human Systems         |
| Unit 3 | Environmental Systems |
| Unit 4 | Canada & The World    |

**ASSESSMENT AND EVALUATION:**

| Category  | Weight |
|---|--------|
| Knowledge/Understanding (KU) <ul style="list-style-type: none"> <li>Assessment in this category may include but is not limited to tests, quizzes and assignments.</li> </ul>  | 17.5%  |
| Thinking/Inquiry (TI) <ul style="list-style-type: none"> <li>Assessment in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises.</li> </ul>       | 17.5%  |
| Application/Connections (AC) <ul style="list-style-type: none"> <li>Assessment in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments.</li> </ul>             | 17.5%  |
| Communication (CO) <ul style="list-style-type: none"> <li>Assessment in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations.</li> </ul> | 17.5%  |
| Summative (SU) <ul style="list-style-type: none"> <li>Final Exam (20%)</li> <li>Course Culminating Project (10%)</li> </ul>   | 30%    |

**Units Of Study**

## **Unit 1 Physical Systems**

- explain the terms and concepts associated with regions (e.g., bioregion, ecozone, “ecological footprint”, boundaries, transition zone, ecumene)
- outline the criteria used to define selected Canadian ecozones and describe the processes and interactions that shape those ecozones
- describe how natural systems (e.g., climate, soils, landforms, natural vegetation, wildlife) influence cultural and economic activities (e.g., recreation, transportation, employment opportunities)
- collect and synthesize information about the local ecozone

## **Unit 2 Human Systems**

- analyse variations in population density and use their findings to explain overall population patterns
- illustrate and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups)
- identify criteria with which to evaluate the effect of government land use policy on planning in the local community
- compare different ways of providing human systems (e.g., transportation, social services, resource management, political structures) for a territory (e.g., Nunavut) and areas in southern Canada
- explain how human activities (e.g., agricultural and urban development, waste management, parks development, waste management, parks development, forest harvesting, land reclamation) affect, or are affected by, the environment.
- assess the value of Canada’s key natural resources, including agricultural lands and wilderness

## **Unit 3 Environmental Systems**

- assess the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) to implement conservation strategies.
- evaluate differing viewpoints on the benefits and disadvantages of selected resource megaprojects (e.g., James Bay hydro complex, Hibernia offshore oilfields, Athabasca oil sands, diamond mines in the Northwest Territories, Mackenzie Valley oil/gas pipeline)
- analyse different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.
- analyse the positive and negative effects on people and the environment of the manufacture, transportation to market, and consumption of selected products (e.g., cars, clothing, tropical food products)

## **Unit 4 Canada & The World**

- explain the role of selected international organizations and agreements and why Canada participates in them (e.g. United Nations, Commonwealth of Nations, North American Free Trade Agreement and Kyoto Protocol)
- analyse the global distribution of selected commodities and determine Canada’s share of each (e.g., minerals, fuels, forest and agricultural products, manufactured goods and services)
- compare, in terms of resource use and consumption, the “ecological footprint” of an average Canadian with that of an average citizen in a developing country.

*Student's name (please print):* \_\_\_\_\_

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

*Parent's e-mail address (optional):* \_\_\_\_\_