



TORONTO WORLD SCHOOL

Course Outline

DEPARTMENT: CANADIAN AND WORLD STUDIES

COURSE TITLE/ GRADE/ COURSE TYPE: Exploring Canadian Geography, Grade 9, De-streamed

COURSE CODE: CGC1W

CREDIT VALUE: 1.0

CREDIT HOURS: 110 hours

COURSE DEVELOPER: Simon Gallo

COURSE DEVELOPMENT DATE: March 2024

COURSE REVISER/REVISION DATE: Nicolette Lantosca, July 2025

DEVELOPED FROM: The Ontario Curriculum, Grade 9: Exploring Canadian Geography, 2024, Ministry of Education.

PREREQUISITES: None

COURSE DESCRIPTION

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

OVERALL CURRICULUM EXPECTATIONS

Throughout the course, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluations will reflect each student's most consistent level of achievement. The overall learning expectations for this course are encompassed in the following strands:

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography

A2. Developing Transferable Skills: apply in everyday contexts skills, including geospatial technology skills, developed through the investigation of Canadian geography, and identify some careers, including those in the skilled trades, in which a background in geography might be an asset

B. PHYSICAL GEOGRAPHY AND PHYSICAL PROCESSES IN CANADA

B1. Characteristics of Canada's Natural Environment and the Impact of Physical Processes: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and analyze the role of physical processes, phenomena, and events in shaping them (FOCUS ON: Spatial Significance; Patterns and Trends)

B2. Interactions between the Natural Environment and Human Activities: analyze interrelationships between physical processes, phenomena, and events and the ways in which various communities in Canada respond to and interact with them (FOCUS ON: Interrelationships; Geographic Perspective)

C. MANAGING CANADA'S RESOURCES AND INDUSTRIES

C1. Natural Resources and Industries in Canada: analyze characteristics of natural resources and industries in Canada, and factors that affect the accessibility and use of natural resources and the location of industries (FOCUS ON: Spatial Significance; Interrelationships)

C2. Sustainability and Economic Development: analyze issues related to the sustainable development of resources and industries in Canada (FOCUS ON: Patterns and Trends; Geographic Perspective)

D. CHANGING POPULATIONS

D1. Demographic Patterns and Trends: analyze key patterns and trends in demographics and population movement and settlement, and factors that affect these patterns and trends, nationally and for various populations in Canada (FOCUS ON: Patterns and Trends; Interrelationships)

D2. Population Issues: analyze selected national and global population issues and their implications for Canada and for various people who live in Canada (FOCUS ON: Spatial Significance; Geographic Perspective)

E. LIVEABLE COMMUNITIES

E1. Land Use in Communities: analyze characteristics and impacts of land use in various communities in Canada, including urban communities, and factors affecting land use and land use planning (FOCUS ON: Spatial Significance; Patterns and Trends)

E2. Sustainability of Human Systems and Communities: analyze issues relating to, and strategies for improving, the sustainability of human systems and communities in Canada (FOCUS ON: Interrelationships; Geographic Perspective)

OUTLINE OF COURSE CONTENT

UNIT	UNIT DESCRIPTION	HOURS
U1: Interactions In The Physical Environment	In this unit, you will explore how Canada's diverse physical environment—including landforms, climate, vegetation, and soil—is shaped by powerful natural forces such as tectonic activity, erosion, and climate systems. You will examine the patterns and characteristics of Canada's physical regions and analyze how these natural processes influence ecosystems, population distribution, and human activities. By studying real-world events like climate change and natural disasters, you will also learn how geographic thinking helps us understand the interrelationship between humans and the environment and how to develop strategies to respond to environmental challenges in a rapidly changing world.	21 (5) Lessons
U2: Managing Canada's Resources & Industries	In this unit, you will investigate the diverse and critical natural resources that shape Canada's economy, environment, and society. You will explore the geographic distribution, availability, and extraction of renewable, non-renewable, and flow resources, and examine how sustainable development can be achieved through effective resource management. Through case studies and data analysis, you will evaluate the role of industries and energy sectors in Canada, and assess the implications of consumer choices on environmental sustainability. The unit emphasizes geographic thinking, the use of geospatial technologies, and the importance of diverse perspectives in understanding complex resource-based issues in Canada.	31 (6) Lessons

U3: Indigenous Peoples of Canada	<p>In this unit, you will explore the demographic patterns, settlement trends, and population changes that shape Canada's multicultural identity. You will examine how Indigenous communities and immigration have influenced Canada's social, political, and economic landscapes. Using tools of geographic thinking and analysis, you will investigate historical and current population trends, assess Canada's immigration system, and consider the challenges and opportunities associated with diversity, demographic shifts, and population policies. This unit fosters an inclusive and critical perspective on Canada's evolving population and invites you to reflect on how geographic tools can support informed decision-making in a diverse society.</p>	24 (5) Lessons
U4: Liveable Communities	<p>In this unit, you will explore the patterns and challenges of urban growth in Canada and how land use decisions impact sustainability and liveability. You will investigate the causes and consequences of urbanization, urban sprawl, and compact development, and examine how Canadian cities are planning for the future. Through the lens of geographic thinking, you will analyze strategies like Smart Growth and culturally informed city planning, and reflect on the social, economic, environmental, and political forces shaping urban communities. This unit empowers you to evaluate current planning models and envision more inclusive, sustainable urban futures.</p>	18 (4) Lessons
Final Culminating Evaluation	<p>Culminating Activity & Final Exam</p> <p>Students assume the role of a geographer to examine liveability in a chosen Canadian community by framing an inquiry question and gathering data on physical geography, demographics, land use, infrastructure, and sustainability initiatives. They analyze this evidence to identify three key challenges and strengths, develop evidence-based recommendations, and produce a professional final product (infographic, policy brief, op-ed, or essay) complete with APA references. Finally, they deliver a recorded presentation that clearly communicates their analysis and proposals, demonstrating mastery of all CGC1W expectations.</p>	16
Total Hours		110

TEACHING STRATEGIES

Strategies marked with “x” are used in the course.			
Direct Instruction	X	Teacher modeling	X
Class Activity	X	Text-based modeling	X
Worksheets/Surveys	X	Use of Computers/Internet	X
Individual or Group Research	X	Personal Response	X
Conferencing Teacher & Student	X	Guided Reading	X
Teacher reading to class	X	Brainstorming	X
Silent individual reading	X	Editing/Revision	X
Class Activity	X	Use of Video and Audio materials	X
Independent Work	X		

STRATEGIES FOR ASSESSMENT AND EVALUATION

Assessments and evaluations will be continuous throughout the course and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Learning Goals (Checklist) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric)
Observation <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)
Conversation	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences 	Conversation

<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist)	<p style="text-align: right;">(checklist)</p> <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric)	<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)
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Online Activities (within LMS)	Offline Activities
Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams

COURSE EVALUATION

THE FINAL GRADE:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for Business Studies. Term work will be 70% of the overall grade for the course; the evaluation will be 30% with a written exam and presentation.

Term Work (70%)	Assessment	Percentage
Unit 1	Test (SP)	9%
Unit 2	Assignment (SP) Assignment (SP)	11% 10%
Unit 3	Presentation (OBS) Assignment (SP)	15% 10%
Unit 4	Presentation (SP) + Conference (CONV)	15%
	Final Culminating (SP) + Presentation (OBS)	15%

Final Evaluation (30%)	Final Exam (SP)	15%
TOTAL		100%

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

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

Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

The following chart indicates the skills and look-fors for each student.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Responsibility		Organization	
<ul style="list-style-type: none"> ▪ Fulfills responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 		<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	
Independent Work		Collaboration	
<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 		<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	
Initiative		Self-Regulation	
<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 		<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges. 	

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

CONSIDERATIONS FOR PROGRAM PLANNING

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;

- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to

learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

CHEATING AND PLAGIARISM

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on an Accounting test and then plagiarize an English essay, you will receive a zero on the essay

MISSED AND LATE ASSIGNMENTS

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so
- Deducting marks for late assignments, up to and including the full value of the assignment

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment**

RESOURCES:

GROWING SUCCESS: Assessment, Evaluation & Reporting in Ontario Schools, 1st Ed., Covering Gr. 1 – 12

- Online blogs/articles
- Ted Talks
- Forbes Articles
- Student selected texts
- Documentaries
- Online Interactive Activities
- Canadian Government resources
- Ministry of Education; The Ontario Curriculum Grades 9–12: Canadian and World Studies Issued 2024

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox 4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher

