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. The concept of stewardship of God’s creation will be a theme throughout the course. 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.

Course Organization:

The course has five strands: A: Geographic Inquiry and Skill Development, B: Interactions in the Physical Environment, C: Managing Canada’s Resources and Industries, D: Changing Populations, and E: Liveable Communities.

Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

Ministry curriculum expectations must be met in order to earn this credit.

http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html

Course Resources:

Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and their parent/guardian.

Achievement:

The provincial achievement charts provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The charts provide a standard province-wide method for teachers to use in assessing and evaluating their students’ achievement. Teachers assess student achievement in four categories: Knowledge/Understanding, Thinking, Communication, and Application.

Evaluation:

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<th>Term Evaluations</th>
<th>Final Course Evaluation Activities</th>
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<td>70% of the course final grade will be based on evaluations conducted in class, throughout the course. Demonstrations of achievement of the curriculum expectations are under four categories with the following designated weighting factors applied:</td>
<td>30% of the course final grade is based on final evaluations consisting of a final performance activity, an exam or other methods of evaluation suitable to course content and administered towards the end of the course.</td>
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Final Assessment (30%)
This culminating assessment will be weighted as in the above categories. *Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit whatever portion of the thirty percent that was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.

Late and/or Missing Summative Assessment Assignments:
Late and/or missed assignments do impact the student’s grade. For more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills and Work Habits:
The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: responsibility, organization, independent work, collaboration, initiative, and self-regulation. Learning Skills and Work Habits are evaluated using a four-point scale (E—Excellent, G—Good, S—Satisfactory, N—Needs Improvement). The separate evaluation and reporting of the learning skills reflects their critical role in students’ achievement of the curriculum expectations.

Student and Parent/Guardian Responsibilities:

Students are expected to:
- attend and be punctual for all classes
- come to class prepared to work.
- complete all assignments, readings and homework on time
- catch up on all notes and work missed when absent
- be present for all tests and evaluations (in the case of illness, a Doctor’s note may be required)
- respect the learning environment
- adhere to the School Computer User Policies and the Board Student Internet Access Agreement
- adhere to the Board’s rules with regard to plagiarism
- adhere to the school dress code

Parents/Guardians are asked to:
- encourage your son/daughter to take an active part in the life of the school
- regularly ask to see notebooks and school planner
- encourage him/her to take advantage of opportunities for extra help
- become familiar with the curriculum
- attend school functions and talk to us. Teachers work best when we know the story behind the desk.
- encourage your son/daughter to take an active interest in current events and issues. Offer him/her opportunities to question and reflect on what is happening in the world

"Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education”

Ministry of Education

I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student ___________________________________________ Date ________________

I have discussed the contents of this course outline with my son/daughter and understand what is expected of us.

Parent _______________________________ Date _______________

*All students must participate in final course evaluation activities.