INSTITUTE OF CANADIAN EDUCATION

Course Title: Exploring Canadian Geography : (CGC1W) Grade 9, De-Streamed

Course Name: Exploring Canadian Geography

Course Code: CGC1W

Grade : 9

Course Type : De-Streamed / Open

Credit Value: 1.0

Prerequisite : None

Curriculum Policy Document : Canadian and World Studies, The Ontario Curriculum, Grade 9, De-streamed: Exploring Canadian Geography (CGC1W), 2024; Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)

Course Developer: Institute of Canadian Education.

Department: GEOGRAPHY

Head of Department: Akhter Rizvi

Development Date: 2025

Most Recent Revision Date: August 2026

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.

COURSE EXPECTATION

UNIT ORDER	UNIT NAME	UNIT DESCRIPTION	Time Allocated
UNIT 1	Geographic Inquiry and Skill Development	Students develop geographic inquiry skills by investigating Canadian geographic issues, using geospatial technologies, evaluating information, and communicating findings.	22 Hours
UNIT 2	Physical Geography and Physical Processes in Canada	Students explore Canada's landscapes, landforms, and physical processes, and examine their connections to communities, global systems, and Canadian identity.	20 Hours
UNIT 3	Managing Canada's Resources and Industries	Students examine Canada's natural resources and major industries, analyzing resource use, economic development, environmental impacts, and sustainable management.	21 Hours
MIDTERM	**Midterm Exam**	The midterm assessment evaluates students' understanding of concepts and geographic skills covered in Units 1–3.	2 Hours
UNIT 4	Changing Populations	Students examine population patterns, migration, settlement, quality of life, and strategies for addressing the needs of Canada's changing population.	22 Hours
UNIT 5	Liveable Communities	Students explore land use, urban growth, transportation, food and energy systems, and strategies for creating sustainable Canadian communities.	20 Hours
FINAL	Final Assessment	The final assessment evaluates students' understanding of Canada's physical and human geography through geographic analysis, data interpretation, and written responses.	3 Hours
TOTAL			110 Hours

OVERALL CURRICULUM EXPECTATIONS:

A. Geographic Inquiry and Skill Development	
A1	All Issues are Geographic!
A2	Geographic Perspective: How do geographers analyse issues?
A3	Patterns and Trends: How do geographers analyse issues?

A4	Exploring Interrelationships: How do Geographers analyse issues?
A5	Spatial Significance: How do geographers analyse issues?
A6	Geographic Inquiry: Can you think like a Geographer?
A7	Performance Task: Issue analysis
A8	Course Culminating Activity : Part One
B. Physical Geography and Physical Processes in Canada	
B1	Why do tourists travel where they do in Canada?
B2	In what ways have the forces of nature sculpted Canada?
B3	Why are there climate patterns and trends?
B4	Are we prepared for Canada's future climate?
B5	Why must we assess environmental dangers in Canada?Assignment
B6	Performance Task: How do Natural Hazards Threaten My Community?
B7	Course Culminating Activity: Part Two
C. Managing Canada's Resources and Industries	
C1	How does my stuff connect me to other parts of the world?
C2	Do I live sustainably?
C3	How do natural resources create wealth?
C4	How do we power Canada?
C5	How successfully are we managing our water resources?
C6	Is our food supply system sustainable?
C7	Performance Task: Sustainable Resource Position Paper
C8	Course Culminating Activity: Part 3
D. Changing Populations	
D1	Why do we need to know and understand how our population is changing?
D2	What is the most meaningful way to show data?
D3	Is an ageing population a burden or a benefit?

D4	How can the challenges facing aboriginal people in Canada be best resolved?
D5	How open to refugees and immigrants should Canada be?
D6	Performance Task: Canadian Demographic Issue Infographic
D7	Course Culminating Activity: Part 4
E. Liveable Communities	
E1	What makes a community liveable?
E2	Does current city design provide enough liveability?
E3	How can our transportation systems increase our liveability?
E4	What does sustainability and liveability look like in Canada?
E5	Performance Task: My Local Livability Audit
E6	Course Culminating Activity: Part 5

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities:

- **Presentations and Multimedia:** Presentations, videos, examples, practice questions, online simulations, and quizzes are used to explain concepts and support learning.
- **Teacher - Student Discussions:** End-of-unit discussions and video conferences provide opportunities for students to ask questions, explain ideas, solve problems, and receive timely feedback.
- **Instructor Demonstrations:** Teachers demonstrate concepts, skills, research strategies, and problem-solving methods through videos, conferencing, and other instructional resources.
- **Discussion Forums:** Students share ideas and perspectives with peers, participate in discussions, and provide and receive constructive feedback.
- **Practical Application:** Students apply course knowledge to real-life situations and make connections between classroom learning, their experiences, and the world around them.
- **Individual Activities and Assignments:** Students complete activities independently to practise, consolidate, and demonstrate their learning. Teachers provide ongoing written and oral feedback and make appropriate accommodations in accordance with students' IEPs.
- **Research and Inquiry:** Students develop inquiry and research skills by gathering and evaluating information, analysing findings, drawing conclusions, and applying critical and creative thinking.
- **Writing as a Learning Tool:** Students use writing to organize ideas, connect prior and new learning, develop critical thinking, and communicate effectively.

ASSESSMENT STRATEGIES

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

ASSESSMENT ACTIVITIES

- Homework and individual assignments
- Individual conference meetings
- Discussion forums and participation
- Diagnostic tests and writing tasks
- Outlining and planning activities
- Templates and graphic organizers
- Editing and revision checklists
- Oral presentations and active listening activities
- Quizzes, tests, and evaluations
- Design projects, research, and reports

FINAL GRADE

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	20%
Attendance and Participation	15%

Final evaluation breakdown:

- 20% written exam

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).

All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.

- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.
- **Instructional Records:** The school maintains records of instructional time, attendance, and student engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL (15% TOTAL ATTENDANCE WEIGHT)

Component	Weight	Quantifiable Metric Criteria
Physical Attendance	5%	Marked present, or late within 10 minutes, for each scheduled class period; excused absences are removed from the calculation.
Weekly Participation Checklist	5%	Meets at least 3 of 4 weekly in-class engagement indicators (responding/volunteering, group work, guided practice, on-task behaviour).
Homework Assignment Punctuality	5%	Submits homework on or before the due date, through the required platform, with a complete submission.

CONSIDERATIONS FOR PROGRAM PLANNING

1. Planning Programs for Students with Special Education Needs
2. Classroom teachers are key educators for students with special education needs and are responsible for supporting the success of all students. Teachers work collaboratively with special education staff, parents/guardians, and other professionals when appropriate.
3. Program planning is guided by the following principles:
    - All students can succeed.
    - Universal Design for Learning (UDL) and differentiated instruction support diverse learning needs.
    - Instructional practices should be informed by evidence-based research and professional experience.
    - Students' individual strengths, needs, learning styles, and IEP accommodations should be considered when planning instruction and assessment.
4. English Language Learners
5. Students may have diverse linguistic, cultural, and educational backgrounds. Teachers support English language learners by:
    - Using clear and accessible language and instructions.
    - Providing visual, multimedia, and contextual supports.
    - Connecting learning to students' prior knowledge and experiences.
    - Providing opportunities for discussion, collaboration, and vocabulary development.

- Allowing appropriate accommodations and additional time when required.

6. The Role of Technology
7. Information and communications technologies (ICT) are used to enhance teaching, learning, communication, and research. Students may use:
    - Multimedia resources, videos, and digital learning materials
    - Internet websites, databases, and online research tools
    - Word-processing, presentation, and communication software
    - Digital tools for organizing, analyzing, and presenting information

8. Technology may also support communication and collaboration with teachers, peers, and broader communities.

ACCOMMODATIONS

Accommodations are provided based on students' individual needs, IEPs, discussions with parents/guardians and teachers, and relevant educational assessment information.

Instructional accommodations may include:

- Changes to teaching strategies and presentation methods
- Step-by-step instructions
- Graphic organizers and writing planners
- Assistive technology and multimedia resources
- Providing reading materials in advance
- Flexible options for reading and writing tasks

Assessment accommodations may include:

- Additional time for tests and assignments
- Oral responses or use of a scribe where appropriate
- Alternative methods of demonstrating learning
- Opportunities for enrichment and extension

REQUIRED SOFTWARE, EQUIPMENT, TEXTBOOKS

Required Textbooks and Resources:

- Ontario Ministry of Education–approved or teacher-selected resources related to **Canadian geography**, including physical, human, economic, and environmental geography
- Supplementary readings and media, including **articles, videos, maps, infographics, and online resources** that examine Canadian geographic issues, regions, and sustainability

Digital Resources and Software:

- Google Drive – storing, sharing, and submitting assignments
- Internet access for research and digital archives
- Microsoft Office Suite (Word, PowerPoint, Excel) or equivalent

Teacher Considerations:

- Assistive technology (text-to-speech, speech-to-text) may be used
- Flexibility in submission formats (Google Docs, PDFs, slides, videos, etc.)

Tips To be successful in CGC1W:

1. Check **Announcements, "What's New," and your mailbox daily** for important updates.
2. **Monitor due dates carefully** and submit all assignments on time. If you are experiencing difficulty, contact your teacher as early as possible.
3. **Review assignment instructions and criteria** before submitting work to ensure all requirements are met.
4. **Ask for help when needed.** Support is available, and questions are encouraged.

For technical issues, contact the Help Desk.
For course-related questions, email your teacher. Expect a response within 24 hours. If urgent, include **"URGENT"** in the subject line.

Key Elements to Success in CGC1W:

- **Time Commitment** – Plan for 1–2 hours of focused study each day.
- **Communication** – Stay in regular contact with your teacher for feedback and clarification.
- **Engagement** – Stay curious and open-minded. Understanding geographic issues will help you better understand Canada and the world around you.

Approach each activity with effort and responsibility, and you will be well positioned for success in this course.