

## Level of Instruction

Senior High

This course is designed to introduce students to systems thinking. Systems thinking is an approach used to guide inquiries in order to understand how things influence one another within a whole. In physical geography systems thinking is used to understand how elements such as climate, soil, water and vegetation interact to create ecosystems. In human geography people create structures and process that interact in order to bring about a desired result. This program empowers students to use systems thinking as a means to examine and respond to issues where individual factors are viewed as parts of an overall structure. Upon completion of this course, students should have a deeper understanding of Canada's natural and human systems. They should be able to use a systems thinking approach to address issues in both personal and community contexts.

## Authorized Learning Resources:

- *Encounter Canada: Systems and Interactions* (Plus Teacher's Guide)
- Canadian Geography 1202 Interim Edition Curriculum Guide (2012)
- Foundation for the Atlantic Canada Social Studies Curriculum
- Navigating the Future - Social Studies Framework K-12 (1993)

## Units of Study:

There are four units of study in Canadian Geography 1202:

### **Unit 1 Natural and Human Systems (SCO 1.0 and SCO 2.0)**

What happens when systems interact? In this unit students are challenged to reflect on the interdependence among natural systems and human systems. Systems thinking is critical in facilitating a more balanced and sustainable approach to living.

### **Unit 2 Human Population Issues in Canadian Geography (SCO 3.0 and SCO 4.0)**

How might trends in Canada's population influence its future? In this unit students will examine the concept of demography and develop an appreciation that Canada has a very diverse population with increasing concerns.

### **Unit 3 Economic Issues in Canadian Geography (SCO 5.0 and 6.0)**

How does the economy influence life in Canada? This unit invites students to explore some of Canada's resources, to assess their economic significance, and to consider and respond to issues related to how we use these resources.

## **Unit 4 Global Issues in Canadian Geography (SCO 7.0)**

How is globalization changing Canada? In this unit students explore the implications that globalization poses for Canada's future. Students should consider that being a part of a global village brings forth both opportunities and challenges.

### **Assessment:**

Assessment in this course is governed by the Assessment and Evaluation Policy of the former Eastern School District.

- [http://www.esdnl.ca/about/policies/esd/l\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/l_IL.pdf)
- <http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=l&code=IL>

### **Note:**

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment.
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
  - Formal and informal observations (anecdotal records, checklists, etc.)
  - Written Responses (learning logs, journals, blogs, etc.)
  - Projects (Long and short term)
  - Research (brochures, flyers, posters, essays, graphic organizers)
  - Student presentations (seminars, speeches, debates, discussions)
  - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
  - Peer assessments
  - Conferencing (questioning, ongoing records, checklists, etc.)
  - Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
  - Portfolios
  - Individual and group participation (demonstrations, interviews, questioning, role play, drama)
  - Work samples (investigations, learning logs, journals, blogs,
  - Tests and quizzes

**Assessment and Evaluation Plan:**

*(Process-driven assessment should be used in constructing quizzes, tests, and exams)*

Chapter Quizzes/ Unit Tests	20%
Assignments	30%
Mid Year Examination	20%
Final Exam	30%

**Resource Links:**

Canadian Geography 1202 Interim Edition Curriculum Guide (2012)

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/cangeog201202.pdf>

Professional Learning Site – Department of Education

<https://www.k12pl.nl.ca/curriculum/10-12/social-studies/can-geog-1202.html>