**School Name**



 Address

**COURSE NAME:** Issues in Canadian Geography, Grade 9, Academic

**COURSE CODE:** CGC1D

**CREDIT VALUE:** 1.0

**PREREQUISITE:** None

**CURRICULUM POLICY:** *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,* 2010

 *Canadian and World Studies: Grades 9 and 10,* 2018

**DEPARTMENT:** Canadian and World Studies

**DEVELOPED BY:**

**DEVELOPMENT DATE:**

**REVISED BY:**

**REVISION DATE:**

# 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.

# OVERALL CURRICULUM EXPECTATIONS

## Geographic Inquiry and Skill Development

Overall Expectations

Throughout this course, students will:

1. use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;
2. apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.

## Interactions in the Physical Environment

Overall Expectations

By the end of this course, students will:

1. analyze various interactions between physical processes, phenomena, and events and human activities in Canada;
2. analyze characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems;
3. describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events shaping them.

## Managing Canada’s Resources and Industries

Overall Expectations

By the end of this course, students will be able to:

1. analyze impacts of resource policy, resource management, and consumer choices on resources sustainability in Canada;
2. analyze issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective;
3. assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy, and analyze factors that influence the location of industries in these sectors.

## Changing Populations

Overall Expectations

By the end of this course, students will be able to:

1. analyze selected national and global population issues and their implications for Canada;
2. describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration, and diversity for Canada;
3. analyze patterns of population settlement and various demographic characteristics of the Canadian population.

## Liveable Communities

Overall Expectations

By the end of this course, students will be able to:

1. analyze issues relating to the sustainability of human systems in Canada;
2. analyze impacts of urban growth in Canada;
3. analyze characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns.

UNITS

|  |  |  |
| --- | --- | --- |
| Unit | Title | Time |
| 1 | Geographical Skills  | 10 hrs |
| 2 | Interactions with the Physical Environment  | 30 hrs |
| 3 | Resources and Industries | 23 hrs |
| 4 | Changing Populations | 24hrs |
| 5 | Livable Communities  | 18hrs |
|  | Culminating Activities and Final Exam | 5 hrs110 hrs |
|  | Total | 110 hrs |

# ACHIEVEMENT CHART

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

|  |  |  |
| --- | --- | --- |
| PercentageGrade Range | AchievementLevel | Summary Description |
| 80-100% | Level 4 | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70-79% | Level 3 | A high level of achievement. Achievement is at the provincial standard. |
| 60-69% | Level 2 | A moderate level of achievement. Achievement is below, but approaching the provincial standard. |
| 50-59% | Level 1 | A passable level of achievement. Achievement is below the provincial standard. |
| Below 50% | Insufficient achievement of curriculum expectations. A credit will not be granted. |

# TEACHING AND LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The integration of critical thinking and critical literacy will provide a powerful tool for reasoning and problem solving, and is reflected in a meaningful blend of both process and content.

***The Role of Critical Thinking and Inquiry Skills in the Curriculum***

This course will focus on developing students’ critical thinking and inquiry skills, in order to develop their appreciation of, and engagement with, the multilayered subject matter. The goal of this focus on critical thinking and inquiry skills is to support students in attempting to reach beyond superficial conclusions and move towards deeper understanding.

The inquiry process consists of formulating questions; gathering and organizing evidence; interpreting and analyzing evidence; evaluating evidence and drawing conclusions; and communicating findings.

Critical thinking then applies the steps of the inquiry process toward examinations of opinions, values, biases and meanings.

Teachers will support students’ development of these skills by modeling in the classroom, providing ongoing and varied opportunities to exercise.

Assessment and evaluation will focus on students’ effective use of critical thinking skills, and not solely on a traditional “product”.

Along with some of the strategies noted in the assessment for, as, and of learning charts below, strategies will include:

|  |  |  |
| --- | --- | --- |
| **Activity Based Strategies** | **Arts Based Strategies** | **Cooperative Strategies** |
| * Oral presentation
* Panel discussion
* Repetition / practice
 | * Collage
 | * Think / Pair / Share
* Peer practice
* Peer teaching
* Round table
* Discussion
* Collaborative
 |

|  |  |  |
| --- | --- | --- |
| **Direct Instruction Strategies** | **Independent Learning Strategies** | **Technology and Media Based Applications** |
| * Directed reading – Thinking Activities
* Textbook
* Review
* Reciprocal teaching
* Visualization
 | * Homework
* Independent Reading
* Independent study
* Memorization
* Note Making
 | * Computer-assisted instruction
* Graphic applications
* Internet technologies
* Communication applications
 |

|  |
| --- |
| **Inquiry and Research Skills** |
| * Historical / geographic inquiry
* Inquiry process
* Mathematical problem solving
* Research process
* Scientific method
 |

|  |
| --- |
| **Thinking and Inquiry Skills** |
| * Concept mapping
* Estimating
* Graphing
* Inquiry process
* Mental calculation
* Oral explanation
* Problem solving and posing
* Process notes
* Visual / graphic organizers
 | * Critical thinking
* Classifying
* Identifying issues and values
* Interpretation of information
* Map making
* Issue based analysis
* Think aloud
* Synthesizing information
* Statistical analysis
* Questioning
 |

|  |  |
| --- | --- |
| **Planning Skills** | **Processing Skills** |
| * Defining a Problem
* Articulating a Vision
* Clarifying a Task
* Acquiring Relevant Information
* Organization of Data, Research, Ideas
 | * Clarifying
* Inferring
* Predicting
* Elaborating
* Connecting and Combining Information
 |

# STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

There are three forms of assessment that will be used throughout this course:

**Assessment for Learning**: Assessment for learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for learning is:

Ongoing

Is tied to learning outcomes

Provides information that structures the teachers planning and instruction

Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of assessment for learning is to create self-regulated and lifelong learners.

**Assessment as Learning:** Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning.  Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need.  These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of assessment as learning is to enable students to monitor their own progress towards achieving their learning goals.

**Assessment of Learning:** Assessment of learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

|  |  |  |
| --- | --- | --- |
| Assessment for Learning | Assessment as Learning | Assessment of Learning |
| **Student Product*** Quizzes
* Rough drafts
* Exit tickets
* Checklist
* Pre test
 | **Student Product*** Pre-tests
* Quizzes
* Peer feedback
 | **Student Product*** Assignment
* Tests
* Exam
* Reports
* Posters
 |

|  |  |  |
| --- | --- | --- |
| **Observation*** Whole class discussions
* Pair work
* Self-evaluation
 | **Observation*** Class discussion
 | **Observation*** Performance tasks
* PowerPoint presentations
 |

|  |  |  |
| --- | --- | --- |
| **Conversation*** Student teacher conferences
 | **Conversation*** Student teacher conferences
 | **Conversation*** Student teacher conferences
* Oral tests
* Questions and answer session
 |

THE FINAL GRADE

|  |  |
| --- | --- |
| Percentage of Final Mark | Categories of Mark Breakdown |
| 70% | Assessment of Learning Tasks Throughout the Term |
| 30% | Final Written Examination: 10% |
| Final Culminating Activities: 20% |

Towards the end of the course, students will pay tribute to Canada’s geography in honour of Canada’s 150th anniversary. Students will select a region in Canada and create promotional campaign highlighting the physical and human geography of this area while encouraging others to visit it.

A student’s final grade is reflective of their most recent and most consistent level of achievement.

The balance of the weighting of the categories of the achievement chart throughout the course is:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUBJECT AREA | Knowledge | Inquiry/Thinking | Communication | Application |
| Canada and World Studies | 20 | 30 | 20 | 30 |

# LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of each student’s learning. The key Learning Skills and Work Habits evaluated and reported on include: responsibility, organization, independent work, collaboration, initiative and self-regulation. The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades in school, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. At [Insert school name], we assess, evaluate, and report on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately, which allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Therefore, in addition to the final grade the report card also shows student achievement of learning skills and work habits throughout the course. These are not included in the calculation of the final grade for this course. The six areas are:

1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

They are assessed as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

# STUDENTS’ RESPONSIBILITIES WITH RESPECT TO EVIDENCE FOR EVALUATION IN CANADIAN AND WORLD STUDIES

## Cheating and Plagiarism

[Insert school name] commits to having policies for assessments that minimize the risk of cheating. We also commit to begin each course with refresher learning on cheating.

In the event of cheating:

* Student will meet with the teacher, Principal and possibly parent(s)
* A course of action will be decided based on the meeting

[Insert school name] commits to begin each course with refresher learning on how to properly credit and source work from other sources; therefore, plagiarism at the Grade 11 and 12 levels is not considered accidental.

The following protocol will be followed for true plagiarism:

* Student will meet with the teacher, Principal, and possibly parent(s)
* The assignment will be re-worked to the teacher’s satisfaction for a grade of up to 50%
* If the student repeats the offence, a score of zero will be given with a likely suspension and possible consequence of expulsion from school.
* A third-time offence will result in expulsion

Improper citations or situations in which a teacher deems the student to have acted with good intentions:

* The school will work with the student to ensure plagiarism is understood and will not be repeated
* A second submission of the assignment will be permitted
* The teacher will decide how the re-submission will be evaluated (50% or full value)

### *Late and Missed Assignment Policy*

Any assignments given by the teacher will have a **due date**. If a student has an issue with the due date, he/she will have an opportunity to discuss alternate arrangements with the teacher ahead of time. In every class, students have ONE FREE PASS to turn in an assignment up to 3 days late without penalty (certain assignments excluded, such as presentations and assessments). Otherwise, late work may be subject to mark deduction. Weekends count as one day unless otherwise specified by the teacher. If a student wishes to discuss a penalty/mark, they may do so with the teacher. In order to be evaluated in time for inclusion in an overall mark, all assignments must be submitted no later than the start of the course’s final exam or final class.  We do understand that extenuating circumstances do occur, but we also seek to prepare students for the real world, where university professors and employers are not as flexible with respect to deadlines.  Despite all this, discretionary efforts are made by school staff in order to ensure that all students are assessed on their academic achievement rather than their learning skills.  To that end, where in the teacher’s professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or clarify the reason for not completing the assignment, as outlined in *Growing Success*;

* Helping students develop better time-management skills;
* Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
* Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
* Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
* Taking into consideration legitimate reasons for missed deadlines;
* Requiring the student to work with the school team to complete the assignment;
* Providing alternative assignments or tests/exams where, in the teachers professional judgment, it is reasonable and appropriate to do so;
* Deducting marks for late assignments.

### *Missed Tests and Exam Policy*

A student who misses a test or quiz in class, for legitimate reasons as determined by the teacher, can make up the test or quiz the next day before or after class (parent phone call may be required). A student cannot write it during class time. If a student simply skips a test or quiz, he/she cannot write a make-up without an appeal to the teacher. For a missed EXAM we require a note from a doctor.

Punctuality and Absences

Punctuality is a necessity at every stage of life – we would be doing a disservice to our students if we paid no attention to or ignored punctuality. Please understand our need for the following policies regarding lates and absences, and know that we will work with our students to find success.

All teachers will maintain a record of their students’ attendance and punctuality based on provincial Ministry’s “safe arrival” approach. In any given term, when a student establishes a pattern (as defined by the classroom teacher) of being late or absent, a call and/or written correspondence will be placed/sent home, and the student will be considered to be “at risk”. At the discretion of the teacher or Principal, a medical note or valid written explanation can result in excused lates or absences. At a certain point excessive lates or absences will result in forfeiture of course, credit, and cost (up to the discretion of the teacher and administration). If a student has 5 unexplained absences, they may be deemed “at risk” for earning their credit. If a student has missed 5 total hours of class time (this can be any combination of lates and absents which equal 5 total hours), they will be required to meet with the Guidance Counselor to set up a plan to support the student in their attendance. Students will also be told of the consequences of further hours of missed class, and the possibility of being deemed “at risk” for earning their credit. Parents will also be notified. If the pattern of lates/absences continues, at 8 - 9 hours of missed class time, the student and parents will be asked to meet with the Principal regarding their “at risk” status.

***NON-ATTENDANCE***

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Legal reasons for being absent from school (e.g. receiving satisfactory instruction at home or elsewhere) continue to apply.

If a student is absent for an extended period of time, the first responsibility of the school is to investigate why a student is absent, and make every effort to have the student return to school. A student who has been absent for 15 consecutive school days without appropriate supporting documentation is to be removed from the register. A pupil of compulsory school age may remain on the register for 16 to 30 consecutive days of absence, if the Principal has approved the case in writing. This may be extended for subsequent fifteen-day periods, if the Principal receives reports every 15 days that the file is still active. It is critically important to maintain contact with absent students/parents.

If a student is known to have left the school or if after a reasonable period of time the Principal is unable to locate the student, then his/her name should be removed from the register. Removing a student’s name from the register for absenteeism does not mean the student need not attend school. Attendance for students of compulsory school age is required under the Education Act. The Principal must inform the Private Schools Branch of the Ministry of Education when pupils are removed from the register. The school should continue to attempt to reach out to them as they may eventually respond to these efforts and return to school.

# PROGRAM PLANNING CONSIDERATIONS FOR CANADIAN AND WORLD STUDIES

## Instructional Approaches

## Teachers will use a variety of instructional strategies to help students become independent, strategic and successful learners. The key to student success is effective, accessible instruction. When planning this course of instruction, the teacher will identify the main concepts and skills of the course, consider the context in which students will apply their learning and determine the students’ learning goals. The instructional program for this course will be well planned and will support students in reaching their optimal level of challenge for learning, while directly teaching the skills that are required for success.

## Understanding student strengths and needs will enable the teacher to plan effective instruction and meaningful assessments. Throughout this course the teacher will continually observe and assess the students’ readiness to learn, their interests, and their preferred learning styles and individual learning needs.

Teachers will use differentiated instructional approaches such as:

* adjusting the method or pace of instruction
* using a variety of resources
* allowing a wide choice of topics
* adjusting the learning environment
* scaffolding instruction

## During this course, the teacher will provide multiple opportunities for students to apply their knowledge and skills and consolidate and reflect upon their learning.

## Planning the Program for Students with Special Educational Needs

The teacher in this course is the key educator of students with special education needs. The teacher has a responsibility to help all students learn, and will work collaboratively with the guidance counselor, where appropriate, to achieve this goal. In planning this course, the teacher will pay particular attention to the following guidelines:

* All students have the ability to succeed
* Each student has his or her own unique patterns of learning
* Successful instructional practices are founded on evidence-based research, tempered by experience
* Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students
* Classroom teachers are the key educators for a student’s literacy and numeracy development
* Classroom teachers need the support of the larger school community to create a learning environment that supports students with special education needs
* Fairness is not sameness

In this course, students may demonstrate a wide range of strengths and needs. The teacher will plan the course in a way that recognizes the diversity of the class members and give students performance tasks that respect their particular abilities so that all the students in the class can derive the greatest possible benefit from the teaching and learning process. The teacher will use the following strategies:

|  |
| --- |
| **Students with Special Educational Needs** |
| * Extra time on tests and extended deadlines for major assessments
* Complete tasks or present information in ways that cater to individual learning styles
* Variety of teaching and learning strategies
* Scaffolding
* Break down (chunk) assignments
* Computer for assessments and exams
 | * Specific strategies to enhance recall
* Oral testing
* Allow for sufficient response time
* Experiential learning experiences so that students can make connections between curriculum and real world examples
* Conferencing
* Oral and written instructions
 |

## Planning the Program for Students with English as a Second Language

In planning this course for students with linguistic backgrounds other than English, the teacher will create a safe, supportive, and welcoming environment that nurtures the students’ self-confidence while they are receiving course instruction. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. The teacher will adapt the instructional program in order to facilitate the success of these students in their classes. Appropriate adaptations and strategies for this course will include:

|  |
| --- |
| **Students with English as Second Language** |
| * Model expectations
* Subject-specific dictionary
* Cooperative learning
* Concrete examples and materials
* Peer tutors
* Allow sufficient response time
* Check for comprehension by asking students to retell in their own words
* Graphic organizers
 | * Conferencing
* Pre-writing strategies
* Previewing course readings / texts
* Materials that reflect cultural diversity
* Guided Reading
* Guided Writing
* Think Aloud
* Editing checklist
* Scaffolding
 |

***Supporting First Nations, Métis, and Inuit Students***

The vision of the Ontario Ministry of Education is to support First Nation, Métis, and Inuit students in Ontario to gain the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. [Insert school name] is fully supportive of this vision and will incorporate the traditional and contemporary knowledge, skills, and attitudes that First Nation, Métis, and Inuit students will require to be socially contributive, politically active, and economically prosperous citizens of the world.

[Insert school name] will:

* increase the focus in school strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis, and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap
* continue to identify and share practices and resources to help improve First Nation, Métis, and Inuit student achievement and close the achievement gap
* increase the training in our schools to respond to the learning and cultural needs of First Nation, Métis, and Inuit students
* provide quality programs, services, and resources at our schools who support First Nation, Métis, and Inuit students to help create learning opportunities that support improved academic achievement and identity building
* provide curriculum links that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students
* develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students and employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students
* implement targeted learning strategies for effective oral communication and mastery of reading and writing
* implement strategies for developing critical and creative thinking
* provide access to a variety of accurate and reliable Aboriginal resources such as periodicals, books, software, and resources in other media, including materials in the main Aboriginal languages in schools with First Nation, Métis, and Inuit students
* provide a supportive and safe environment for all First Nation, Métis, and Inuit students

***The Role of Information and Communication Technology***

Information and Communications Technology (ICT) provides a range of tools that can significantly extend and enrich the teacher’s instructional strategies in this course by bringing the global community into the classroom. The integration of ICT into this course represents a natural extension of the curriculum. The tools used in this course will enhance the students’ thinking and inquiry processes as they gather, organize, analyse and communicate their findings.

ICT tools will be integrated into this course for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse needs and interests of the students in this class. Although the Internet is a powerful learning tool, there are potential risks attached to its use. At the beginning of this class, all students will be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. ICT used in this course will include:

|  |
| --- |
| **Information and Communication Technology** |
| * Websites
* Virtual museums
* Online libraries
* Archives
* Public records
 | * Cell phones
* iPads
* DVDs
* Digital Camera
* Moodle/Schoolology
 |

***The Role of Environmental Education***

The teacher will find opportunities to integrate environmental education into this course, encouraging the students to explore a range of environmental concerns using issue-based analysis and some of the following strategies:

* Community Connections
* Environmental Perspective
* Simulation
* Problem Solving
* Surveys
* Co-operative Learning
* Inquiry-based learning
* Cross-curricular connections

When appropriate, the teacher will allow the students to have opportunities to analyse the environmental impact of the concepts being studied, such as the impact of Canadian and international political policies, Canadian and international laws, cultural and social differences, human rights legislation and the protection and stewardship of the Earth.

***Healthy Relationships in the Classroom***

At [Insert school name] , every student is entitled to learn in a safe, respectful and caring environment, free from violence and harassment. The teacher will create a safe and supportive environment in the class by cultivating positive relationships between students and between the teacher and their students. The teacher will create a classroom environment which promotes respect, caring, empathy, trust, and dignity, and in which diversity is accepted and celebrated. Abusive, controlling, violent, or other inappropriate behaviors such as bullying or harassment will not be tolerated in this class or at [Insert school name] .

The teacher will use the following strategies:

* Using inclusive language during instruction
* Developing a learning environment where all students feel safe
* Promotion of diversity and inclusivity in the classroom
* Getting students involved within their school community
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis

***Equity and Inclusive Education in the Classroom***

[Insert school name] has created an equity and inclusive education strategy based 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.

[Insert school name] creates an environment based on the principles of inclusive education, where 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.

During this course, the teacher will give students a variety of opportunities to learn about diversity and diverse perspectives.

***Ethics in the Classroom***

At [Insert school name] , teachers provide varied opportunities for students to learn about ethical issues and to explore the role of ethics in decision making. The teacher will support and encourage students to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, advancements, and global events.

During this course the teacher will provide support and oversight to students throughout the inquiry process, ensuring that students engaged in inquiry-based activities are aware of potential ethical concerns and address them in a respectful manner. If students are conducting surveys and/or interviews, teachers will supervise student activities to ensure that they respect the dignity, privacy, and confidentiality of their participants.

The teacher will thoroughly address the issue of plagiarism with students. Students will be reminded of the ethical issues surrounding plagiarism, and the consequences of plagiarism will be clearly discussed before students engage in an inquiry.

The following strategies will be used to develop students’ understanding of ethics:

* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Surveys and interviews
* Model ethical behavior
* Explore ethical standards
* Explore ethical concerns
* Inclusive practices
* Foster positive relationships with others
* Assist students in developing an understanding of ethical judgments
* Assist students in understanding confidentiality standards

***Financial Literacy in the Classroom***

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, where appropriate, the teacher will give students the opportunity to build knowledge and skills through a variety of activities in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. Students will come to understand the social, environmental, and ethical implications of their own choices as consumers. Strategies that will be used will include:

* Community connections
* Simulation
* Problem Solving
* Inquiry-based learning
* Cross-curricular connections
* Issue-based analysis
* Critical literacy skills
* Setting financial goals
* Developing intra-personal skills

***Literacy, Mathematical Literacy, and Inquiry Skills***

Literacy involves a range of critical-thinking skills and is essential for cross-curricular learning. At [Insert school name] it is the responsibility of all of our teachers to explicitly teach literacy and inquiry skills. Literacy, mathematical literacy, and inquiry/research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives. Students will be exposed to literacy skills relating to oral, written, and visual communication. The following skills will be developed in each course delivered at [Insert school name] :

* Reading, interpreting, and analyzing various texts, government legislation and policy documents, treaties, information from non-governmental organizations, and non-fiction books
* Extract information
* Analyze various types of maps and digital representations, including topographic, demographic, thematic, annotated, choropleth, and Geographic Information Systems (GIS) maps, charts, diagrams, pictures, etc.
* Use appropriate and correct terminology, including that related to the concepts of disciplinary thinking
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Kinesthetic opportunities
* Foster use of proper terminology
* Inquiry and research skills
* Help students to develop a language for literacy, inquiry and numeracy skills
* Assist students with developing communication skills in areas of literacy, inquiry and numeracy

***Cooperative Education and other Forms of Experiential Learning***

Central to the philosophy at [Insert school name] is the focus on experiential learning. Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, hands-on experiences and cooperative education, will provide our students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathways through secondary school and make postsecondary plans. Planned learning experiences in this course will include:

* Experiential Learning: Museum, library, guest speakers, geocaching, local parks

***Health and Safety in the Classroom***

As part of every course, students must be made aware that health and safety in the classroom are the responsibility of all participants – at home, at school, and in the workplace. Teachers will model safe practices at all times and communicate safety requirements to students. Health and safety issues not usually associated with a particular course may be important when the learning involves field trips and field studies. Teachers will preview and plan these activities carefully to ensure students’ health and safety.

***The Role of the School Library***

Although [Insert school name] does not have an official school library, students are encouraged to use e-books, local libraries, and archives to develop important research and inquiry skills. During this course, students will visit the local library to meet with local librarians and have a library day, to develop important research skills that are critical for post-secondary education.

***Promotion of Careers***

The knowledge and skills students acquire in this course will be useful in helping students recognize the value of their education and applications to the world outside of school and identify possible careers, essential skills and work habits required to succeed. Students will learn how to connect their learning in asking questions and finding answers to employable skills.

During this course the teacher will:

* ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
* provide classroom and school-wide opportunities for this learning; and
* engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning
* use the four-step inquiry process linked to the four areas of learning
* Knowing yourself – Who am I?
* Exploring opportunities – What are my opportunities?
* Making decisions and setting goals – Who do I want to become?
* Achieving goals and making transitions – What is my plan for achieving my goals?

The teacher will support students in this course in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.