

GEOGRAPHIC ISSUES OF THE 21ST CENTURY

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Level: Grade 10 (20)

Program Designation: 20S and 20M

COURSE OVERVIEW

In Geographic Issues of the 21st Century, students focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the methods and tools of geography, including geographic information systems (GIS) to examine issues and problems and to propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices

Cluster Goals

Cluster 1 - This cluster has five learning experiences. It provides students with the opportunity to become familiar with the discipline of geography and understand why it is important. Students define the term geography, identify its various fields, make connections between place and identity, investigate global environmental types, and consider the complexity of the global environment and the importance of stewardship in the preservation of this environment.

Cluster 2 - This cluster, consisting of three learning experiences, provides students with the opportunity to learn about the variety and locations of the world's natural resources, which influence where people live and the kinds of economic activities, they are engaged in. Students identify where the major natural resources are located, consider diverse perspectives towards ownership and development, and examine issues related to the sustainability of resource extraction and consumption including the implications of their personal consumer choices.

Cluster 3 - This cluster, consisting of four learning experiences, focuses on the production and acquisition of the basic human necessity of food. Students identify the location of major food production areas around the world and consider both the physical and human factors that influence food production. Students describe the impact of agricultural practices on the physical environment and show how food production has changed over time, specifically in the Canadian Prairies. Students also consider issues related to freshwater and saltwater food resources, the impact of climate change, and concerns regarding genetic modification. Finally, students identify the stages involved in food production as well as issues related to scarcity and distribution of food.

Cluster 4 - This cluster consists of three learning experiences that focus on industry and trade in Canada, North America, and the world. Students become familiar with appropriate terminology related to industry and trade, examine the different levels of industry, and identify the factors that determine the location of industries. Students identify the geographic locations of the major manufacturing regions in North America and the world, as well as Canada's major trading partners and the major trade products. Students also examine current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. In this cluster, students also identify current issues related to industry, trade, and globalization, and consider the economic, social, and environmental impacts of their consumer choices.

Cluster 5 - This cluster consists of four learning experiences, in which students focus on urbanization and related issues in Canada and around the world. Students become familiar with the terminology related to urbanization and consider the merits of living in rural, remote, and urban places. Students investigate factors that influence the location of cities, the various functions of urban places, and identify the factors leading to the emergence of megacities around the world. Students consider major environmental, economic, and social issues facing modern urban centers. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centers

EVALUATION:

RICH PERFORMANCE TASKS: Students will complete daily quizzes, individual question booklets and mapping assignments. **(60% of Final Mark)**

PROJECTS: Students will complete both individual and group projects throughout the term. **(20% of Final Mark)**

TESTS: Students will complete tests after each unit of study. **(20% of Final Mark)**

MATERIALS

Students are expected to bring a pen/pencil, and binder with loose leaf or a notebook with lined pages. Geographic Issues of the Twenty-First Century textbook.

EXPECTATIONS

This is a Senior 2 level course and students are expected to behave as responsible young adults. Students are expected to be able to work independently. Students who are working on the Modified Program will work on the Outcomes identified in their individual Curriculum Modification Plan. All students are expected to:

CLASSROOM EXPECTATIONS

Learning: Students will come to class ready to continue to develop their Mathematics skills by participating in and completing activities and assignments organized for the class.

Responsibility: Students will be responsible for their class assignments and choices and actions while in class.

Respect: Students will respect all individuals in our class including themselves, as well as our learning environment.

Safety: Students will make positive choices in class which will keep everyone safe both physically and emotionally.

Classroom Procedures

1. Students will find their seats which will be assigned to them for the duration of the term.
2. The use of digital devices (cell phones) is not allowed during direct instruction or class activities. Students are provided with a class, plastic container to keep their cell phones in or they can keep them in their back packs.
3. Be prepared for your opening activity, eg. Math
4. Ask, if you must leave the classroom and complete the sign in/out sheet. Cell phones stay in the classroom.
5. Keep your work are tidy.
6. The teacher will dismiss the class.
7. Respect yourself, staff, classmates and learning environment with your words and actions!

DIGITAL CITIZENSHIP

“All members of the Swan Valley School Division Community are expected to use digital technology in a safe, respectful, responsible and ethical manner. SVSD devices are to be used in the classroom for learning. Students are encouraged to use their personal devices as supported by the classroom teacher for positive educational benefits and guided classroom instruction.”

- At all times, all SVRSS students are expected to be good digital citizens, respectful of the privacy of others, and responsible for their own devices. Any damage to a cell phone either physical damage or data damage is the solely the student’s responsibility.
- During instructional time, cell phones need to be in the class container or out of sight away from the student’s working area. Cell phones are only to be used for learning purposes, eg. As a dictionary or research
- If at any time your device interferes with your learning and you have not put it away when you have been asked, any teacher or educational assistant in our class may take your phone away from you for the remainder of the class.
- Please remember that it is a privilege to have a device in class. You need to manage it in a respectful way, so that you are prepared for the working world

EVALUATION

Rich Performance Tasks	60%
Projects	20%
Tests	20%

