

Grade 10 Social Studies (Geo 20F): Geographic Issues of the 21st Century

Credit Value: 1.0

Credit Code: 1180

September, 2020 – June, 2021

**Alonsa School
(204) 767-2168**

**Teacher: Mrs. D. Grimstead
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Gr. 10 Geographic Issues of the 21st Century 20F Day 2,4,6 1:00 – 2:12 p.m.

Course Overview:

Grade 10 students focus on geographic issues of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the tools of geography, including geographic information systems to examine issues and problems. 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.

Focus and Purpose:

The purpose of taking Geography 20F: Geographic Issues of the 21st Century is to understand the geography within Manitoba, Canada, and the world. Geography is the study of space. It examines the location and distribution of people, places, and processes from an interdisciplinary perspective. There are two main branches of geography: physical and human. Social Studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, Francophone, and diverse cultural perspectives.

Social studies engage students in the continuing debate concerning citizenship and identity in Canada and the world. The focus and purpose of this course is to understand aspects of social studies, geography, and encourage students to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Objectives:

This course enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live. To engage in active democratic citizenship, and to contribute to the betterment of society.

Students will acquire skills, knowledge and experiences through reading, viewing, discussing, debating, and reflecting upon the following Geography 20F general learning outcomes.

- * Learning outcome 1: Geographic Literacy
- * Learning outcome 2: Natural Resources
- * Learning outcome 3: Food from the Land
- * Learning outcome 4: Industry and Trade
- * Learning outcome 5: Urban Places

Resources

- * Geographic Issues of the Twenty-first Century Textbook
- * World Atlas

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black, and Red)
- Black Fine tip Sharpies
- USB Memory Stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your internet user agreement has been signed which allows you to access the computers.

CLASSROOM PROCEDURES & EXPECTATIONS

All members of the classroom will:

- ❖ **Commit** to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others whether you agree with them or not. This also means being respectful of the property of others and the classroom.
- ❖ **Respect** the right of all others to learn in an environment that is free of distractions. Everyone has the right to an education but not the freedom to impede/prevent others from receiving that education.
- ❖ **Use** only technology that is allowed in the class (**NO** personal electronic devices: cell phones, etc. are permitted)
- ❖ **Attend** class regularly, on time, and be prepared for all classes.
- ❖ **Be Productive** – Complete all work and turn it in on time.
- ❖ **Ask** permission – of others and of the teacher.

Participate to the best of your abilities in course/class activities.

Geography 20F: Topics/Outcomes/Pacing Schedule (Tentative Schedule subject to change)
***Changes made at teacher's discretion and/or due to unforeseen circumstances throughout school year.**

Course Outcomes

Cluster 1: Geographic Literacy

Duration: September – October 8 weeks

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 environment types, and consider the complexity of the global environment and the importance of stewardship in the preservation of this environment.

Learning Experiences Focus: Textbook Chapters 1-8

- 1.1 What is Geography?
- 1.2 Physical and Human Geography
- 1.3 Place and Identity
- 1.4 Global Environmental Types
- 1.5 Why Care?

Cluster 2: Natural Resources

Duration: November – December 7 weeks

This cluster, consists 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.

Learning Experiences Focus: Textbook Chapters 9 – 13

- 2.1 Location
- 2.2 Diverse Perspectives
- 2.3 Sustainable Development

Cluster 3: Food from the Land**Duration: January – February 8 weeks**

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.

Learning Experiences Focus: Textbook Chapters 11-13, 19-21, 30-32

- 3.1 Areas and Conditions
- 3.2 Food Production
- 3.3 Safeguarding our Food Supply
- 3.4 Contemporary Issues Related to Food

Cluster 4: Industry and Trade**Duration: March – May 10 weeks**

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.

Learning Experiences Focus: Textbook Chapters 11-13, 15, 18-29

- 4.1 Definition and Location of Industry
- 4.2 Topics in Industry and Trade
- 4.3 Globalization

Cluster 5: Urban Places**Duration: May – June 4 weeks**

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 centres. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centers.

Learning Experiences Focus: Textbook Chapters 14, 16-17

- 5.1 Rural, Urban, and Remote Places
- 5.2 Location and Function of Urban Places
- 5.3 Environmental and Economic Issues

ASSESSMENT

Assessments and grades in this course are a measure of student learning and achievement. All course work (including graded and non-graded assignments) is related to curriculum standards and are important for student learning. Assessment will be ongoing and will include participation in daily classroom activities, preparedness for class (homework), quizzes, unit tests, projects, and the final exam or final project.

CRITERIA FOR ASSESSMENT

Assessments are created based on each learning target. Clear criteria and expectations will be established before students show their learning. Students will know specifically what they will be assessed on in order to best demonstrate their learning.

For each task, students will be given a set of evaluation guidelines in order to help put forth their best work. It is YOUR RESPONSIBILITY to examine the guidelines and assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are that a number of your peers have the same questions, so PLEASE ASK!

ABSENCES & ASSESSMENT

Should you be absent for whatever reason, it is YOUR RESPONSIBILITY to check the Missed Assignment Folder, take responsibility for all missed work, and take down/get any missed notes, information, etc. Regular attendance is crucial for success in this course.

FINAL GRADES

Student learning is ongoing; final grades will reflect the most recent and valid assessment of student learning/achievement for the grading time period. Students will receive Summative Assessments (used to measure a student's understanding with a mark) within the units of study. As per section 4.3 the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a percentage scale is used to report overall subject grades. The final grade in this course will reflect the cumulative compilation of each of the units covered.

COURSE WORK (Term Work) = 70% + TAKE-ACTION PROJECT = 30% Total = 100%

COURSE WORK may include any of the following:

1. **DAILY WORK:** will be assigned. Students are expected to finish this during the class time provided and hand it in or be ready for discussion purposes. If students do not finish in the time provided they will be expected to complete it as homework.
2. **HOMEWORK:** Most of the topics that correspond with the curriculum will be covered in class discussion which can be supplemented by notetaking. However, there will be instances in which it is necessary to complete work, do assignments or to study at home. All homework must be handed in or be ready for the appropriate due date.
3. **PROJECTS:** may be assigned for some units. They may be assigned as a group or individually. Projects must be handed in whole and fully complete before they will be marked. This may include but is not limited to: oral presentations, multimedia presentations, essays, short stories, critiques, reviews, journals, book reports, and hand-in evaluation assignments.
 - ❖ All projects will be assessed using rubrics and checklists. Students are encouraged to consult the rubric in order to maximize success. Students will self-evaluate, peer evaluate and have evaluation done by the teacher.
 - ❖ All hand-in evaluation assignments and projects are due for the BEGINNING of class on the assigned date. If there is a problem you are expected to discuss this with me BEFOREHAND to make other arrangements. I cannot help you if I do not know what the problem is.
 - ❖ Late evaluation assignments and projects will receive the mark of a ZERO, until the assignment is handed in on a new assigned date. If assignments are continuously being handed in late or not handed in at all a meeting and action plan will be set forth between students, parents and teacher. All assignments must be handed in.
 - ❖ If assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after one week the assignment will receive a mark of zero.
4. **QUIZZES & TESTS:** will be given during some units when students need to show their understanding. Students will be responsible for studying on their own time. Any tests or quizzes missed due to an absence will be written the next day of attendance – it may have to be arranged to be written at noon hour or some viable time period.
5. **FINAL EXAM:** The Final Exam will be written on the date and time scheduled. Final Exam value is 30%.

ACADEMIC HONESTY

Plagiarism and Cheating of any material will be dealt with according to the “Provincial Assessment Policy, Kindergarten to Grade 12” as issued by the Department of Education, Manitoba.

BEHAVIOURAL ASSESSMENT

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

PERSONAL MANAGEMENT SKILLS

> Organizes material, uses class time productively, work independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behavior, sets personal management goals

ACTIVE PARTICIPATION IN LEARNING

> Shows interests, ask questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

SOCIAL RESPONSIBILITY

> Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

USE OF TECHNOLOGY POLICY

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today’s learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division’s objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD instructional policy document for more information on guidelines and consequences for inappropriate use.

***There are NO CELL PHONES to be used by students during class time. Students are to keep cell phones in their lockers as per TRSD policy. Please refer to TRSD instructional policy document for more information.

STUDENT SUPPORT

I will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Time can be made available at noon hour or setting up a time after 3:30 p.m.

I encourage students to come see me or email me at any point with your questions relating to the course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

I encourage students and parents to communicate with me regularly during the semester(s) to ensure student success.

If you have any questions about the course or student progress, please do not hesitate to contact me at dgrimstead@trsd.ca or 204-767-2168.

