

GEOGRAPHIC ISSUES OF THE 21ST CENTURY

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Alonsa School

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Level: Grade 10 (20)

Program Designation: 20S

Credit Value: 1 credit

Course Code: 1180

Prerequisites: none

Course Times: 2:18-3:30

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

COURSE PACING/LEARNING EXPERIENCES

Cluster 1 Geography Literacy (4 weeks) 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 (4 weeks) 2.1 - Location 2.2 - Diverse Perspectives 2.3 - Sustainable Development
Cluster 3 Food From the Land (4 weeks) 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 (4 weeks) 4.1 - Definition and Location of Industry 4.2 - Topics in Industry and Trade 4.3 - Globalization

Cluster 5 – Urban Places (3 weeks) 5.1 - Rural, Urban, and Remote Places 5.2 - Location and Function of Urban Places 5.3 - Environmental and Economic Issues	1 week for review.
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Each unit will consist of individual and group assignments, posters, brochures, tests, written assignments. If students receive less than 50% on a test, they may have the opportunity to redo the test. It is the students' responsibility to complete all assignments and hand them in on time. Late assignments will be deducted 20% per week. Failure to hand in assignments may result in an IN which is the same as a 0.

For more details please refer to the curriculum guide at:

https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/index.html

Assignments and pacing may change at the discretion of the teacher.

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 – John K. Wallace and Bruce W. Clark²

World Atlas

EVALUATION

Marks will be divided under, Knowledge and Understanding and Research and Communication. Course work and tests will be worth 70% of your final grade. All work is cumulative. The Final Exam will be worth 30%. Students final grade will be calculated as a percentage. Formative assessment will include leave slips, homework checks and anecdotal notes.

EXPECTATIONS

This is a senior 2 level course and students are expected to behave as responsible young adults. As principal duties may require my absence from class on occasion, students are expected to be able to work independently and with limited supervision. This includes being self-sufficient on occasions where I am unable to attend the start of class or am called away during scheduled class time.

CLASSROOM RULES

1. I will have respect for myself, others and my surroundings
2. I will listen to others and wait my turn to share.
3. I will be responsible. Personal electronic devices will not be used in class.
4. I understand that my actions have consequences.
5. Please refer to the Alonsa handbook regarding technology, plagiarism, absences etc.
6. Homework is part of the high school experience. If work is not completed during class time it will be expected to be completed as homework.
7. If students require help, they may make arrangements to meet with the teacher for help during lunch or after school. This will be at the teacher's discretion.