

Catholic District School Board Writing Partnership

Canadian and World Studies

Course Profile

World Geography: Urban Patterns and Interactions

Grade 12

College Preparation

CGU4C

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

World Geography: Urban Patterns and Interactions, CGU4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

This course examines cities around the world and the social, economic, and physical factors that shape them. Students will use geographic concepts, methods, and tools to examine such topics as urban structures and systems, spatial interactions, environmental impacts, rural-to-urban migration, cultural interactions, and urban problems.

How This Course Supports The Ontario Catholic School Graduate Expectations

A consistent theme found in the teachings of the Catholic Church concerns protecting and cherishing all life and creation. The Catholic Church teachings of stewardship and social justice and the principle of the common good are imbedded in the critical analysis of problems faced by cultures around the world. In understanding the physical and human systems of our world, students are able to reflect on the implications of human actions on natural systems and to adopt a personal ethic as stewards of creation. More specifically, in the study of urban environments and their impact on Mother Earth on both local and global scales, students learn how cities may grow through sustainable development. The skills acquired in this course increase students' awareness of local and global events, as well as those occurring in both developed and developing nations. These skills provide them with the opportunity to make informed decisions and foster the development of a citizen formed on the Catholic teachings of social responsibility.

Course Notes

This course fosters an awareness of the growing impact of urbanization on our planet. Utilizing a variety of teaching/learning strategies, this course addresses topics including urban images, infrastructure, influences, and economic/cultural identities of cities. In completing this course, students acquire an understanding of urban problems and their potential solutions.

This course profile clusters overall and specific expectations so that each strand weaves its way throughout the units. The units are developed thematically to allow for a logical breakdown of sub-topics into which the expectations fit. The teacher can clearly set out the topics to be covered. However, the teacher may alter the order of units to better suit the needs of their students.

Since the course is a study of urban environments, it is appropriate to take students on field trips or community walks. It is imperative for teachers to follow Board procedure regarding student health and safety during these out-of-school activities. Students should be reminded to act as per the School Board Code of Conduct.

Unit 4 deals with careers in urban planning and infrastructure. Obtaining guest speakers is recommended; suggestions include local urban planners, real estate agents, developers, college-level instructors, urban affairs journalists, and geographical information systems (GIS) analysts/technicians. These resource people can describe and give firsthand information to students.

As a culminating activity, students undertake an independent research inquiry at the end of Unit 5. The project uses previously-learned concepts and skills and leads to a greater understanding of the researched city.

Units: Titles and Time

Unit 1	Image of a City	25 hours
Unit 2	Urban Infrastructure	18 hours
Unit 3	Urban Influence on Surrounding Regions	17 hours
Unit 4	The Economic and Cultural Identity of a City	25 hours
* Unit 5	Finding Solutions to Urban Problems	25 hours

*This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Image of a City

Time: 25 hours

Unit Description

In this introductory unit to urban studies, students use a variety of concepts and theories to understand basic urban forms and functions. From investigating how the natural environment affects the location and development of settlements to urban processes at work, students analyse and synthesize forms of geographic knowledge that involve political and economic influences. In this way, students demonstrate their respect and understanding of the cultural heritage and pluralism of today's contemporary society. Students demonstrate a thorough understanding of the methods that shape the urban world. The use of organizers, GIS, and cartographic techniques facilitates this learning and allows students to communicate their knowledge successfully in a variety of ways.

Ontario Catholic School Graduate Expectations: 2a, 2b, 2c, 2d, 2e, 3b, 3e, 3f, 4c, 4f, 5a, 7g.

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.01, SS1.07, SS3.06, SS3.07 CGE2a, 3f, 7g	Knowledge/ Understanding	Urban Forms and Functions: What is a city? - investigation of the concepts of urban regions - analysis of the impact of politics, economics, and culture on urban development
2	HEV.01, SS3.02, HE1.01, HE1.02, SS1.03, GI2.06 CGE2b, 2c, 3f	Thinking/ Inquiry Communication	Site and Situation: How is the location of a city affected by its natural environment? - resource base, topography, essential needs - location of the top 25 cities
3	SSV.02, GCV.01, SS1.03, SS1.06, SS3.05, GC1.01, UC1.01 CGE2c, 2d, 3b	Thinking/ Inquiry Communication	Shaping of a City: How do human decisions affect the character of an urban environment? - investigation of the influence of social, political, cultural, and economic factors
4	SSV.01, GCV.01, UCV.01, GIV.01, SS2.02, SS3.04, GC2.01, GI3.04, HE2.01, SS2.03, GI2.02, UC1.02 CGE2c, 2d, 3f	Thinking/ Inquiry Communication Application	Urbanization: How is the process of urbanization changing human settlement patterns? - migration, rural/urban balance over time

Cluster	Learning Expectations	Assessment Categories	Focus
5	GIV.01, SSV.01, HEV.01, SS1.01, SS1.02, SS2.01, SS3.02, SS3.03, GI2.01, GI2.03, GI2.04 CGE2a, 2d, 3f	Communication Application	Urban Land Use: Where do functional zones exist within a city? - residential, open space, industrial
6	GIV.01, SS1.01, SS1.02, SS3.02, SS3.03, UC3.04, GI1.01, GI2.01, GI2.02, GI2.03, GI2.04 CGE2e, 3b, 3e, 4c, 4f, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Community Profile/Field Trip: Investigating the nearest urban centre - natural and human characteristics (As students examine natural and human characteristics, they may be able to tie this activity into their Christian Service Project, where they will be out in the community.)

Unit 2: Urban Infrastructure

Time: 18 hours

Unit Description

Students are introduced to the concept that cities function through a complex set of interrelated networks. These systems are in place to facilitate the flow of people, goods, and information, both within and between urban communities. Through the analysis of specific case studies, students become aware of the diversity of urban systems and services upon which urban dwellers depend. Particular attention is focused on the differences between urban infrastructure in the developed and developing worlds. Based on values founded on Catholic social teaching, students acquire an appreciation for the diversity and interdependence of the world's peoples and cultures. As their unit culminating activity, students investigate a specific urban system or service.

Ontario Catholic School Graduate Expectations: 1d, 1h, 2a, 2b, 2c, 3c, 3b, 3f, 4c, 4f, 7f.

Strand(s): Geographic Foundations: Space and Systems, Understanding and Managing Change, Methods of Geographic Inquiry

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.03, SS1.01, SS1.08, SS2.05, UC2.04 CGE2a, 3f	Knowledge/ Understanding Application	Urban Systems: What are the types of urban systems? - transportation, service systems
2	UCV.01, SS1.05, SS2.03, UC2.04, UC3.01, UC1.02, GI2.05 CGE2b, 2c, 3b, 4f	Communication Application	What is the human impact on urban infrastructure?
3	SSV.01, SSV.03, SS3.01, SS3.03, SS3.08, GI2.01 CGE3b, 4f	Thinking/Inquiry Application	Interurban Networks: How are cities connected?
4	UCV.02, UCV.03, UC3.03, GI1.02 CGE1d, 1h, 2a, 3c, 4f, 7f	Knowledge/ Understanding	Networks in the Developing World

Cluster	Learning Expectations	Assessment Categories	Focus
5	GIV.01, SS1.08, GI1.02, GI2.05, UC3.01 CGE2b, 2c, 4c, 4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Investigation of a Local Urban System - sanitation, water, sewage, transportation

Unit 3: Urban Influence on Surrounding Regions

Time: 17 hours

Unit Description

Students focus on the interrelationships between a city and its surrounding regions. After identifying and analysing characteristics of major urban systems around the world, students demonstrate an understanding of urban forms and functions using concepts and theories of spatial organization. Students focus on the environmental consequences of rural-to-urban migration, concepts of hinterland/foreland, movement of goods and people between cities, and shifting urban boundaries; they evaluate the capacity of selected urban-rural ecosystems to support population growth and economic development. Throughout the unit, students use data from a variety of sources to communicate different types of geographic information. At the end of the unit, students analyse the relationships between their own city, or the city which is closest and its surrounding area to gain respect for the wise use of the increasingly limited land resources, thus promoting the common good of God's creation.

Ontario Catholic School Graduate Expectations: 2a, 2b, 2d, 2e, 3b, 3c, 4f, 5a, 5f, 7g, 7i.

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	GCV.03, SS1.04, GC3.05, GC1.03, SS3.01, SS1.02 CGE2a, 2b, 7g	Knowledge/ Understanding	Interrelationships between City and Surrounding Region - distance decay, catchment areas, trade regions
2	GIV.01, UCV.02, SS2.04, HE2.01, HE3.03, GI2.05 CGE4f, 7i	Thinking/Inquiry Communication Application	Analysing the Impact of Urban Sprawl Students prepare and participate in a formal debate on an issue of urban sprawl.
3	SSV.01, SSV.03, UCV.02, SS3.08, GC2.04 CGE2b, 2d, 7g	Knowledge/ Understanding Communication	The Impact on Trends in Society - media, sports, fashion
4	GCV.03, UCV.02, GC3.05, GI2.04, GI2.05 CGE2e, 3b, 3c, 5a, 5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	A Case Study Using various media forms, such as videos or articles, students analyse a problem related to urban sprawl.

Unit 4: The Economic and Cultural Identity of a City

Time: 25 hours

Unit Description

In this unit, the learning expectations involve an interconnected web of social, cultural, political, and economic forces that shape the human environment. These forces vary in different parts of the world and therefore reference is made to urban settlements on a global scale, as well as to settlements in the local community. In studying these forces, the human impact and its related problems are critically analysed. The concepts of Catholic social teaching are reinforced by promoting equality, democracy, and solidarity to the study of diverse urban places. Students are given the opportunity to propose ways to make desirable changes by applying geographical skills and methodologies. Through this process, students explore potential career paths in geography and urban studies.

Ontario Catholic School Graduate Expectations: 2a, 2b, 2c, 2e, 3e, 4a, 3f, 5b, 5h, 5d, 7e, 7f, 7g.

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.02, GCV.02, UCV.01, GCV.01, SS3.03, GC1.01, GC1.02, GC3.04, SS2.03, GC2.02, GC3.01, HE1.03 CGE2a, 2b, 2c	Knowledge/ Understanding Application	Economic Engines: What is the role of economics in urban growth? - multiplier effect, multi-functional resource town, basic/non-basic, threshold population, Christaller's theory
2	SSV.02, GCV.02, GCV.01, SS1.06, SS3.03, GC1.01, GC1.02, GC2.03, GC3.02, GC3.03, UC1.03, UC2.01 CGE2a, 2b, 4a, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication	Cultural Diversity: Evaluating the impact of cultures on the characteristics of urban places - ethnic, stage in life cycle, income
3	SSV.02, GCV.01, UC2.01, GI3.01, UC1.05, UC1.02, HE1.03, UC1.04, GI2.08, GI3.05, GC3.04 CGE2a, 2c, 3f, 4a, 7e	Thinking/ Inquiry Application	Urban Politics: How do political decisions shape a city - day-care, social policy, adult education, policing, zoning, child labour
4	GIV.01, GIV.04, GI2.08, GI3.05, GC3.04 CGE2e, 3e, 5b, 5d, 5h	Communication Application	Identifying Careers in Urban Geography - urban planning, real estate, demography, geographical information systems
5	SSV.02, GIV.01, SS3.03, GI2.01, GC1.01, GC1.02, GC2.03, GC3.02 CGE2e, 5g, 5f, 3f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity – Census Data Analysis

Unit 5: Finding Solutions to Urban Problems

Time: 25 hours

Unit Description

In the final unit in the course, students focus on identifying and suggesting solutions to urban problems that occur in both developed and developing regions of the world. Students study the effects of both natural disasters and human activities on urban environments. They learn that the environment must be treated with respect and that there are ways to plan and work toward sustainable development in the future by acting as responsible stewards. The knowledge of these interdependent systems allows students to appreciate the development of a just and compassionate society in the future. Urban issues, such as homelessness, availability of affordable housing, opportunities for recreation in the inner city, and accessibility to essential services, are explored with sensitivity to the social/cultural/economic backgrounds of students. In the culminating activity, students effectively apply geographic skills, forecasting, problem solving, and planning principles to develop solutions for urban issues and problems.

Ontario Catholic School Graduate Expectations: 1e, 1h, 2c, 2d, 2e, 3a, 3c, 3f, 4a, 4e, 4f, 5a, 7d, 7i, 7f, 7g.

Strand(s): Human-Environment Interactions, Understanding and Managing Change,
Methods of Geographic Inquiry

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	UCV.02, UCV.03, HE3.02, HE3.01, UC2.02, GI1.02, GI2.03, GI2.06 CGE1e, 7f, 7i	Knowledge/ Understanding Thinking/ Inquiry Communication	Natural Disasters: How do environmental hazards affect selected urban and nearby rural regions? - hurricanes, mudslides, ice storms, flooding, volcanoes, tornadoes, tsunamis
2	HEV.02, HEV.03, UCV.02, UCV.03, HE2.02, HE2.03, HE3.01, HE3.03, UC2.02 CGE3a, 7f, 7g, 7i	Thinking/ Inquiry Communication	Human Impact/Environmental Issues: How do humans modify the environment? - urbanization, population growth, air and water pollution, resource development
3	UCV.02, UC2.03, HE1.03, GI1.02, GI3.01 CGE1e, 2e, 3c, 4a, 4f, 7d, 7i	Thinking/ Inquiry Communication Application	Sustainable Development: Investigating methods to manage change in meaningful and sustainable ways through advocacy - Sierra Club, Greenpeace, Pollution Probe, World Wildlife Federation
4	GIV.02, GIV.01, GIV.03, UCV.02, UCV.03, UC3.02, GI3.02, GI3.03, GI3.04, GI1.01, GI2.01, GI2.07 CGE1h, 2c, 2d, 3f, 4e, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Course Culminating Activity In groups, students research and report on various problems. - cultural, economic, political issues - Africa, Asia, Oceania

Teaching/Learning Strategies

Students explore the unique discipline of urban geography through a variety of teaching and learning strategies. Because urban geography is by nature multi-disciplinary, this course offers students opportunities to utilize and integrate knowledge and skills acquired not only from previous geography courses but also from other subject areas, such as Mathematics, English, and History. The following points pertain to this course:

- Geographic inquiry skills, such as collecting, organizing, analysing, and synthesizing information are a part of many activities and include the use of geotechnologies, such as remote sensing, global positioning systems, and GIS.
- Students have multiple opportunities to improve their skills in communication through presentations, reports, and the use of visual geographic tools, such as graphic organizers, maps, and diagrams.
- The Internet and Geographical Information Software (GIS) are useful tools for assisting students in meeting expectations. Teachers must be diligent in monitoring students' use of the Internet. Appropriate websites could be bookmarked for student use. Teachers review their Board's policy on safe and appropriate use of the Internet and review appropriate use with their students.
- Cooperative group learning is an important strategy fundamental to some activities, in particular those that involve group decision-making (e.g., strategies to control urban sprawl, decreasing grid-lock, improving life in cities in the developing world).
- As a culminating task, students produce a case study report that reinforces and synthesizes the essential understanding from each unit and provides a final opportunity to demonstrate the achievement of expectations.
- All students benefit from pre-reading discussions, posting of important vocabulary and terms, and reinforcement of oral instructions through the use of visual clues.
- Biblical references or reflections may be used to introduce an activity, using such themes as solidarity/compassion for the less fortunate.
- Students could write a prayer for human suffering as a result of recent world events.
- Numerous opportunities exist for a free and open exchange of ideas relating to urban development. Issues can be in the school's local area.

Teaching/learning strategies used throughout the course include, but are not limited to:

- Aerial Photo Analysis – examination of photographs of landforms for common characteristics;
- Brainstorming – group generation of initial ideas expressed without analysis or assessment;
- Case Study – investigation of a real or simulated problem;
- Classifying – grouping information according to an identified pattern;
- Cooperative Learning – small-group investigation or problem solving;
- Conferencing – student-to-student or student-to-teacher discussion;
- Computer-assisted Learning – use of a computer to learn or reinforce material (GIS);
- Diagrams – synthesizing concept information into visual illustration;
- Discussion/Debate – exchange of ideas on an issue for clarification of views;
- Field Trips – excursions for gathering and applying knowledge;
- Graphing – visual tool for problem solving;
- Guest Speakers – experts in the field;
- Lectures – dissemination of information by speakers or teachers;
- Mapping – representing physical, demographic, and/or numerical data through visual forms;
- Mind Mapping – mental images drawn on paper;
- Note Making – summarizing text;
- Organizers – an organized outline, based on a pattern, provided as direction to be followed leading to a desired product;
- Poster-Making – synthesizing information or concepts to deliver a message or advertisement;

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- Presentation/Report – oral, written, and visual presentations of researched topics to a specified audience;
 - Reading – periodicals, articles, journals, newspapers, magazines, or scripture for information on a selected topic or issue;
 - Statistical Analysis – collection, processing, and reporting of data;
 - Video Analysis – viewing with a purpose.

Assessment & Evaluation of Student Achievement

Assessment and evaluation of student performance are based on the clusters of expectations for each of the focus activities in the Unit Overview Charts. Assessment and evaluation techniques address a variety of student learning strategies, meet the expectations outlined in the policy document, are appropriate for assigned activities, and provide opportunity for students to assess and improve their own learning. Teachers make use of information provided from the assessment and evaluation process to critically evaluate whether the teaching strategies and the overall program are effectively meeting the expectations of the course and individual student learning needs. Activities in the sample units suggest both formative and summative evaluation strategies, as well as tools that teachers may employ in the classroom. A sample rubric is provided for unit-culminating activities. In the culminating Activity 5.4, samples of assessment and evaluation tools are provided. For example, students research and complete an individual written report. This report should be evaluated using a rubric or some other evaluation tool. Ongoing assessments occur as per unit description.

Throughout this course a variety of assessment strategies are employed including:

- **Personal Communication:** e.g., conferencing - Evidence of student learning through listening, questioning, responding, and explaining is assessed through student/teacher conferences. Conferencing allows teachers to assess communication and thinking skills.
- **Paper-and-Pencil Tests:** Paper-and-pencil tests are administered throughout the course. Teachers assess student achievement of knowledge and skills that meet specific expectations for this course.
- **Performance Assessment:** Students' ability to effectively apply and communicate their knowledge and skills is assessed. Student achievement of specific expectations is also assessed. This method can be used to evaluate and to provide opportunities for student improvement. Application and communication of knowledge and skills can be achieved through report writing, projects, presentations, demonstrations, graphic organizers, and portfolios.
Peer and Self-Editing: Teachers provide opportunities for students to improve by using formative assessment tools (e.g., checklists and rubrics). Performance assessment tools include rubrics, checklists, rating scales, marking schemes.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. This applies also to students who have not been identified as exceptional but are receiving Special Education programs and services and have an IEP.

IEPs for exceptional students provide teachers with specific learning and accommodation strategies that work best with individual students.

An additional resource for teachers is the *Curriculum Planner* Special Education Companion.

Computers: While regular access to computers, which run a GIS program and provide Internet access, is strongly recommended, accommodations can be made throughout the course so that the activities can be completed without the use of computers, if necessary.

Enrichment: There are numerous opportunities throughout the course for enrichment where the expectations can be extended in depth and breadth.

- Some expectations may be extended with the use of geotechnologies, such as GIS, or the use of presentation software. Articles may be supplemented with more challenging reading material.
- The history of ancient cities, such as Rome, Machu Picchu, and Athens, may be explored.

The proficiency levels outlined in *The Ontario Curriculum, Grades 9-12, English as a Second Language and English Literacy Development* provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. Many assessment tools for ESL/ELD students are formative, both in the assessment of understanding of concepts and the acquisition and practice of the specifically identified language forms necessary to express those concepts. The ESL/ELD learners' self-esteem and motivation to learn benefit greatly when courses allow expression of their individual skills, interests, and varied life experiences in their families, communities, and countries of origin. The subject should be introduced and presented in ways that focus on its relevance to ESL/ELD students' needs, be they communicative, such as language, day-to-day survival, social, physical, emotional, or cognitive. Teachers of students in ESL/ELD programs may find it useful to provide information and resources from students' home countries for tasks and assignments.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Books

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Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Alabama Maps – http://alabamamaps.ua.edu/map_index.html (base maps of world: Robinson's Projection is recommended)*

Canadian Communities Atlas – <http://cgdi.gc.ca/ccatlas> (information by and for Canadian schools)

Catholic Social Justice Lobby – www.networklobby.org

ESRI Canada – <http://esricanada.com> (information on GIS, as well as classroom activities)

Natural Resources Canada – http://maps.nrcan.gc.ca/main_e.html (topographic information on urban developments)

Statistics Canada – www.statcan.ca (a comprehensive educational resource made exclusively available to Canadian educational institutions at no charge)

The United Nations University: Urban Studies Publications – www.un.org/pubs/unu/urban97.htm*

The Weather Network – www.theweathernetwork.com

World Urbanization Prospects: The 1999 Revision – www.un.org/esa/population/publications/wup1999/urbanization.pdf*

www.jhuccp.org/pr/urbanpre.stm (articles on urban development)*

*These websites are valuable to teachers.

Software

ESRI Canada. *Arcview 3.X*. Available as Ministry-licensed software.

SimCity.

Videos

"Homelessness: Canada's Mean Streets." *CBC News in Review*, December 1998.

"The New Census: Who We Are." *CBC News in Review*, April 1993.

"The New Toronto: Is Bigger Better?" *CBC News in Review*, December 1997.

"Olympia & York: A Business Giant Stumbles." *CBC News in Review*, May 1992.

OSS Considerations

The Grade 12 World Geography: Urban Patterns and Interactions College Preparation course provides students with the opportunity to acquire skills and knowledge to pursue education and career goals and to carry out social responsibility. This course fulfils the requirement for an additional credit in Canadian and World Studies within the 18 compulsory credits required for an Ontario Secondary School Diploma in Section 3.1.1 (p.9) and Appendix 5 (p. 72) of *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*. This course provides students with learning experiences that are consistent with program goals outlined in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students relate their learning to personal aspirations and interests and to possible work and life roles. To reach this objective, teachers offer a range of career exploration activities (e.g., guest speakers and field trips to representative workplaces). In some situations, students may benefit from cooperative education and work experience. Cooperative education placements could be found in work with municipal government, local utilities, or emergency services. Ways to provide these opportunities are suggested in *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*, section 7.5, Cooperative Education and Work Experience (pp. 52-54).

This course also gives consideration to integrating technology across the curriculum (e.g., use of Internet in research and use of geotechnologies, such as GIS). Special consideration must also be given to exceptional students with a demonstrated need (accommodations when necessary). The community is used as a resource (visits to representative workplaces and points of local interest to urban geographers), as is the library/resource centre.

Coded Expectations, World Geography: Urban Patterns and Interactions, Grade 12, College Preparation, CGU4C

Geographic Foundations: Space and Systems

Overall Expectations

SSV.01 · demonstrate an understanding of urban forms and functions around the world, using concepts and theories of spatial organization;

SSV.02 · explain how social, political, cultural, and economic processes shape urban places;

SSV.03 · analyse the characteristics of major urban systems in different parts of the world.

Specific Expectations

Understanding Concepts

SS1.01 – describe the major categories of land use in cities;

SS1.02 – define and describe the territorial categories used in the analysis of urban areas (e.g., catchment areas, functional zones, trade regions);

SS1.03 – explain why urban places around the world are different from one another;

SS1.04 – demonstrate an understanding of concepts and processes of spatial interaction between urban places (e.g., intervening opportunities, complementarity, distance decay);

SS1.05 – demonstrate an understanding of the social, political, cultural, and economic patterns and systems that influence the development of cities;

SS1.06 – describe how culture (e.g., place names, gender roles, resource use, food preferences, belief systems) affects the characteristics of places;

SS1.07 – explain what a city is and how several criteria can be used to define urban regions;

SS1.08 – identify types of urban systems (e.g., transportation, service systems).

Developing and Practising Skills

SS2.01 – explain selected theories of urban structure (e.g., concentric zone, sector, and multiple node theories) and apply them to major cities;

SS2.02 – illustrate changes in the distribution of urban agglomerations of five million or more inhabitants over time (e.g., 1950, 1975, 2000);

SS2.03 – explain how the quantity and nature of urban functions change at different levels of the urban hierarchy, from village to megalopolis;

SS2.04 – explain why urban boundaries change (e.g., as a result of shifts in population, production, and/or market patterns);

SS2.05 – compare urban service systems in a North American city to those in a South Asian or African city.

Learning Through Application

SS3.01 – apply concepts of spatial interaction effectively to explain selected global and regional movements of goods and people between cities;

SS3.02 – analyse relationships between function and location, topography, transportation, and other factors in the functional zones (e.g., residential, open space, industrial) of an urban area;

SS3.03 – analyse the distributions of selected characteristics of an urban area (e.g., land use, ethnic groups, population structure) and explain the reasons for the observed patterns;

SS3.04 – compare variations in the rate of urbanization in selected regions of the world and explain the reasons for the differences;

SS3.05 – develop cultural and economic profiles for selected cities in Asia, Africa, or Oceania that are at different stages of development (e.g., village-linked, resource-based, industry-based, diversified) and identify similarities and differences;

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- SS3.06** – explain how the character of a place is shaped by economics, politics, and population (e.g., Singapore as a city state, Moscow as a political centre);
- SS3.07** – compare urban areas in different continents, using a variety of criteria;
- SS3.08** – explain how a city influences its surrounding areas (e.g., transportation systems, trade, communications).

Human-Environment Interactions

Overall Expectations

- HEV.01** · explain how the natural environment affects the location and development of settlements;
- HEV.02** · explain how humans modify the environment for urban needs;
- HEV.03** · assess the effects of human activities on urban and regional ecosystems and propose solutions to urban environmental problems.

Specific Expectations

Understanding Concepts

- HE1.01** – demonstrate an understanding of the locational advantages and disadvantages of different city sites (e.g., within the Nile or Brahmaputra flood plains, in coastal wetland zones, at river crossings) and their effects on urban growth;
- HE1.02** – explain how urban places (e.g., Amsterdam, Hong Kong, Tokyo) are made distinctive by human activities that alter physical features;
- HE1.03** – explain how changes in political, economic, and social policy affect selected urban environments.

Developing and Practising Skills

- HE2.01** – evaluate the capacity of selected urban and rural ecosystems to support population growth and economic development;
- HE2.02** – explain the causes of migrations and their effects on the environment and on human activities in both rural and urban areas;
- HE2.03** – analyse the effects of population growth and urbanization on selected cities and/or regional ecosystems (e.g., air and water pollution, urban sprawl, destruction of wildlife habitat) and propose solutions to these problems.

Learning Through Application

- HE3.01** – analyse the environmental advantages and disadvantages of urbanization in selected areas (e.g., Nile River valley, Atlantic coast of Canada);
- HE3.02** – explain how environmental hazards (e.g., earthquakes, floods) affect selected urban and nearby rural regions;
- HE3.03** – analyse the environmental consequences of rural-to-urban migration on a selected city and its surrounding region (e.g., Lagos, Mumbai/Bombay).

Global Connections

Overall Expectations

- GCV.01** · analyse the influence of culture, politics, and economics on the development of urban settlements in different parts of the world;
- GCV.02** · explain the factors influencing cultural and economic convergence/divergence in relation to urban settlements in different parts of the world;
- GCV.03** · analyse the interrelationships between a city and its surrounding region and between cities and regions of the world.

Specific Expectations

Understanding Concepts

GC1.01 – demonstrate an understanding of how culture and economics influence the development of settlements;

GC1.02 – identify examples of cultural, political, and economic factors that contribute to cooperation or conflict in urban regions;

GC1.03 – explain how a city and its hinterland/foreland benefit each other (e.g., Tokyo, Singapore, Capetown).

Developing and Practising Skills

GC2.01 – compare rates of urbanization in Europe, Asia, Africa, Oceania, and the Americas from 1900 to the present;

GC2.02 – analyse selected examples of the role of cities in the spread of major cultural and economic ideas and activities (e.g., world soccer, religions);

GC2.03 – analyse the geographic spread of urban traits and explain how they contribute to cultural and economic convergence (e.g., ethnic restaurants, golf, retailing franchises) and divergence (e.g., ethnic ghettos, migrants' remittances);

GC2.04 – assess a city's influence on its surrounding region, using diverse criteria (e.g., newspaper circulation, transport services).

Learning Through Application

GC3.01 – research and report on the positive and negative implications for cities of dependence on a single function (e.g., resource processing, education, military base);

GC3.02 – assess the impact of selected economic, linguistic, religious, or ethnic concerns on a Canadian city (e.g., Toronto, Montreal, Vancouver);

GC3.03 – explain the roles that culture and economics play in incidents of cooperation and conflict in a selected city (e.g., Belfast, Kuala Lumpur);

GC3.04 – compare economic opportunities for men, women, and children in selected urban regions (e.g., Cairo, Calcutta, Beijing);

GC3.05 – analyse the relationships between their own city, or a nearby city, and its surrounding region.

Understanding and Managing Change

Overall Expectations

UCV.01 · assess the impact of human migrations on urban systems and patterns;

UCV.02 · analyse problems of large urban areas and propose ways to make desirable changes;

UCV.03 · assess various ways of managing urban change in Africa, Asia, or Oceania.

Specific Expectations

Understanding Concepts

UC1.01 – explain how people's changing perceptions of urban places and regions reflect cultural and economic change;

UC1.02 – assess the impact of large inflows of migrants on urban areas (e.g., shantytowns; stresses on education, sanitation, and transportation);

UC1.03 – identify the causes of internal disputes between cultural groups in selected cities (e.g., Jerusalem, Jakarta, Kigali);

UC1.04 – explain how different points of view and self-interest play a role in conflicts over urban issues (e.g., airport relocations, urban parks, core redevelopment);

UC1.05 – demonstrate an understanding of how assistance programs (e.g., development, disaster relief) can have both positive and negative impacts on urban areas.

Developing and Practising Skills

- UC2.01** – assess the political, economic, and social impacts of ethnic enclaves in urban areas, including Canadian cities;
- UC2.02** – identify major problems in selected megalopoli (e.g., Tokyo-Kobe, Ruhr-Rhine) and analyse the causes and consequences;
- UC2.03** – propose ways to manage change in meaningful, efficient, and sustainable ways for people in selected urban areas in Africa, Asia, or Oceania;
- UC2.04** – explain how human mobility, interdependence, and integration can be facilitated through transportation and infrastructure systems (e.g., subway systems in Tokyo, Ankara, Singapore).

Learning Through Application

- UC3.01** – propose changes that could be made to solve the service problems (e.g., sanitation, road maintenance, policing) of megalopoli or major world cities;
- UC3.02** – research and report on examples of the use of regional and rural planning to reduce regional disparities and improve economic and social well-being in a selected country (e.g., India, China);
- UC3.03** – explain how Canadian transportation and communication knowledge and techniques could help to solve urban problems in Africa, Asia, or Oceania;
- UC3.04** – produce a plan for an effective new urban environment (e.g., a new town or suburb).

Methods of Geographic Inquiry

Overall Expectations

- GIV.01** · apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information related to urban geography;
- GIV.02** · conduct an independent inquiry that applies geographic knowledge, skills, and methods to a study of urban places and patterns, with a focus on Asia, Africa, or Oceania;
- GIV.03** · use forecasting, problem-solving, and decision-making models and planning principles effectively to develop solutions for urban problems and issues;
- GIV.04** · identify potential careers and employment possibilities in geography and urban studies.

Specific Expectations

Understanding Concepts

- G11.01** – demonstrate an understanding of the geographic inquiry process;
- G11.02** – identify ways in which geographic knowledge, skills, and technologies may be used to address urban problems.

Developing and Practising Skills

- G12.01** – create and interpret maps that use a variety of cartographic techniques (e.g., choropleths, symbols) to compare global urban patterns;
- G12.02** – analyse aerial photographs, remote sensing images, maps, diagrams, and charts to interpret urban trends (e.g., evolving social, cultural, economic, and political characteristics);
- G12.03** – use geographic information systems to conduct analyses, synthesize information, and make presentations;
- G12.04** – communicate geographic information in a variety of ways (e.g., written, oral, audio-visual);
- G12.05** – assess the relevance and bias of data gathered from different sources;

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- GI2.06** – use graphic organizers effectively to analyse, synthesize, and present information related to an urban problem or development;
- GI2.07** – evaluate forecasting, problem-solving, and decision-making models to determine which are most suitable for their independent inquiry;
- GI2.08** – use the Internet and other information technologies to gather information on careers and employment related to geography and urban studies.

Learning Through Application

- GI3.01** – evaluate the positions of various interest groups on a selected urban issue;
- GI3.02** – undertake an independent inquiry, using key concepts and methods presented in this course, that involves a political, economic, cultural, or social issue relating to an urban region in Africa, Asia, or Oceania;
- GI3.03** – where possible, apply the conclusions reached in the independent inquiry to practical situations in the community or region studied;
- GI3.04** – forecast the ways in which cities will have changed by the year 2020;
- GI3.05** – analyse the educational requirements, job descriptions, current opportunities, and future prospects for a selected career related to geography and urban studies.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 5: Finding Solutions to Urban Problems

Time: 25 hours

Unit Description

As the final unit in the course, students focus on identifying and suggesting solutions to urban problems that occur, in both developed and developing regions of the world. Students study the effects of both natural disasters and human activities on urban environments. They then realize that the environment must be treated with respect and that there are ways to plan and work toward sustainable development in the future by acting as responsible stewards. The knowledge of these interdependent systems allows students to appreciate the development of a just and compassionate society in the future. Urban issues, such as homelessness, availability of affordable housing, opportunities for recreation in the inner city, and accessibility to essential services, are explored with sensitivity to the social/cultural/economic backgrounds of students. In the culminating activity, students effectively apply geographic skills, forecasting, problem solving, and planning principles to develop solutions for urban issues and problems.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
5.1 Effects of Natural Disasters on Cities 5 hours	UCV.02, UCV.03, HE3.02, HE3.01, UC2.02, GI1.02, GI2.03, GI2.06 CGE1e, 7i, 7f	Knowledge/ Understanding Thinking/ Inquiry Communication	1. What are natural disasters? 2. Create a suitable list of the world's largest cities. 3. Identify potential natural disasters. 4. Dealing with the problems. 5. Map cities and potential hazards. 6. Add nearest major city to the study. 7. How do cities deal with the problems?
5.2 Human Impact on the Urban Environment 5 hours	HEV.02, HEV.03, UCV.02, UCV.03, HE2.02, HE2.03, HE3.01, HE3.03, UC2.02 CGE3a, 7f, 7g, 7i	Thinking/ Inquiry Communication	1. What are the human impacts of urbanization? 2. Video study. 3. Examine the world's largest cities. Why are they vulnerable? 4. Research issues and solutions to human impact.
5.3 Sustainable Development 5 hours	UCV.02, UC2.03, HE1.03, GI1.02, GI3.01 CGE1e, 2e, 3c, 4a, 4f, 7d, 7i	Thinking/ Inquiry Communication Application	1. What is sustainable development? 2. Work out ecological footprint for each student. 3. How do cities deal with sustainable development? 4. Explore the responsibilities of various organizations in dealing with pollution, homelessness, and stress on the environment. Comment on the success/failure of the organization.

Activity	Learning Expectations	Assessment Categories	Tasks
5.4 Culminating Activity – Urban Problems in Asia, Africa and Oceania (group work) 10 hours	UCV.02, UCV.03, UC3.02, GI3.02, GI3.03, GI3.04, GIV.02, GIV.01, GIV.03, GI1.01, GI2.01, GI2.07 CGE1h, 2c, 2d, 3f, 4e, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ol style="list-style-type: none"> How can the site/situation of a city contribute to urban problems? Examine the impact of population growth on the infrastructure of the city. Identify a political, economic, cultural, or social issue in the city. Forecast ways in which the city will change by the year 2020.

Activity 5.1: Effects of Natural Disasters on Cities

Time: 5 hours

Description

Students become aware of the impact of natural disasters on the world’s largest cities as well as their own communities. The activity begins with an overview of the various natural forces that affect our world, such as earthquakes, volcanic eruptions, severe weather events, tsunamis, floods, and landslides. Students investigate the specific forces of nature to which the world’s 25 largest cities are subjected. They also form an awareness of the vulnerability of urban environments to the power of nature. This helps develop a stronger sense of solidarity and stewardship with the victims of these events, both in the developed and developing world. Students investigate the range of natural disasters to which their nearest urban centre is prone. Particular attention is given to how cities around the world plan and prepare for their inevitable encounters with these overwhelmingly powerful environmental hazards.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations

CGE1e - speak the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it (Witness to Faith);
CGE7f - respect and affirm the diversity and interdependence of the world’s people’s and cultures;
CGE7i - respect the environment and use resources wisely.

Overall Expectations

UCV.02 - analyse problems of large urban areas and propose ways to make desirable changes;
UCV.03 - assess various ways of managing urban change in Africa, Asia, and Oceania.

Specific Expectations

HE3.01 - analyse the environmental advantages and disadvantages of urbanization in selected areas (e.g., Nile River valley, Atlantic coast of Canada);
HE3.02 - explain how environmental hazards (e.g., earthquakes, floods) affect selected urban and nearby rural regions;
UC2.02 - identify major problems in selected megalopoli (e.g., Tokyo-Kobe, Ruhr-Rhine) and analyse causes and consequences;
GI1.02 - identify ways in which geographic knowledge, skills, and technologies may be used to address urban problems;

GI2.03 - use geographic information systems to conduct analyses, synthesize information, and make presentations;

GI2.06 - use graphic organizers effectively to analyse, synthesize, and present information related to an urban problem or development.

Prior Knowledge & Skills

- Students understand spatial organization components, such as place, location, region, and pattern.
- Students understand the concept of an urban agglomeration.
- Students have a general understanding of the ways natural systems interact with human systems.
- Students have a working knowledge of thematic map interpretation.
- Students have skills in note taking and creating organizers and an ability to interpret statistics and data.
- Students should have some practice in giving short oral reports supported by audio-visual aids.

Planning Notes

- Prepare a Socratic lesson outlining the variety of natural disasters that affect our planet and the locations that are most vulnerable to these forces. Include a visual presentation and notes.
- Select a variety of short video clips to demonstrate the power of nature's forces (see Resources). Include evidence of how urban communities plan and prepare for these events.
- Choose current articles about the impact of natural disasters in Africa, Asia, and/or Oceania (see Resources).
- Find an up-to-date list of the world's 25 largest cities and their populations (see Resources).
- Arrange time in the library/resource centre and/or access to computers to undertake basic research.
- Provide a suitable world map on which students can record the location of the largest cities.
- Prepare an organizer, in chart form, on which students record the results of their analysis of the natural forces that affect each of the world's largest cities.
- Consider bringing in a guest speaker from the municipal government who could address issues concerning emergency preparedness in the local community.

Teaching/Learning Strategies

1. In a Socratic lesson, the teacher introduces students to the wide range of natural disasters that affect our planet. The teacher shows a variety of brief video clips and reviews current newspaper articles to highlight the power of these forces and to demonstrate how communities around the world are dealing with them. Students record a summary note of this lesson.
2. Students identify the location of the world's largest cities on a base map. Particular note is made of the cities located in Africa, Asia, and Oceania. It is recommended that the base map is either a Peter's Projection or Robinson's Projection.
3. Students are provided with an organizing chart (Appendix 5.1.1) listing the world's 25 largest urban areas and their populations. Each student is assigned a particular city to investigate. Using a variety of resources (e.g., Internet, atlases), students research the types of natural disasters that have affected their community in the past and are likely to occur again. Students also investigate what the city is doing to plan and/or prepare for future catastrophes (e.g., building code amendments, construction of tsunami barriers, emergency-planning exercises).
4. Students prepare a brief summary of the results of their research utilizing appropriate audio-visual aids (e.g., overhead projector, slide projector, video clip, demonstration of website). Each student records a brief summary of the results of each presentation on the organizer.

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5. As a wrap-up, the class brainstorms ideas about the range of natural disasters that their own community has faced or could face in the future. An article, such as “Ecological Challenge to Catholic Social Teaching” from *Shaping a New World*, may be used. A summary note is formulated, highlighting the nature of these natural catastrophes and the resulting impact they had or may have on the community. For example, the impact of Hurricane Hazel sparked the formation of local conservation authorities in southern Ontario. The teacher may bring in a representative from the municipal government to talk about emergency planning in the local community.

Assessment & Evaluation of Student Achievement

- The summary chart is assessed formatively for completeness and accuracy. A checklist could be used based upon the expectations used to design this task.
- The audio-visual presentation is evaluated summatively using a rubric.

Accommodations

- Ensure students write information into notes and check that the daily assignments are recorded in their planner.
- Provide copies of class notes or provide a scribe.
- Allow more time and provide basic organizers.
- Discuss and give examples of new vocabulary, especially for ESL students.
- Allow students to work with a suitable partner.
- Use a closed-captioning device for students with hearing impairments.
- For enrichment, students use a GIS program, such as *Arcview*, to map the relationship between the location of the world’s largest cities and global patterns of natural hazards (e.g., major fault lines, active volcanoes, tropical storm tracks).
- If applicable, allow students in ESL/ELD programs to research the city they are from even if it does not meet the top 25.

Resources

Brinkhoff, Th. “The Principal Agglomerations of the World.” <http://www.citypopulation.de>

“Cyclone.” *National Geographic Video*, 1995.

“Earthquakes in Canada?” Natural Resources Canada.

“Earthquakes: The West Coast threat.” *CBC News in Review*, April 2001.

Grescoe, Taras. “The Saguenay Floods.” *Canadian Geographic*, V. 117, No. 2 (March/April 1997): pp. 28-40.

Harris, Eric. “Stuck Powerless by the Weather.” *Canadian Geographic*, V. 118, No. 2 (March/April 1998): pp. 38-45.

“Hurricane Andrew” *CBC News in Review*, October 1992.

“The Ice Storm.” *CBC News in Review*, March 1998.

“In the Shadow of Vesuvius.” *National Geographic Video*, 1987.

“Killer Wave: Power of the Tsunami.” *National Geographic Video*, 1997.

Network Education Program. “Shaping a New World: A Challenge for the 21st Century,” 6th ed. Contains an outline of Catholic social justice teachings and direction on how to develop societal structures based on the gospel of Jesus.

“The Manitoba Flood: No high ground.” *CBC News in Review*, September 1997.

Pindera, Greg. “Red River Dance.” *Canadian Geographic*, V. 117, No. 4 (July/August 1997): pp. 52-62.

“The Quebec Floods: A natural disaster?” *CBC News in Review*, September 1996.

“The San Francisco Earthquake!” *ABC News*, 1989.

Shilts, Elizabeth. “Toronto’s Seismic Secrets.” *Canadian Geographic*, V. 116, No. 6 (November/December 1996): pp. 50 –60.

Stanford, Quentin H., ed. *Canadian Oxford School Atlas*, 7th ed. Don Mills: Oxford University Press, 1998. ISBN 0-19-540895-0

“Volcano!” *National Geographic Video*, 1989.

Appendix 5.1.1

The Impact of Natural Disasters on the World's Largest Cities (student worksheet)

(for up-to-date population data, see www.citypopulation.de)

	City	Population (millions)	Natural Disasters	City's Response to Disaster: preparation, planning, and/or prevention
1	Tokyo	34.7		
2	New York	21.5		
3	Seoul	20.4		
4	Mexico City	19.5		
5	Sao Paulo	18.6		
6	Osaka	18.0		
7	Los Angeles	16.7		
8	Bombay	16.7		
9	Cairo	14.9		
10	Jakarta	13.5		
11	Buenos Aires	13.5		
12	Calcutta	13.4		
13	Moscow	13.2		
14	Delhi	13.2		
15	Manila	12.8		
16	Shanghai	12.0		
17	London	11.9		
18	Rio de Janeiro	11.3		
19	Karachi	11.0		
20	Istanbul	10.7		
21	Tehran	10.7		
22	Dhaka	10.0		
23	Paris	9.8		
24	Chicago	9.3		
25	Beijing	8.6		

Activity 5.2: Human Impact on the Urban Environment

Time: 5 hours

Description

Humans have very little control over the damage created by natural disasters. Their impact is usually seen in the aftermath through heroic rescue efforts and massive clean-up operations. The impact of humans on their cities can be damaging. Urban sprawl and our increasing ecological footprint affects the natural ecosystems. For example, Tokyo summer rainfall has increased over the last twenty years because the built-up area has created an urban island effect, heating up the air and increasing the moisture, resulting in more rainfall. Through an investigation of an area experiencing rapid growth (e.g., school, neighbourhood) and exploring possible solutions to its expansion, students make a connection to the city they live in or the closest city and to major cities around the world. This knowledge allows them to apply solutions to urban sprawl. Students examine the impact urbanization has on the environment. Students have the opportunity to develop or affirm a respect for the environment and encourage the wise use of resources.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Global Connections,
Understanding and Managing Change, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations

CGE3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE7f - respect and affirm the diversity and interdependence of the world's peoples and cultures;

CGE7g - respect and understand the history, cultural heritage, and pluralism of today's contemporary society;

CGE7i - respect the environment and use resources wisely.

Overall Expectations

HEV.02 - explain how humans modify the environment for urban needs;

HEV.03 - assess the effects of human activities on urban and regional ecosystems and propose solutions to urban environmental problems.

Specific Expectations

HE2.02 - explain the causes of migrations and their effects on the environment and on human activities in both rural and urban areas;

HE2.03 - analyse the effects of population growth and urbanization on selected cities and/or regional ecosystems (e.g., air and water pollution, urban sprawl, destruction of wildlife habitat) and propose solutions to these problems;

HE3.01 - analyse the environmental advantages and disadvantages of urbanization in selected areas (e.g., Nile River valley, Atlantic coast of Canada);

HE3.02 - explain how environmental hazards (e.g., earthquakes, floods) affect selected urban and nearby rural regions;

HE3.03 - analyse the environmental consequences of rural-to-urban migration on a selected city and its surrounding region (e.g., Lagos, Mumbai/Bombay);

UC2.02 - identify major problems in selected megalopoli (e.g., Tokyo-Kobe, Ruhr-Rhine) and analyse the causes and consequences.

Prior Knowledge & Skills

- An ability to interpret statistics and data is required.
- Students have knowledge of graphing techniques as well as an ability to effectively analyse various types of information (e.g., maps, pictures, written work, and statistics).
- Students are familiar with cooperative learning skills as well as individual accountability.
- Prior note-taking skills are essential.

Planning Notes

- Select a video relating to urban sprawl (see Resources).
- Choose a few articles relating to the top 25 cities. (Appendix 5.1.1)
- Prepare and photocopy a worksheet for students to complete during the viewing of the video (see Appendix 5.2.1 – Question Sheet for Video).
- Reserve the library/resource centre and arrange access to computers for research purposes.
- See Resources to bookmark websites for possible web searches.

Teaching/Learning Strategies

1. As a class, students brainstorm the ramifications of an expansion of their school to twice its normal size. The teacher prompts for factors regarding the school's infrastructure. Factors may include: more washrooms, showers, and sinks (water supply/sewage); larger garbage storage area (landfill capacity); loss of playing field (loss of farm land); poorer air quality (air pollution); overcrowding in hallways leading to more lates (crowded highways, longer commute time); noisier cafeteria and library (noise pollution); and more pavement (increasing run-off). The discussion should lead to students realizing the impact of expansion on the quality of life for everyone.
2. The class views a video on the effects of urban sprawl and completes a worksheet. The teacher stops the video at important spots to point out information and stress points for reflection. The teacher and students discuss the video and mention other problem areas around the world, such as Tokyo-Kobe, Ruhr-Rhine, and the Nile River. The teacher highlights how migration to the cities is the root cause of urbanization, leading to a discussion of what is actually drawing people to the cities (e.g., jobs, economic opportunity, hope).
3. The teacher distributes Appendix 5.2.2 – Human Impact on the World's Largest Cities. The focus is on the cities in Africa, Asia and South America; students pick a city to research. They gather a list of major issues in the cities and solutions that are being presented. These issues are presented in groups to the rest of the class in seminar format or another technique.

Assessment & Evaluation of Student Achievement

- The teacher formatively assesses for participation during brainstorming/discussion.
- Student responses to the video worksheet are summatively assessed.
- The teacher formatively assesses the notes taken during class.
- Using a teacher-developed rubric, the teacher summatively evaluates each student's demonstration of achievement of the expectations during group presentations.

Accommodations

- Students may demonstrate expectations in a different manner/time frame.
- Use a closed-captioning device for students with hearing impairments.
- For enrichment, students use urban planning software (e.g., *Sim City*, Esri GIS).

Resources

Blore, Shawn. "Urban Village." *Canadian Geographic*, V. 121, No. 6 (November/December 2001): pp. 72-80.

Canada and the World Backgrounder, Volume 61, No.5 March 1996. (whole issue on cities)

Cartwright, Fraser. *Urban Dynamics*. Toronto: Oxford University Press, 1991.

Clark, Bruce and John Wallace. *Making Connections: Canada's Geography*. Prentice Hall Ginn Canada: Scarborough, 1999.

ESRI Canada – www.esricanada.com

"Lost in the Suburbs." *The Nature of Things*, CBC Television.

"Megacities." *Time Magazine*, January 11, 1993.

National Geographic – www.nationalgeographic.com/eye/impact.html (article on human impact)

Stanford, Quentin H., ed. *Canadian Oxford School Atlas*; 7th ed. Don Mills: Oxford University Press, 1998.

Statistics Canada – www.statcan.ca

Urban Renewal of Canada. Toronto: TVOntario. BPN 391101.

The United Nations University: Urban Studies Publications – www.un.org/pubs/unu/urban97.htm

www.jhuccp.org/pr/urbanpre.htm (articles on urban development)

Appendix 5.2.1

Question Sheet for Video Nature of Things – Lost in the Suburbs

Name:

1. List some of the reasons people gave for leaving downtown and moving to the suburbs.
2.
 - a) How is the infrastructure in the suburbs paid for?
 - b) Is this considered an adequate way of funding? Why?
3. Describe the major issue facing Fresno and Modesto California.
4. “Cars drive sprawl.” According to the video, how much does it cost to maintain a kilometre of roadway in Vancouver?
5. What are some of the problems facing Mexico City?
6. Portland has been looked upon as a model for urban expansion. What have they done right?

Appendix 5.2.2

Human Impact on the World's Largest Cities (student worksheet)

(for up-to-date population data, see www.citypopulation.de)

	City	Population (millions)	Human Impact	Possible Solutions/Suggestions for Stewardship
1	Tokyo	34.7		
2	New York	21.5		
3	Seoul	20.4		
4	Mexico City	19.5		
5	Sao Paulo	18.6		
6	Osaka	18.0		
7	Los Angeles	16.7		
8	Bombay	16.7		
9	Cairo	14.9		
10	Jakarta	13.5		
11	Buenos Aires	13.5		
12	Calcutta	13.4		
13	Moscow	13.2		
14	Delhi	13.2		
15	Manila	12.8		
16	Shanghai	12.0		
17	London	11.9		
18	Rio de Janeiro	11.3		
19	Karachi	11.0		
20	Istanbul	10.7		
21	Tehran	10.7		
22	Dhaka	10.0		
23	Paris	9.8		
24	Chicago	9.3		
25	Beijing	8.6		

Activity 5.3: Sustainable Development

Time: 5 hours

Description

Students review and note many of the problems that exist in large urban areas. These problems should reflect a broad cross-section of interdependent systems. At this time, it is important that students can link each problem to a specific human activity. They must think reflectively and creatively to realize that in order for human life to continue to thrive, people must make choices that reflect sustainable development. In keeping with teachings of the Catholic Church regarding social responsibility, students are provided with opportunities to express their sense of social accountability. This awareness of human actions now and in the future fosters the respect and dignity for the welfare of others, both at home and in the developing world. In a GIS activity, students explain how changes in political, economic, and social policy could affect urban environments. These changes often come about with the help of advocacy groups who create awareness of the problem. Students identify the main purpose of some of these groups and the role they play in helping to create a sustainable environment.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Human-Environment Interactions, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations

CGE1e - speak the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it” (Witnesses to Faith);
CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE3c - think reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4f - apply effective communication, decision-making, problem-solving, time, and resource management skills;
CGE7d - promote the sacredness of life;
CGE7i - respect the environment and use resources wisely.

Overall Expectations

UCV.02 - analyse problems of large urban areas and propose ways to make desirable changes.

Specific Expectations

UC2.03 - propose ways to manage change in meaningful, efficient, and sustainable ways for people in selected urban areas in Africa, Asia, or Oceania;
HE1.03 - explain how changes in political, economic, and social policy affect selected urban environments;
GI1.02 - identify ways in which geographic knowledge, skills, and technologies may be used to address urban problems;
GI3.01 - evaluate the positions of various interest groups on a selected urban issue.

Prior Knowledge & Skills

- Students are familiar with the urban structure and infrastructure of urban developments.
- Students have a working knowledge of GIS and thematic map interpretation.
- Students have prior skills in note taking and creating organizers.
- Students require familiarity with small-group cooperative learning procedures and individual accountability.
- Students should have some practice in giving short oral reports.

Planning Notes

- Provide examples of problems in urban settlements.
- Prepare a Socratic lesson on sustainable development, complete with definitions and key terms.
- Arrange for computers and prepare an analysis worksheet for the GIS activity.
- Choose articles about sustainable development in Africa, Asia, and/or Oceania (see Resources).
- Arrange time in the library/resource centre and computers for researching organizations.
- Prepare key ideas and a list of organizations for students to research and report on.
- Photocopy the organizer for group presentations. (See Appendix 5.3.2 – Student Organizer for Group Presentations on an Organization.)
- Prepare a peer assessment checklist for Teaching/Learning Strategy 5.

Teaching/Learning Strategies

1. As a class, students brainstorm and review a list of problems created by urban settlements (e.g., a major urban settlement in the area of their district school board). The teacher guides the discussion to include problems that reflect interdependent systems (e.g., garbage, air pollution, water pollution, noise pollution, degrading natural ecosystems, pesticides/herbicides). In smaller groups, students complete a list of human activities that result in these problems and how they may be addressed. Use of an organizer would be useful.
2. Students participate in a Socratic lesson on sustainable development. They record notes and definitions as appropriate (e.g., ecological footprint, carrying capacity, sustainability). Discussion includes sustainable development on local, regional, and global scales. Students are reminded and given examples of the urban problems that are escalating as a result of the huge ecological footprints being left on the environment.
3. Individually, students complete a questionnaire dealing with their ecological footprint. A questionnaire may be obtained from <http://www.EcoVoyageurs.com>. In groups, students formulate ways in which they can reduce their own ecological footprints on the environment. In discussing these group conclusions, the teacher asks students to apply this knowledge to a larger scale and look at a local urban environment. Students suggest ways that cities deal with sustainable development (e.g., urban planning to include preservation of natural ecosystems, such as woodlots and ravines; banning pesticide use). The teacher ensures students are recording information by giving them an outline of sub-topics to follow. Students then read an article about sustainable development in Africa, Asia and/or Oceania and record pertinent information. (See Resources for websites with articles.)
4. Students are introduced to an activity using *ArcView*. In this activity, students are asked to be a part of the expansion of a waste disposal plant that is to pursue a recycling operation. The activity investigates the relationship between investment and use of recycling. The student's goal is to see if more people will recycle if more money is invested. Students draw conclusions based on their findings. The teacher prepares an analysis worksheet for students to complete throughout the activity for evaluation. (See the ESRI Canada website for a complete lesson.)

-
5. In groups, students are given an organization that deals with urban problems and complete a list of criteria about the organization. Criteria should include: the mission statement of the organization; a brief history; the countries they operate in (developed/developing); and if the organization is successful in promoting sustainable development. Students spend a couple of days researching and then report their findings to the class in an oral/visual presentation. Each student records group information in an organizer (see Appendix 5.3.2). A peer assessment of presentations may be included. Organizations include Greenpeace, Green Party, local government committees, Pollution Probe, World Wildlife Fund, Ducks Unlimited, local environmental groups, and the Canadian Catholic Organization for Development and Peace (CCODP). In a guided class discussion, students conclude what can be done to promote sustainability in their local community, as well as in Africa, Asia, and Oceania.

Assessment & Evaluation of Student Achievement

- The teacher formatively assesses organizers and the ecological footprint exercise.
- The teacher formatively assesses students' ability to work cooperatively on the GIS activity and their participation in group/class discussions. (see Appendix 5.3.2)
- The teacher summatively evaluates the article review and the GIS activity conclusions. The presentation is peer assessed.

Accommodations

- Provide alternative reading materials that deal with the same concepts but at the appropriate level.
- Allow the use of computer and templates for organizing information.
- For group reports, allow students to use a cooperative environment with their team and allow for practice time.
- Discuss and give examples of new vocabulary, especially for students in ESL/ELD programs.
- Allow students to work with a suitable partner, if necessary.
- For enrichment, students could use a GIS program, such as *Arcview*, to explain how changes in political, economic, and social policy could affect the health of urban environments.

Resources

Centre for Sustainability Studies – www.edg.net.mx/~mathiswa

Clark, Bruce and John Wallace. *Making Connections: Canada's Geography*. Scarborough: Prentice Hall Ginn Canada, 1999.

Ecological Footprint of Nations – www.ecouncil.ac.cr/rio/focus/report/English/footprint

EcoVoyageurs – www.EcoVoyageurs.com (package and posters on sustainable development)

ESRI Canada – www.esricanada.com (student lesson packs to accompany the Ministry-licensed software)

The Meaning of Sustainability: Biogeophysical Aspects – <http://dieoff.org/page113.htm>

Revisiting Carrying Capacity – www.aloha.net/~jhanson/page110/htm

www.jhuccp.org/pr/urbanpre.stm – (articles on sustainable development in the developing world)

Appendix 5.3.1

Student Organizer for Group Presentations on an Organization

Name:

	Organization	Mission Statement	Historical Points (3)	Where does the organization operate? (generally)	Example of how the organization promotes sustainable development
1.	Greenpeace				
2.	Local Environmental Group				
3.	Canadian Catholic Organization for Development and Peace				
4.	Etc.				

Appendix 5.3.2

Observational Checklist for Assessing Group Cooperative Learning

Date: Time: Student Names:	Listens to others' views without interrupting	Contributes information or ideas when called upon	Modifies views when faced with new or conflicting evidence	Shows respect for ideas of others	Stays focused on the task at hand	Accepts an equal share of the workload	Can be counted on to complete the work assigned by the group

Rating Scale: 1 = poor

2 = satisfactory

3 = good

4 = excellent

Adapted from *Making The Grade*, O.S.S.T.F., 1987.

Activity 5.4: Culminating Activity: Urban Problems in Asia, Africa, and Oceania

Time: 10 hours

Description

This final activity is an overview of concepts and skills attained throughout the course. Students research various problems in a particular city in Africa, Asia, or Oceania. Although students work as interdependent team members, their research from the inquiry process results in an individual forecast. In applying geographical skills and techniques, such as maps, graphs, and technology, students synthesize their research into the various components. In their final written report, students demonstrate their ability to think creatively in evaluating situations and solving problems in changing urban environments. While sensitizing themselves to the situation of urban dwellers in the developing world, students gain an appreciation for the sacredness of all life on earth.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations

CGE1h - respect the **faith traditions**, world religions, and the life-journeys of all people of good will;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE2d - write and speak fluently one or both of Canada's official languages;
CGE3c - think reflectively and creatively to evaluate situations and solve problems;
CGE3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;
CGE4e - set appropriate goals and priorities in school, work, and personal life;
CGE5a - work effectively as an interdependent team member;
CGE7j - contribute to the common good.

Overall Expectations

UCV.02 - analyse problems of large urban areas and propose ways to make desirable changes;
UCV.03 - assess various ways of managing urban change in Africa, Asia, or Oceania;
GIV.01 - apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information related to urban geography;
GIV.02 - conduct an independent inquiry that applies geographic knowledge, skills, and methods to a study of urban places and patterns, with a focus on Asia, Africa, or Oceania;
GIV.03 - use forecasting, problem-solving, and decision-making models and planning principles effectively to develop solutions for urban problems and issues.

Specific Expectations

UC3.02 - research and report on examples of the use of regional and rural planning to reduce regional disparities and improve economic and social well-being in a selected country (e.g., India, China);
GI1.01 - demonstrate an understanding of the geographic inquiry process;
GI2.01 - create and interpret maps that use a variety of cartographic techniques (e.g., choropleths, symbols) to compare global urban patterns;
GI2.07 - evaluate forecasting, problem-solving, and decision-making models to determine which are most suitable for their independent inquiry;
GI3.02 - undertake an independent inquiry, using key concepts and methods presented in this course, that involves a political, economic, cultural, or social issue relating to an urban region in Africa, Asia, or Oceania;
GI3.03 - where possible, apply the conclusions reached in the independent inquiry to practical situations in the community or region studied;
GI3.04 - forecast the ways in which cities will have changed by the year 2020.

Prior Knowledge & Skills

- Students should review urban infrastructure from Unit 2.
- Students have working knowledge of the Internet and basic computer skills.
- Students have experience with note taking from student presentations.
- Students have experience with the dynamics of working and presenting in groups.

Planning Notes

- Prepare a package of information and instructions to guide students in the process and completion of the culminating activity.
- Schedule time mid-way through the process to allow for the group presentations. Arrangements must be made for access to technical equipment, if needed.
- Book the library/resource centre and computers for research and generation of visuals (e.g., graphs and maps).
- Bookmark websites and search engines for articles on the issues.

Teaching/Learning Strategies

1. Students are divided into small groups and choose a major city from those that they studied throughout Unit 5. Students produce a map identifying the location of their city. On this map, they make note of any physical features that are appropriate (e.g., fault lines, elevation, wind patterns, rivers, deforestation). Students summarize how these features may be responsible for urban problems.
2. The teacher guides students as they carry out an investigation on the impact of urbanization on their city. Students research various aspects of urban infrastructure, such as housing, transportation, sanitation, recreation, and power supply. They also research past, present, and future population trends. Students produce a graph on the computer demonstrating these trends. Students examine the implications this graph displays towards urban problems.
3. Using the Internet and other valid sources of information, students investigate the impact of population growth on the infrastructure of their city (e.g., shanty towns, water quality, air quality, transportation, sanitation). They collect and organize information and data in a variety of ways, such as graphs, organizers, notes, and maps. Students must make recommendations on how the municipality may respond to these shortcomings.
4. Students identify and report on relevant political, economic, cultural, and social issues. Their report is presented mid-way through the culminating activity process. The presentation could include a seminar, video, and audio-visual materials. All students record and are responsible for information from the presentations.
5. As a final step to their Culminating Activity, students use the knowledge gained from the presentations and their group work to individually forecast ways in which their city will change by the year 2020. They creatively demonstrate ways in which these changes can be dealt with in order to meet the challenges of the future (e.g., housing, water supply, transportation, sources of energy, economic function, physical environment.) The forecast is done as a final written report and is handed in for evaluation. At this point, students peer assess each other's reports, using an appropriate checklist, before they are handed in for evaluation.

Assessment & Evaluation of Student Achievement

- The teacher summatively assesses the individual written report, the map, and the graph (see Appendices 5.4.1 – Culminating Activity Checklist, 5.4.2 – Mapping Checklist, and 5.4.3 – Graphing Checklist).
- The teacher formatively assesses the group work dynamics (Appendix 5.3.2), the student organizers (Appendix 5.4.4 – Student Synopsis of Issue Presentations), and the information collected on the impact of population growth.
- The teacher performs both formative assessment and summative evaluation of the group presentations.

Accommodations

- For enrichment, the culminating activity, or a part of it, may be expanded in depth to challenge students.
- Students may demonstrate expectations in a different manner/time frame.

Resources

Cartwright, Fraser. *Urban Dynamics*. Toronto: Oxford University Press, 1991.

ESRI Canada – www.esricanada.com

“Lost in the Suburbs.” *The Nature of Things*, CBC Television.

“Megacities.” *Time Magazine*, January 11, 1993.

National Geographic – www.nationalgeographic.com/eye/impact.html (article on human impact)

Revisiting Carrying Capacity – www.aloha.net/~jhanson/page110/htm

Standford, Quentin H., ed. *Canadian Oxford School Atlas, 7th Edition*. Don Mills: Oxford University Press, 1998. ISBN 0-19-540895-0

The United Nations University: Urban Studies Publications – www.un.org/pubs/unu/urban97.htm
www.jhuccp.org/pr/urbanpre.htm (articles on urban development)

Appendix 5.4.1

Culminating Activity Checklist

Student Name:

Student Tasks	Due Dates	In-Class Work	Product Completion
Map - location, physical features - written paragraph			
Population Trends (graph) - past, present, future - written paragraph			
Presentation of an Issue (group) - political/social/economic/cultural - individual research complete			
Student Synopsis of Issues - presentations recorded in organizer			
Written Report (250 words) - forecast changes to 2020			
Peer Assessment - using a checklist			

Rating Scale: 1 = poor 2 = satisfactory 3 = good 4 = excellent

Appendix 5.4.2

Mapping Checklist

Name:

Project:

Title Checklist	Accurate and present	___/1
	Correct spelling	___/1
	Appropriately positioned	___/1
Legend Checklist	Appropriately positioned	___/1
	Correctly constructed	___/3
Label Checklist	Required labels present	___/4
	Spelled accurately	___/1
	Aligned correctly	___/1
Layout Checklist	Required data present	___4
	Appropriate font size and clarity	___/3
	Appropriate use of colour/graduation	___/3
	Border present	___/1
	Scale bar present	___/1
	North arrow present	___/1
	Overall proportionality	___/4
Overall Achievement Level	Mark	___/30

Comments:

Appendix 5.4.3

Graphing Checklist

Name:

1. Descriptive title which answers: - What? Where? When?	Yes	No
2. Attention to detail: - Data plotted accurately	Yes	No
- Neatness and quality of construction	Yes	No
- Graph centred on page	Yes	No
- Appropriate use of colour	Yes	No
- Written analysis of graph results	Yes	No

Appendix 5.4.4

Student Synopsis of Issue Presentations

Name:

City/County	Political Issue	Social Issue	Economic Issue	Cultural Issue
1.				
2.				
3.				
Etc.				