

Catholic District School Board Writing Partnership

Canadian and World Issues

Course Profile

Canadian and World Issues: A Geographic Analysis

Grade 12
University Preparation
CGW4U

• *for teachers by teachers*

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Course Overview

Canadian and World Issues: A Geographic Analysis, CGW4U, Grade 12, University Preparation

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

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

Course Description

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life support systems.

How this Course Supports the Catholic School Graduate Expectations

We live in a world of crises. Whether it is war, global hunger, environmental degradation, or human rights violations, we are desperately seeking to analyse and seek solutions to our world problems. As we begin the twenty-first century, we realize that we cannot ignore, nor should we ignore, these global concerns. Geographically the earth is a holistic entity. We now realize that our world is also holistically a political, economic, and social entity. As Catholics, we have to ask ourselves how we will respond to our many global challenges and whether we have an articulate response to these issues. Unit topics encourage students to develop moral, ethical, and realistic decision-making in an effort to develop as conscientious Christian citizens. Students develop a respect for humanity and the environment based upon the study of issues presented in this course. They also have the opportunity to develop Christian values, Catholic understandings, and possible solutions to help them create a Catholic vision of the future that inspires hope, confidence, and the development of a just and compassionate global society.

Course Notes

This course provides a systematic approach to the analysis of Canadian and World Issues derived from the strands and expectations in the *Ontario Curriculum, Grades 11 and 12 Canada and World Studies, 2000* policy document. As this is designated as a university preparation course, there is a strong emphasis on the development of higher order and critical thinking skills. Expectations are clustered to form a broad framework for the study of world issues, focusing on the development and reinforcement of skills through an issue analysis approach. The course also takes into consideration the need to be flexible in terms of actual content. Threads that run through the course are quality of life, regional disparity, group influence on change, and future trends and predictions.

All of the problems suggested in this Course Profile are complex, interrelated, and controversial. They are real problems that students will face and make decisions about throughout their lives. Students have opportunities to consider issues by analysing different perspectives and by learning how they can effect change by harnessing their emerging analytical abilities to consider solutions to the myriad of challenges. In this way, students may develop a positive proactive view to the future.

The controversial nature of many of the issues examined may prove challenging both to teachers and students. Our students reflect a broad spectrum of values and beliefs and discussions may be highly charged. Some suggestions about dealing with controversial issues in the classroom include explaining the need to respect others' opinions, beliefs, and interests, and being sure the classroom is a safe place for learning by helping students to actively listen to each other. The teacher should reinforce the idea that opinions are not right or wrong, but facts might be. They should stop heated debates and emphasize the need for obtaining factual information before drawing conclusions. It is important that students acknowledge the value of personal, cultural, and religious beliefs without making generalizations.

An important consideration for the teacher is the accumulation of resources. It is suggested that throughout this course students participate in developing a "class resource file" consisting of current newspaper or periodical articles, and articles from the Internet. This can be organized by week and/or by subject heading (people, politics, technology, economics, and environment) or by region. Students should be required to contribute a selected number of items throughout the course and record the bibliographic information. The "class resource file" is used in a number of activities and may serve as the basis for ongoing research throughout the course. Working with library staff in unit planning, to ensure a wide variety of learning materials, is critical. The integration of various geotechnologies enhances student learning and provides for the development of crucial information technology skill sets. The teacher is encouraged to plan for this critical aspect of geographic learning and to review the board's policy about appropriate use of information technology. Ideas for using Geographic Information Systems (GIS) are made in a number of activities. The teacher needs to dialogue with students on the issues that may arise as a result of inadvertent discovery of controversial websites.

In Unit 1, students are introduced to a number of selected issues. They begin to develop issue analysis techniques that are applied throughout the course. Successive units and activities focus on viewing perspectives, developing a tactical reading repertoire, statistical analysis, and developing multiple modes of expression. Unit 2 builds on the introductory activities where the geographic frame of reference was established. The concept of interdependence at local, national, regional, and international scales is considered with specific reference to the consequences of decisions made. Unit 3 emphasizes the many differences in the world through the study of the importance of homelands, the diversity of economic opportunity and access to natural resources, which can ultimately result in regional and global conflict. In Unit 4, concepts of sustainable development and sustainable communities are examined through global and local examples. Each unit concludes with a summative activity that incorporates the content and skills stressed in the unit. Unit 5 suggests a culminating activity where students deliver a seminar to a group of their peers. This final task is based on the development of interpretive and analytical skills throughout the course. It also reflects the reality of their university destination. Students should be aware from the beginning of the course what is expected of them so it is important for the teacher to introduce the culminating activity early in the term. The teacher should provide a list of seminar topics for students to select dealing with global issues not covered in detail in the course.

Units: Titles and Time

* Unit 1	Introduction: The Future State of the Planet	20 hours
Unit 2	Interdependence	20 hours
Unit 3	Challenges to Diversity	25 hours
Unit 4	Sustainability of Communities	25 hours
Unit 5	Culminating Activity: Current Events Seminar	20 hours (Includes in-class research time)

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Introduction: The Future State of the Planet

Time: 20 hours

Unit Description

Inequality of resources and economic capability creates an increasing “gap” between those nations possessing and developing the means of growth and those experiencing severe economic hardships and accumulating debts. In affluent nations power and wealth are becoming increasingly more concentrated and the gap between rich and poor citizens continues to widen. The concepts of stewardship, justice, and distribution are introduced to students in this unit.

Unit 1 provides a firm foundation for understanding the terminology and key issues presented in the remainder of the course. This unit familiarizes students with the issues relating to human and environmental geography and introduces them to the skills and technology used in geographic study. Students use issue analysis as a means to break down complex global issues. It should be noted that a more detailed analysis of global issues occurs in subsequent units. Students also use cartoon interpretation to gain insight into how the media influences public perceptions of world issues, and they use statistical and mapping techniques to understand global patterns. Students also initiate a process of collecting data from their school, community, and other sources to use as a foundation for developing future scenarios. Students reflect on a future that integrates their Catholic faith tradition with life in the global village.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.01, UCV.01, GIV.04, UC3.01, SS1.03, SS1.06, SS1.08, GI1.01, GI1.06, GI2.06, GI2.09 CGE1d, 1h, 2a, 2c, 2e, 5a	Knowledge/Understanding Thinking/Inquiry Communication Application	Defining global issues: survey
2	GI1.04, GI2.01, SS1.04, SS1.06 CGE1d, 3f, 7f, 7g	Thinking/Inquiry Communication	Perspectives on global classification systems
3	GIV.01, GI2.07, GI2.08, GI3.02, SS3.01, GC3.01 CGE1d, 3c, 3d, 5e, 7a, 7b, 7d, 7e, 7f, 7g, 7h	Knowledge/Understanding Thinking/Inquiry Application	Indicators of the quality of life
4	HEV.01, HE1.02, UC1.01, SS1.06, SS1.09, GI1.01, GI2.02, GI2.05, GI2.06, GI2.08 CGE.1h, 3f, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication	Demographic patterns: blueprint for the future
5	SSV.01, HEV.02, SS2.01, SS3.01, GIV.01, HE3.01 CGE1e, 3c, 3e, 7i	Knowledge/Understanding Thinking/Inquiry Application	Human and natural systems: relationships and interactions
6	UCV.02, SS1.01, UC1.04, GIV.01, GI2.02, GC1.01 CGE1e, 2e, 3f, 7i	Knowledge/Understanding Thinking/Inquiry Communication	Rethinking environmental determinism

Cluster	Learning Expectations	Assessment Categories	Focus
7	UCV.01, HEV.02, GIV.01, SSV.01, GC1.01, UC3.05, GI2.05, GI1.01, GI1.07, GI2.06, SS1.01, SS1.06, HE3.01 CGE3c, 3e, 3f, 4f, 7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: a futures wheel and scenario building or unit test

Culminating Activity

Students create a “futures wheel” showing possible global changes to the year 2010 and beyond, based on trends of resource use. They present their rationale for their selected scenario and discuss the positive and negative aspects of creating a futures wheel.

A unit test is an option, instead of the futures wheel, as the culminating activity. Students must have a firm background in basic geographical skills and knowledge in order to succeed in this course. Test questions should be varied and fit into all categories of the achievement chart.

Unit 2: Interdependence

Time: 20 hours

Unit Description

In a global society, as we are sustained and supported by others, we in turn sustain and support others (mutuality). In the concept of interdependence, we are each better off by sharing the individual gifts that God has provided. Also, the whole of society suffers when one component or individual is altered adversely or has been marginalized.

The focus of this unit is world interdependence at all scales: international, national, regional, and local. Students examine the challenges and opportunities created by our increasingly integrated planet. Using the resource file introduced in Unit 1, students construct proportional flow maps illustrating Canada’s global connections. Organizations and individuals that affect change are examined and students decide how they would allocate funds to humanitarian organizations. The colonial legacy is examined and through a mini-debate process, the impact of colonialism is discussed. Population movements and environmental decision-making are analysed through an issue analysis approach.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	GCV.01, GIV.01, SSV.01, GC2.02, GI2.03, GI2.07, GI2.10, SS1.05 CGE5e, 7e, 7f, 7g	Communication Application	Canada’s global connections
2	SSV.03, GCV.03, GIV.03, GC1.03, GC2.03, GC3.05, GI2.06, SS1.04 CGE1h, 5e, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Application	Taking charge: organizations and individuals that affect change
3	GIV.01, GIV.02, GC2.03, GC3.04, GI1.01, GI1.05 CGE1h, 1j, 2c, 3f, 4a, 5e	Thinking/Inquiry Communication	Impact of the past on the present: colonial legacies
4	GC3.02, GC2.01, HE2.01, GI2.01, GI2.04, SS2.03 CGE1d, 1e, 2c, 7f, 7g	Knowledge/Understanding Thinking/Inquiry	Human links: population movements and impacts

Cluster	Learning Expectations	Assessment Categories	Focus
5	GC3.02, GC1.04, HE3.04, GI2.10, GI2.03, GI1.05 CGE1e, 2e, 3e, 7i	Knowledge/Understanding Communication Application	Connections between resource use and human population
6	GCV.03, SSV.03, SS1.05, GC2.03, GC2.02, GI2.10, GI2.03, GI1.05 CGE1h, 2c, 2e, 3f, 5e, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Sharing the blame: sharing the solution - international treaties

Culminating Activity

Issues analysis techniques practised in Unit 2, such as developing a graphic organizer and writing in role to represent different viewpoints, including that of the Catholic Church, are applied to the examination of a number of international treaties and their impact on a local, regional, and global level.

Unit 3: Challenges to Diversity

Time: 25 hours

Unit Description

The human condition often creates a recurring situation; people, while occupying a shared space, may develop a diverse, and sometimes opposing, perspective on problems or decisions. Given that wants and needs often exceed the human capacity to provide, conflicts occur regularly within and between groups over rights, needs, power, and resources. By identifying the underlying causes of a specific conflict, alternative approaches can be negotiated to remedy or resolve the conflict while striving to maintain a sense of community and common good. Non-violent conflict (as used in the legal system) can be a good thing when used to make just decisions.

In this unit, students examine the many differences in the world. Students are introduced to the study of geopolitics and the importance of homelands to different cultural groups. Statistical analysis of economic variables in Canada and worldwide helps students see the varying levels of economic opportunity in a global context. As natural resources are distributed unequally around the globe, access to them is another aspect of disparity. The impact of these disparities in combination with strong cultural needs and wants has resulted in global conflict “hot spots.” Students also examine a variety of approaches to resolve these conflicts to maintain the concept of community and the common good.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	GCV.02, GI1.04, SS1.02, SS1.07, GC2.02, GI2.07, SS1.03 CGE. 1d, 1h, 1j, 3f, 7f	Knowledge/Understanding	Sense of place: an introduction to geopolitics
2	UCV.03, GC2.03, GC1.05, SS1.02, SS1.08; SS1.09, SS2.02, SS3.04 CGE1d, 1h, 3f, 5e, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Boundaries and homelands: regional and international
3	GC1.02, GI2.08, SSV.02, SS2.02, SS3.02 CGE1e, 2c, 3f, 4a, 7e, 7f, 7g	Communication Application	Global economies: impact of disparity

Cluster	Learning Expectations	Assessment Categories	Focus
4	SSV.02, SS3.02, SS3.03, GI2.08, GC3.03, HE2.06 CGE1e, 2c, 3f, 4a, 7e, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Regional economic disparities: a Canadian perspective
5	GC1.01, GC3.03, GI1.02, GI3.01, HE1.01, SS1.01 CGE2e, 3e, 3f, 4f, 7f, 7i	Thinking/Inquiry Communication Application	Pattern of environmental disparity: using GIS
6	SS2.04, UC1.03, UC2.03, GI1.05, HE2.06 CGE1d, 1e, 3c, 3d, 3f, 7d, 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Readdressing the balance: accessing resources and local responses to global issues
7	HE3.01, GCV.02, GC1.02, SSV.02, SS1.07, GIV.02, GI3.02 CGE2a, 2b, 2c, 2e, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: conflict and disparity map: Christ-centred directive and action plan

Culminating Activity

Students create a series of maps, graphs, and images to illustrate the relationship between conflict and disparity in a selected location of the world. Students also develop a Christ-centred doctrine or directive supported with an action plan that tries to resolve these conflicts to maintain the concept of community and the common good.

Unit 4: Sustainability of Communities

Time: 25 hours

Unit Description

Recognition of the gifts of creation requires the responsible use of available resources. Everything we possess we hold in trust for all, including future generations. Problems of global scarcity and environmental pollution demand renewed efforts at preservation, conservation, and sustainable development.

God's creation is a sacred gift, entrusted to our care. Stewardship means acting as managers for God and respecting God's laws which we find embedded in reality.

This unit introduces students to the concepts and terms associated with sustainability. Through the use of a number of activities, such as surveys, examination of statistics and graphs, and role-playing, students examine how different social and cultural differences can influence people's attitudes towards resource sustainability. Students research individuals or groups who have contributed to sustainable community projects.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HE1.03, UC2.02, GI1.01, GI1.04 CGE1e, 1g, 2a, 2e, 7i	Knowledge/Understanding	Defining sustainability
2	UC2.02, GI2.01, GI.104, GI2.03 CGE1e, 1g, 2e, 3c, 3e, 7i	Knowledge/Understanding Thinking/Inquiry Application	Determining resource sustainability

Cluster	Learning Expectations	Assessment Categories	Focus
3	UC1.01, UC1.02, UC2.01, GI1.05, GI1.06 CGE1h, 2a, 2c, 2e, 5e, 7f	Communication Application	Dynamic populations
4	HEV.03, HE2.03, HE2.05, GI1.05, UC1.02, UC3.02, UC3.06 CGE2a, 3c, 3f, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Urban wonders
5	HE2.02, HE3.02, GI2.02, GI2.03 CGE2d, 3b, 3f, 7e, 7f	Thinking/Inquiry Communication	Feeding the future
6	HE2.04, GC3.02, UC3.03, HE3.03, GI2.06, GI2.02, GCV.03 CGE1e, 1g, 2e, 3c, 3e, 7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Balancing resource use
7	UC3.05, UC3.04, GI3.03, GI2.03, GI3.04, GI2.06, HE2.05, GI1.03, GI2.09, UC1.02 CGE1d, 2d, 3b, 3f, 5c, 5e, 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Sustaining our local community: action plan

Culminating Activity

Students examine a local environmental problem and write a report that includes strategies to implement a sustainable action plan in their community.

Unit 5: Course Culminating Activity – Current Events Seminar

Time: 20 hours (including in-class research time)

Unit Description

All peoples and nations of the world are members of an increasingly interdependent, political-economic and environmental unit or global community.

Each student selects a global issue not covered in detail in the course. Students deliver a seminar and produce an essay on that issue towards the end of the course. The teacher provides a list of seminar/essay topics.

Students collect and analyse a number of articles that reflect a variety of viewpoints on their topic (Class Resource File). As the skill of critical reading has been developing throughout the course, analysis of the viewpoints presented is a key aspect of this task. Students distribute one article that best expresses their perspective, develop a set of discussion questions with model answers, and create maps, graphs, or other images to analyse the spatial and quantitative aspects of their issues. Their reports contain summarized research information, questions and model answers, maps, graphs, future predictions, and a bibliography. Leading a seminar based on independent research about a student-selected topic provides a forum for the development of interactive discussion and critical analysis skills.

It is suggested that this seminar/essay be worth 10% of the final grade, with a final exam emphasizing analysis and application being worth 20%. There is an expectation that students actively participate in each other's seminars.

Activity	Learning Expectations	Assessment Categories	Focus
Final Summative Activity: 1 Essay	GIV.04, GI1.01, GI2.01, GI2.03, GI2.06, GI2.10 CGE 1d, 1h, 2b, 2c, 2d, 3f, 4a, 4f, 7d, 7e, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Researched information, discussion-based essay to compliment seminar

Activity	Learning Expectations	Assessment Categories	Focus
2 Seminar	GIV.04, GI1.01, GI2.01, GI2.03, GI2.06, GI2.10 CGE 1d, 2c, 2d, 4a, 4f, 5g, 7d, 7f	Knowledge/ Understanding Communication Application	A concise, provocative, and balanced oral seminar on a global issue
3 Final Exam	GIV.04, GI1.01, GI2.01, GI2.03, GI2.10 CGE 1d, 2b, 2c, 2d, 5g, 7d, 7f	Thinking/Inquiry Application	Analysis and application based exam question items

Teaching/Learning Strategies

Recognizing the diverse backgrounds and the multiple intelligences of our students it is essential that a variety of teaching/learning strategies be employed to ensure student success. Opportunities to develop critical thinking skills, such as formulating a hypothesis, identifying bias and viewpoints, collecting and analysing research data, are essential. Using computers to research, record data, and indicate spatial relationships (GIS) helps students to develop essential technological skills. Individual, small group, and class activities that provide opportunities for reading, writing, and sharing of information, develop thinking skills and help in the understanding of concepts. The following are some teaching/learning strategies that can be used in the Geography classroom.

Aerial Photo Analysis – examine photos of landforms for common characteristics

Brainstorming – group generation of initial ideas expressed without analysis and/or evaluation

Case Study – investigating a real or simulated problem

Classifying – grouping 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

Debate – informed research topics articulated in a formal process

Diagramming – synthesizing concept information into visual illustration

Direct Instruction – teacher-led lessons

Discussion – exchange of ideas on an issue for clarification of views

Field trips – practical application of geographic inquiry skills

Games – team quizzes

Geographic Information Systems (GIS)

Graphing – visual tool for problem solving

Guest Speakers – experts in the field

Internet Research

Lectures – dissemination of information by speakers or teachers

Mapping – representing physical, demographic, and 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 a direction to be followed leading to a desired product

Portfolio – collection of student work

Poster Making – synthesizing information or concepts to deliver a message or advertisement

Presentation/Report – oral, written, and visual presentation of researched topic to a specific audience or person

Quantitative and qualitative assessment – field collection of data and interpretation

Reading – periodicals, articles, journals, newspapers, magazines for information on a selected topic/issue

Researching – use of a variety of sources for the purpose of supporting an inquiry

Role playing/Simulations – enhances metacognition, serves as a hypothesis for predicting actions

Scenario Writing – describes a situation

Seminars – presentation of an opinion or thesis

Statistical analysis – collection and reporting of data

Survey design

Video analysis – viewing with a purpose

Web Pages Design

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation in this course is based upon the achievement chart in *The Ontario Curriculum, Grades 11 and 12 Canadian and World Studies* pp.246-247. The four categories identified are:

Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3. In this course profile, suggestions for both formative and summative assessment strategies and tools are given. Sample rubrics, checklists, and rating scales are provided for some of the major activities and for the unit culminating activity.

Before teaching this course, it is highly recommended that the teacher create an assessment and evaluation plan for the entire course. This should include the main items that will be collected and assessed by the teacher for each unit. Selecting two or three main pieces of student work per unit that result from a task based on cover a number of key expectations provides a snapshot of how well students are achieving. A number of suggestions for formative assessment have been made throughout the profile. Sharing this plan with students at the beginning of the term informs them of what is expected of them. In order for students to improve their learning, diagnostic and formative assessment must be on-going. Providing descriptive feedback, suggesting next steps, and encouraging students to become critical of their own work through a variety of means helps students develop competencies that are far-reaching. The teacher should consider what opportunity students are given to demonstrate their learning and how they can be clear on the expectations.

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. For the 30% culminating evaluation, it is suggested that 10% be assigned to the seminar presentation and essay, the other 20% to a final examination. This examination could take the format of a case study analysis or an in-class essay, due to the emphasis on the issues approach taken in the course.

Accommodations

Every effort is made to assist all students in achieving success in this course. The teacher should consult Individual Education Plan (IEPs) for exceptional students and those who have not been identified but who receive special education programs and services for specific direction on accommodation for individuals. The teacher may wish to access the *Ontario Curriculum Unit Planner's* Special Education companion for further suggestions.

There are a variety of strategies that can be used for those students with IEPs and ESL students:

- providing flexible timelines regarding the completion of projects and assignments;
- modifying hand-outs in terms of language and content used and size and easy-to-read font;
- arranging for peer assistance;
- providing a list of terminology prior to the activity;
- allowing students to write tests in an alternate setting
- providing opportunities to redo all or part of a task;
- combining both written and verbal instructions.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teacher needs to consult their district school board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, the teacher needs 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, the teacher needs 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 teacher is reminded that much of the material on the Internet is protected by copyright. The person or organization that created the work usually owns the copyright. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Books and Articles

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- Kenneth Hammond Lecture Series, 2001.* Lectures on Environment, Energy and Resources: "Sustainable Development: Mandate or Mantra?" Faculty of Environmental Sciences, University of Guelph.
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- Prescott, Allen Robert. *The Well being of Nations. A Country-by-Country Index of Quality of Life and Environment.* Ottawa: IDRC/Island Press, 2001. ISBN 0-88936-955-0
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- United Nations Development Program. *Human Development Report: 2000.* New York: Oxford University Press, 2000. ISBN 0-1952-167-84
- World Resources Institute. *A Guide to the World Environment.* Toronto: Oxford University Press, 1998.
- Worldwatch Institute. *State of the World 2001: A Worldwatch Institute Report on Progress Toward a Sustainable Society.* New York: W. W. Norton & Co., 2001. ISBN 0-393-04866-7
- Vital Signs 2001-2002: The Trend that are Shaping Our Future.* London: UK Earthscan publications in Association with the Worldwatch Institute, 2001. ISBN 185-3838322

Church Documents and Related Journals/Books

Catechism of the Catholic Church. Ottawa: Publication Service, Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Catholic New Times

Catholic Register

Catholic Social Teaching Principles – <http://www.mtn.org:80/justice/cst6prin.htm>
Canadian Conference of Catholic Bishops – <http://www.cccb.ca>
Celebrating an Education for Justice and Peace, The Catholic Bishops of Ontario. Toronto: OCCB, 1996.
Christian Justice. Minnesota: St. Mary's Press, 1995.
Clifford, Anne M. CSJ, et al. *And God saw that it was Good: Catholic Theology and the Environment*. United States Conference of Catholic Bishops. ISBN 1-57455-089-6
Donders, Joseph G. *John-Paul II: The Encyclicals in Everyday Language*. Orbis Books: New York, 1996.
John-Paul II. *Ratio et Fides*. 1998.
The Ecological Crisis: A Common Responsibility. U.S. Conference of Catholic Bishops Publishing, 2001. ISBN 1-55586-766-9
Laborem Exercens (On human work) – www.cin.org/jp2ecy/laborem.html U.S. Conference of Catholic Bishops Publishing. ISBN 1-57455-409-3
New Revised Standard Version Bible. Toronto: Oxford University Press, 1989.
Proclaiming Justice and Peace. Papal Documents from Rerum Novarum through Centesimus Annus
Smith, Mary, Ed. *Shaping a New World: A Challenge for the 21st Century*, sixth edition.
National Catholic Social Justice Lobby Network, 1998 – <http://www.networklobby.org> Contains an outline of Catholic social justice teachings and direction on how to develop societal structures and relationships based on the Gospel of Jesus. Also contains articles about current threats to social/global justice.
Sheridan, E.F., Ed. *Do Justice*. The Jesuit Centre for Social Faith and Justice, 1987.
Smith, Pamela. *What Are They Saying About Environmental Ethics?* New York: Paulist Press, 1997.
United States Conference of Catholic Bishops – <http://www.usccb.org>
The Earth is the Lord's (Videotape). ISBN 1-55586-058-3 (Designed to stimulate interest and provoke action in environmental justice issues.)
Global Climate Change - A Plea for Dialogue, Prudence, and the Common Good. ISBN 1-57455-431-X
Hope for a Renewed Earth (Videotape). 2000. ISBN 1-57455-072-1 (Reviews the major environmental concerns from the Catholic Church's perspective.)
Way of the Cross: Toward Justice and Peace. ISBN 1-57455-235-X

Journals

Canadian Geographic Magazine – <http://www.cangeo.ca/default.asp>
Canadian Journal of Environmental Education – <http://www.edu.uleth.ca/ictrd/cjee/>
Canadian Social Trends – <http://www.cansim.com/english/kits/social.htm>
Current History
Foreign Policy
Macleans Magazine – <http://www.macleans.com/>
The Monograph – <http://oagee.org/region11.htm>
National Geographic – <http://www.nationalgeographic.com/main.html>
New Internationalist – <http://www.oneworld.org/ni/index4.html>
Newsweek – http://www.msnbc.com/news/NW-front_Front.asp
Time Magazine – <http://www.time.com/time/>
UNESCO Courier – http://www.unesco.org/webworld/news/00_special_courier.shtm

Simulation Exercises

Resource Centre for the Americas. *The Cost of Your Shirt*. (Real-life drama of Guatemalan textile workers)

Resource Centre for the Americas. *The New Global Economy: A View from the Bottom Up*. (Transnational corporations, structural adjustment, human migration, and free trade)

Videography

Awakening Giant. 1993. 60 min. Southern China is booming and looks set to create the greatest economic miracle ever seen. Lifting 1.2 billion people from poverty and creating an economy bigger than America's.

Creation: Environmental Action" VISION. 1998. 30 min.

Marilyn Waring on Women & Economics. National Film Board (0386), 1996, 30 min. Women make up more than 50 % of the world's population, yet hold no more than 10 % of the seats in legislation. This video takes a hard look at the disparity between what women contribute to communities and how their work is valued.

"Water is for Fighting Over." *Human Geography: people, places and change*. Series. The Open University. 1995. 27 min.

Water Supply in Canada. Classroom Video. 1998. 26 min.

"What Border?" *The National*. News Series. CBC. 1997.

Sustainable Development- Zero Emissions Production. Classroom Video. 1999. 14 min.

Sustainable development and the ecosystem approach. National Film Board. 15 min. This describes the spectrum of environmental thinking from exploitation of the environment for purely economic reasons to strict environmental protection to the exclusion of economics on the other.

"Trading Futures-Living in the Global Economy." *CBC Nature of Things*, 1993. 120 min.

"Water: To The Last Drop." *CBC Nature of Things*.

World Water Resources: sample studies of China, Israel and Australia. Classroom Video. 2000. 22 min.

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.

Canadian International Development Agency – <http://www.acdi-cida.gc.ca/health.htm>

Canada Centre for Remote Sensing – www.ccrs.nrcan.gc.ca/

Ducks Unlimited – www.ducks.ca/edu/resource.html

Earth Week – www.earthweek.com

Weekly updates on environmental issues around the world

Ecological Footprint - Resource Page – http://www.rprogress.org/resources/nip/ef/ef_nations.html

This page allows the user to access footprint calculations and comparative calculations for countries

Ecological Footprint – <http://www.olywa.net/roundtable/footprint/>

Focus on sustainability for the future

Environment Canada – <http://www.ec.gc.ca>

A comprehensive overview of the Canadian environmental issues

Environmental Atlas – www.rri.org/envatlas/index.html

Internet-based tool for researching environmental policies worldwide

ESRI Canada. – www.esri.com

The home page of the creator of two widely used GIS software

Food and Agriculture Organization – <http://www.fao.org/>

Offers relevant facts, figures, and discussions on all matters related to agricultural activity and food supply

First Nations History Theme Page - Community Learning Network

– www.cln.org/themes/fn_history.html

Links to many sites about First Nations in Canada

Geography – <http://geography.about.com>

Navigate to library (blank outline maps of countries, continents), teacher, and student website

Indigenous Lands and Power Mapping in the Americas: Merging Technologies Winter 1999, Native Americas Journal – <http://nativeamericas.aip.cornell.edu>

International Forum on Globalization – <http://www.ifg.org/>

Brings together leading activists concerned with the consequences of globalization processes

Latin America Development Archive at John Hopkins University – www.jhu.edu/~soc/ladark.html

Data sets, social science information that can be copied

National Council for Geographic Education – www.ncge.org

A site for professional geography educators

National Environmental Satellite, Data, and Information Service

– http://ns.noaa.gov/NESDIS/NESDIS_Home.html

Access to global environmental data from satellites and other sources

Organization of American States – www.sice.oas.org (trade information)

Population Research Project – <http://www.statcan.ca/english/kits/popll.htm>

Students select and use geographic materials and organizers to analyse the economic and social factors that contribute to the demographic characteristics of Canada. Students will select and use appropriate methods and technology to communicate the results of geographic inquiries.

Reading the Clouds: Native Perspectives on Southwestern Environments Journal focusing on native rights and issues in the Americas. Some articles online, backorders and subscriptions can be ordered.

Resource Centre of the Americas – www.americas.org

A search engine for articles related to human economic and environmental.

Resources for Indigenous Peoples around the World – www.nativeweb.org

A powerful search engine and links

Statistics Canada – <http://www.statcan.ca/start.html>

TED Case Studies: An On-line Journal – www.american.edu/ted/all/htm

Case studies dealing with the impact of globalization.

US Population Reference Bureau – www.prb.org

Statistics for countries and selected articles relating to population, and the environment

United Nations – <http://www.bestpractices.org/>

Contains over 1100 proven solutions from 120 countries to the common social, economic, and environmental problems of an urbanizing world

UNESCO – <http://www.unesco.org/>

Home page, information on global cultural issues

United Nations Environmental Programme (UNEP) – <http://www.grida.no/>

A comprehensive, informative, and reliable website on global environmental issues

United Nations High Commission on Refugees – <http://www.unhcr.ch/>

Provides information and commentary

United Nations Population Fund – <http://www.unfpa.org/>
Covers a wide range of topics and regularly updated

United Nations World Food Programme – <http://www.wfp.org/index.htm>
On matters of hunger and famine in a global context

University of California Scholarly Internet Resource Collection – <http://informine.ucr.edu/>
A powerful search engine and access to historical & current maps and GIS

US Census Bureau – <http://www.census.gov/>
Home page, links to population estimates on a daily basis

US Government site - Earthshots – <http://edcwww.cr.usgs.gov/earthshots>
Satellite images of environmental change, photos, and interpretation

Perry Castaneda Library Map Collection – www.lib.utexas.edu/Libs/PCL/Map_collection/americas.html
Great sources of maps

Virtual Text on Canada and Germany
– www.wlu.ca/~wwwgeog/special/vgt/English/can_mod2/quest.htm
Online textbook focusing on Canada but also deals with economic issues

Worldwatch Institute – <http://www.worldwatch.org/>
Offers regularly updated survey of human impacts on environment

The World Fact Book – <http://www.odci.gov/gov/cia/publications/factbook/index.html>

World Bank Group – <http://www.worldbank.org/data/countrydata/countrydata>

World Bank – www.worldbank.org (statistical databank)

Women’s Environment and Development Organization – <http://www.wedo.org>

World Future Fund-Global Future Watch Indicators System – <http://www.worldfuturefund.org/wff-indicatorslist.htm>

World Health Organization – <http://www.who.int/>
Home page, material on world health issues

World Vision – <http://worldvision.ca>

World Wildlife Foundation – <http://www.wwfcanada.org>

OSS Considerations

This profile is designed to aid the teacher in developing and delivering the course *Canadian and World Issues: A Geographic Analysis*. This course would fulfill 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 Schools, Grades 9-12, Program and Diploma Requirements, 1999*. The needs of university bound students have been considered and the activities have been constructed with a balance of theory, communication, and application. Expectations for accommodations are outlined in Section 7.12 (pp. 56-58) and Appendix 6 (pp. 74-75). The basis for assessment, evaluation, and reporting practices are outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*. Strategies for assessment and evaluation are therefore based on the four categories of achievements chart as described in the *Grades 11 and 12 Canadian and World Studies 2000* policy document. The analytical skills that can be developed in this course can be applied in various situations. By participating in co-op programs and working in the community, students begin to understand the relevance of their studies.

Coded Expectations, Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation, CGW4U

Geographic Foundations: Space and Systems

Overall Expectations

- SSV.01** · explain the complex nature of the earth's natural and human systems;
- SSV.02** · analyse the causes and effects of economic disparities around the world;
- SSV.03** · demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues.

Specific Expectations

Understanding Concepts

- SS1.01** – demonstrate an understanding of the interdependence of ecology and economics;
- SS1.02** – explain why places and regions are important to the identities of selected human groups (e.g., Jerusalem as a holy city for Christians, Jews, and Muslims);
- SS1.03** – explain how points of view and paradigms influence an individual's perceptions of a place (e.g., a developer and an environmentalist differ on the best use for a wetland, indigenous peoples differ with other cultural groups on what constitutes a wilderness);
- SS1.04** – identify different methods of grouping countries (e.g., by level of development, political or economic affiliation, cultural characteristics) and evaluate the implications of categorizing countries in these ways;
- SS1.05** – identify ways in which countries and regions of the world are becoming increasingly interdependent;
- SS1.06** – identify the social, economic, cultural, and political components of selected geographic issues;
- SS1.07** – identify similarities and differences in the economic and political aspirations of selected regional or cultural groups within different countries;
- SS1.08** – demonstrate an understanding of the need to respect the cultural and religious traditions of others;
- SS1.09** – demonstrate an understanding of the roles and status of men and women in different parts of the world.

Developing and Practising Skills

- SS2.01** – analyse the distribution of the world's major biomes and determine the reasons for the observed patterns;
- SS2.02** – analyse the changing spatial distribution of political systems (e.g., democracy, socialism, communism, military dictatorship) around the world;
- SS2.03** – analyse the causes and consequences of recent events involving refugees in Canada or in another part of the world and evaluate the effectiveness of the relevant policies for dealing with refugees;
- SS2.04** – evaluate the significance of the participation of people in non-violent movements to protect resources and environments (e.g., Chipko women's movement in India, protests against clear-cutting in Canada).

Learning Through Application

- SS3.01** – compare the productivity and biodiversity of selected ecosystems (e.g., low productivity and biodiversity of deserts, high productivity of tropical rain forests);
- SS3.02** – select and compare statistical indicators of quality of life (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) for a variety of developed and developing countries in different parts of the world;

SS3.03 – analyse the causes of selected examples of economic disparity in the local or regional community;

SS3.04 – predict geographic consequences of separation or independence for a region or cultural group that is now part of a larger country (e.g., changes in boundaries, trade flows, economic development, involvement in international organizations).

Human-Environment Interactions

Overall Expectations

HEV.01 · analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level;

HEV.02 · analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

HEV.03 · evaluate approaches, policies, and principles relating to the protection and sustainability of the planet’s life-support systems.

Specific Expectations

Understanding Concepts

HE1.01 – demonstrate an understanding of how human-induced changes in natural systems can diminish their capacity for supporting human activity (e.g., excessive use of the Ogallala aquifer of the midwestern United States, desertification in the Sahel region of Africa);

HE1.02 – describe selected world demographic trends and explain the factors influencing them;

HE1.03 – explain how people perceive resources and sustainable development differently at different times and in different places.

Developing and Practising Skills

HE2.01 – analyse the impact of selected human migrations on natural and human systems;

HE2.02 – analyse the impact of past and current trends in agriculture (e.g., Green Revolution, corporate farming, biotechnology, monoculture, organic farming) on natural and human systems;

HE2.03 – analyse the impact of urbanization and urban growth (e.g., destruction of wildlife habitat, traffic congestion, land use conflicts) on natural and human systems;

HE2.04 – evaluate the economic, social, and ecological impact of current methods for raising or harvesting a selected resource (e.g., clear-cutting of forests, development of wildlife habitat areas, monoculture);

HE2.05 – evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world;

HE2.06 – explain ways in which trade policies or agreements (e.g., fair trade cooperatives, North American Free Trade Agreement) may affect the environment.

Learning Through Application

HE3.01 – explain the interactive nature of selected natural and human systems;

HE3.02 – analyse examples of efforts to increase the productivity of a selected natural environment (e.g., Chinese model of land use, polders in the Netherlands, hydroponic farming, wetland reclamation, hillside terracing, fish farming) and their short- and long-term economic, social, and environmental impacts;

HE3.03 – assess the contribution of selected government policies to sustainable resource development in Canada;

HE3.04 – produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., hydroelectric dams in Canada or Asia, mining development in Indonesia, tourism in Antarctica).

Global Connections

Overall Expectations

GCV.01 · demonstrate an understanding of the interdependence of countries in the global economy;

GCV.02 · analyse instances of international cooperation and conflict and identify factors that contribute to each;

GCV.03 · identify the contributions made by a variety of individuals, organizations, and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental, and social impacts.

Specific Expectations

Understanding Concepts

GC1.01 – identify current global sustainability issues and environmental threats;

GC1.02 – demonstrate an understanding of how scarcities and inequities in the distribution of resources (e.g., water scarcity, unequal land distribution, confiscation of land) contribute to uprisings and conflicts;

GC1.03 – describe the structure, membership, and activities of an international economic alliance in Africa or Asia (e.g., Organization of African States, Association of Southeast Asian Nations);

GC1.04 – demonstrate an understanding of how economies and environments in some places may be affected by decisions made in other places (e.g., the Matamoros region of Mexico is affected by decisions made by parent companies in Canada or the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas);

GC1.05 – identify individuals who have made significant contributions to addressing global issues (e.g., Nelson Mandela and human rights; Gro Harlem Brundtland, former prime minister of Norway, and sustainable development; Jody Williams, Nobel peace prize winner, and land mine treaty negotiations) and evaluate their impacts.

Developing and Practising Skills

GC2.01 – analyse the economic and environmental consequences for selected countries of colonialism in the past and economic colonialism in the present;

GC2.02 – analyse geopolitical relationships between selected countries and regions (e.g., between countries sharing the waters of the Nile or countries sharing the Grand Banks fishing grounds);

GC2.03 – analyse the evolving global geopolitical role of a selected region or country (e.g., European Union, Russia, Asia Pacific nations) and evaluate how its actions contribute to cooperation or conflict.

Learning Through Application

GC3.01 – demonstrate an understanding of how quality of life and employment prospects are related to the global economy;

GC3.02 – evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights;

GC3.03 – research and report on the human and ecological cost of global military spending;

GC3.04 – evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country;

GC3.05 – demonstrate an understanding of how the work of the United Nations and other organizations on poverty, disease, and the environment is directly related to their own lives.

Understanding and Managing Change

Overall Expectations

- UCV.01 · analyse, forecast, and evaluate changes in the human use of the earth and its resources;
- UCV.02 · evaluate the cultural, economic, and environmental impact of changing technology;
- UCV.03 · evaluate the effectiveness of methods used by different organizations, governments, and industries to find short- and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific Expectations

Understanding Concepts

- UC1.01 – explain how economic and cultural considerations (e.g., the need for resources or workers, cultural or religious beliefs about child bearing) influence a country’s population policies (e.g., China’s one child policy);
- UC1.02 – explain how local participation in the development process can build sustainable communities;
- UC1.03 – explain, using specific examples, how strategic lawsuits against public participation (SLAPPs) affect the public participation process;
- UC1.04 – explain how new technology affects employment (e.g., skill requirements, proportion of workers in different sectors of the economy) and resource management (e.g., rate of use of resources, labour requirements).

Developing and Practising Skills

- UC2.01 – predict global demographic changes for the future and assess their economic, environmental, and social implications;
- UC2.02 – evaluate the sustainability of selected trends related to consumption of the earth’s resources;
- UC2.03 – evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., the Grameen Bank in Bangladesh) in promoting sustainable development and resource management.

Learning Through Application

- UC3.01 – identify awareness levels and viewpoints relating to a geographic issue by conducting a survey in the school or local community;
- UC3.02 – evaluate and communicate (e.g., in a round-table discussion or mock hearing) the perspectives and arguments of various stakeholders involved in a geographic issue;
- UC3.03 – assess the environmental and economic impacts of a selected case of environmental deregulation in Canada;
- UC3.04 – produce an action plan for a local community initiative that contributes to the sustainability of a selected global resource;
- UC3.05 – produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology;
- UC3.06 – evaluate the effectiveness of an international strategy and agreement (e.g., Kyoto Protocol, Convention on Biodiversity, Montreal Protocol, Law of the Sea) that has been designed to protect the global commons (e.g., air, water, oceans, biodiversity) or address global issues.

Methods of Geographic Inquiry

Overall Expectations

- GIV.01** · select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information;
- GIV.02** · use a variety of methods and technologies to communicate the results of geographic inquiry and analysis effectively;
- GIV.03** · select and apply appropriate decision-making and problem-solving strategies to develop solutions for geographic problems and issues;
- GIV.04** · conduct an independent inquiry that effectively applies geographic knowledge, skills, methods, and technologies to a selected local, national, or global geographic issue.

Specific Expectations

Understanding Concepts

- GI1.01** – use geographic terms correctly in written and oral communication (e.g., *region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index*);
- GI1.02** – demonstrate an understanding of the technologies used in the analysis and synthesis of geographic data (e.g., remote sensing, information technology, geographic information systems, hypermedia);
- GI1.03** – demonstrate an understanding of the value and use of geographic representations and methods;
- GI1.04** – describe biases that may inform different viewpoints and perspectives on geographic issues;
- GI1.05** – demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue;
- GI1.06** – demonstrate an understanding of the need to consider social differences (e.g., race, gender, class) when analysing global problems and issues;
- GI1.07** – explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others.

Developing and Practising Skills

- GI2.01** – demonstrate an ability to distinguish between fact and opinion in information sources;
- GI2.02** – analyse cause and effect and sequence relationships in geographic data;
- GI2.03** – evaluate and effectively use information from a variety of primary and secondary sources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting geographic inquiries, and apply relevant data when making decisions and solving problems;
- GI2.04** – analyse how the media influence public opinion on geographic issues (e.g., our perceptions of developing countries and their inhabitants);
- GI2.05** – evaluate the effectiveness of techniques used to predict the future (e.g., forecasting, backcasting, future wheel);
- GI2.06** – draw conclusions or make judgements or predictions on the basis of reasoned analysis;
- GI2.07** – produce mental, thematic, and choropleth maps to illustrate local or global patterns;
- GI2.08** – use statistical analysis techniques (e.g., correlational analysis) to interpret and analyse data;
- GI2.09** – collect data, using field study techniques, and analyse the data to identify patterns and relationships;
- GI2.10** – use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

Learning Through Application

GI3.01 – use different types of maps and images (e.g., topographic maps, thematic maps, satellite imagery) to analyse the consequences of human activities or environmental phenomena (e.g., impact of a tropical storm on an island nation, effects of forest harvesting on a watershed);

GI3.02 – use maps to analyse change over time in a place;

GI3.03 – produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications related to a geographic issue;

GI3.04 – identify practical applications in the local community of conclusions reached in the independent inquiry.

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 1: Introduction: Future State of the Planet

Time: 20 hours

Unit Description

Inequality of resources and economic capability creates an increasing “gap” between those nations possessing and developing the means of growth and those experiencing severe economic hardships and accumulating debts. In affluent nations power and wealth are becoming increasingly more concentrated and the gap between rich and poor citizens continues to widen. The concepts of stewardship, justice and distribution are introduced to students in this unit.

Unit 1 provides a firm foundation for understanding the terminology and key issues presented in the remainder of the course. This unit familiarizes students with the issues relating to human and environmental geography and introduces them to the skills and technology used in geographic study. Students use issue analysis as a means to break down complex global issues, cartoon interpretation to gain insight on how the media influences public perceptions of world issues, and statistical and mapping techniques to understand global patterns. Students do a detailed analysis of global issues in subsequent units. They also initiate a process of collecting data from their school, community, and other sources to use as a foundation for developing future scenarios. Students reflect on a future that integrates their Catholic faith tradition with life in the global village.

Unit Synopsis Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment	Tasks
1.1 3.5 hours	SSV.01, UCV.01, GIV.04, UC3.01, SS1.03, SS1.06, SS1.08, GI1.01, GI1.06, GI2.06, GI2.09 CGE1d, 1h, 2a, 2c, 2e, 5a	Diagnostic K/U Formative Peer/ Teacher/Self-assessment T/I, A, C	- design a global issues based, community survey - design a futures wheel based on student’s global perspective
1.2 3 hours	GIV.01, GIV.02, SSV.01, GI1.04, GI1.06, GI2.01, GI2.07, SS1.04, SS1.06 CGE1d, 3f, 7f, 7g	Peer/Self-assessment map rubric (formative) T/I, C	- categorizing countries based on student developed criteria - student designed choropleth map
1.3 3 hours	GIV.01, GI2.07, GI2.08, GI3.02, SS3.01, GC3.01 CGE1d, 3c, 3d, 5e, 7a, 7b, 7d, 7e, 7f, 7g, 7h	Learning Skills assessment Supported Opinion rubric (formative) K/U, T/I, A	- reflection - student designed quality of life index and choropleth map
1.4 3.5 hours	HEV.01, HE1.02, UC1.01, SS1.06, SS1.09, GI1.01, GI2.02, GI2.05, GI2.06, GI2.08 CGE1h, 3f, 7f, 7g	Group work assessment Presentation rubric (formative) K/U, T/I, C	- group developed case study based on a country’s population problems and policies
1.5 1.5 hours	SSV.01, HEV.02, GIV.01, GIV.02, SS2.01, SS3.01, HE3.01, GI1.01, GI2.02, GI2.07 CGE1e, 3c, 3e, 7I	Learning Skills assessment Peer-assessment (formative) using a Supported Opinion rubric K/U, T/I, A	- biome research organizer and map comparison

Activity	Learning Expectations	Assessment	Tasks
1.6 3 hours	UCV.02, GIV.01, UC1.04, SS1.01, GI2.02, GC1.01 CGE1e, 2e, 3f, 7I	Organizer rubric (formative) K/U Supported opinion rubric (formative) T/I, C	- article organizer - supported opinion paper
1.7 Culminating Activity 2.5 hours	UCV.01, HEV.02, GIV.01, SSV.01, GC1.01, GI1.01, UC3.05, GI2.05, GI1.07, GI2.06, SS1.01, SS1.06, HE3.01 CGE3c, 3e, 3f, 4f, 7I	Scenario Presentation rubric Peer-assessment (formative) K/U, T/I, C A Written Scenario rubric Student Evaluation K/U, T/I, C, A	- “futures wheel” based on a resource issue - scenario building based on futures wheel - a unit test is an option instead of the “futures wheel”/scenario

Note: Throughout this unit and throughout this course, it is suggested that students participate in developing a “class resource file,” consisting of current newspaper or periodical articles, and articles from the Internet. This can be organized by week and/or by subject heading (people, politics, technology, economics, and environment) or by region. Students should be required to contribute a selected number of items throughout the course and record the bibliographic information. The “class resource file” is to be used in a number of activities, including Activity 1.7, and may serve as the basis for ongoing research through the course.

Activity 1.1: Defining Global Issues: A Survey

Time: 3.5 hours

Description

Analysis of a global issue follows a pattern that can become a model for lifelong learning. The goal is to give each student a set of questions that he or she can apply to any global issue as it occurs in a rapidly changing world. Rather than learning a body of knowledge which may soon become outdated, students are provided with tools to locate and evaluate new information. This activity introduces a process which can be used throughout the course to provide a basis for comparison of global issues. To initiate this process, students, as a class, develop a survey to document and analyse the perceptions and attitudes concerning global issues that prevail in their school and local community, and across varying social strands, e.g., culture, gender, income status, and educational levels achieved. Students also begin developing a “class resource file.”

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

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;

CGE5a - works effectively as an interdependent team member.

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

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;
UCV.01 - analyse, forecast, and evaluate changes in the human use of the earth and its resources;
GIV.04 - conduct an independent inquiry that effectively applies geographic knowledge, skills, methods, and technologies to a selected local, national, or global geographic issue;
GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information.

Specific Expectations

SS1.03 - explain how points of view and paradigms influence an individual's perceptions of a place;
SS1.06 - identify the social, economic, cultural, and political components of selected geographic issues;
SS1.08 - demonstrate an understanding of the need to respect the cultural and religious traditions of others;
UC3.01 - identify awareness levels and viewpoints relating to a geographic issue by conducting a survey in the school or local community;
UC3.05 - produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology;
GI1.01 - use geographic terms correctly in written and oral communication;
GI1.06 - demonstrate an understanding of the need to consider social differences when analysing global problems and issues;
GI2.05 - evaluate the effectiveness of techniques used to predict the future (e.g., forecasting, backcasting, futures wheel);
GI2.06 - draw conclusions or make judgements or predictions on the basis of reasoned analysis;
GI2.09 - collect data, using field study techniques, and analyse the data to identify patterns and relationships.

Prior Knowledge & Skills

- Grade 10, Civics – CHV2O, A Global Citizen Unit (to describe and analyse a global issue)
- Grade 9, Geography – CGA1D, Global Connections Unit: Connections between Canada and other countries
- Grade 6, Canada and World Connections: Contributions Canada Makes to the Global Communities

Planning Notes

The teacher coordinates unit planning with library staff to ensure a wide variety of learning materials are available. Students should be aware from the beginning of the course what is expected of them and for this reason it is important that the teacher introduces the final course culminating activity early in the term and the culminating activity for this unit early in the unit. The teacher should have chart paper and markers available, and be able to photocopy survey questionnaires depending on survey sample size. The teacher and students seek permission to have students conduct the survey in the school and local community venues. **Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all.

Teaching/Learning Strategies

1. Ask students, “What are the major issues of today?” Students brainstorm issues ranging from local, national, and international. Record answers on the board. Ask students to identify the major players and their positions on the issue. Also ask them what actions these players have taken to express or enforce their position on this issue. Record answers on the board. The teacher does not go into any great detail concerning these issues to keep the brainstorming session active.
2. Students group the issues into the following categories: political, environmental, economic, social, and technological (some issues may be in more than one group). Briefly analyse the groupings to seek a pattern using varied criteria, such as the number of issues in a specific group, or the scale of these issues from local to global, or the people most affected.
3. Ask students to choose the most important issue from the list using different perspectives, e.g., from the point of view of student’s personal belief, of Catholics – social teaching principles, of a person living in a developing country. Students discuss what values or beliefs led them to those positions. Have students also list the possible resources that would be needed to identify the issue. The final questions to ask of students are, “What future implications might there be concerning their important issue” and “How certain is the outcome?” This line of questioning can be easily summarized using a question sheet. (Appendix 1.1.1) This questioning model is used in all global geographic issues analyses in this course.
4. From strategy 3, students choose one issue that is most important and write a brief three-paragraph analysis based on what is an important global issue to the class. Students include the following points in the three paragraphs respectively:
 - what is the “most important” and “least important” issue? State why you think it is the “most important” and “least important” to your community;
 - what is the “most uncertain” issue (most likely not to occur) and the “least uncertain” issue (more likely to occur) from the survey? State why;
 - compare the first two paragraphs and state if the issue that is “most important” is “least uncertain.” Students explain their answer.
5. Students then eliminate those “futures” that are highly unlikely or too much like the present. Using the issue that is “most important” and the “least uncertain” to the class, students create a futures wheel showing the possible effects that the issue has on the world, projecting 10 years into the future. A futures wheel creates multiple future possibilities. Using the same issue as a starting point, the class brainstorms three to six subtopics derived from the initial topic or issue. Each subtopic is further divided into three to six more topics, until students reach the third or fourth levels. Examples are found at the websites listed below and a possible template is shown in Appendix 1.1.2. Students must identify at least two driving forces that lead to the subtopics. Students also critique the futures wheel as a means to logically develop future scenarios.
6. Students realize there are varied perceptions and attitudes in just one class. The teacher asks students what the prevalent perceptions and priorities might be in our own communities. After a brief open discussion, the teacher initiates the need for a survey to be designed to determine those attitudes and perceptions.
7. Before the survey questionnaire can be designed, the teacher and students must establish clear goals to determine what exactly the class wants to learn from the survey, from whom they want it, and the interviewing methodology. The sample size need not be large but must expand across demographic categories. The teacher emphasizes the need to have environmental concerns, resource use, and future implications as one of the goals. Students, using these goals are organized into groups of three to four and create 10 questions to poll the attitudes, perceptions and future implications of people in their community regarding the major issues of the day. At this point, the teacher instructs the class in the proper formulation for designing questions or students inquire using Internet sources given below. See Appendix 1.1.3 for a checklist of criteria for survey design.

-
8. The groups share their questionnaire items with the class by using chart paper and markers. Consolidate the questions into groups according to the categories in step 2 or others of the class' choosing. The teacher asks for a consensus of the best or most appropriate questions to be included in the questionnaire. Be sure to put in demographic related questions to cross-reference the survey answers. Ask for volunteers to have the questions typed.
 9. Before the class uses the questionnaire, a pre-test is done using a small sample of students from another class. This determines the questions with unclear wording, questions that are difficult to understand, and typos that could easily be corrected.
 10. The survey should be conducted over a two-week period so that data can be collated prior to the culminating activity in this unit. All students participate in the implementation of the survey. This data is needed to formulate the futures wheel and scenario writing in the culminating activity. As survey questionnaires are returned, students collate data on an ongoing basis.

Assessment & Evaluation of Student Achievement

- The brainstorming activity is largely diagnostic and is meant for reviewing geographic skills that some students may not have used for two years. As a result, the assessment is formative and meant to give the teacher an idea of the skill level and background knowledge of the class, while at the same time providing a review of terms and concepts for all students.
- Peer/self-assessment indicates whether students completed the necessary homework, worked well within the group, and their level of understanding of the material covered.

Accommodations

- Students in an ESL program may benefit from a mini-lesson that identifies key vocabulary terms for the survey activity. Encourage students to develop their own dictionaries/glossaries.
- Allow students to ask survey questions and collect information in their first language.

Resources

Catholic Social Teaching Principles – <http://www.mtn.org:80/justice/cst6prin.htm>

Creating Preferred Futures – <http://dev.planettech.com/cpf/resources.htm>

Social, technological, economic, environmental, political, and futures data source directory

Draper, Dianne. *Our Environment: A Canadian Perspective*, 2nd ed. Nelson Thomson Learning, 2002. ISBN 0-17-616904-0

Facing the Future – <http://www.facingthefuture.org/trends/trends-index.htm>

Discussions on scarce resources, poverty, conflict, and the environment

Future Scenarios – http://faculty.plattsburgh.edu/rich...ins/legacy/futuristic_resources.htm

Internet links to various future scenario discussions

StatPac Designs – <http://www.statpac.com/surveys/>

The Futures Wheel – http://www.futurovenezuela.org/_curso/15-futweel.pdf

The Survey System – <http://www.surveysystem.com/sdesign.htm>

Scenarios for a Sustainable Future – http://www.planet.tech.com/projects/sustainable_future/

Appendix 1.1.1

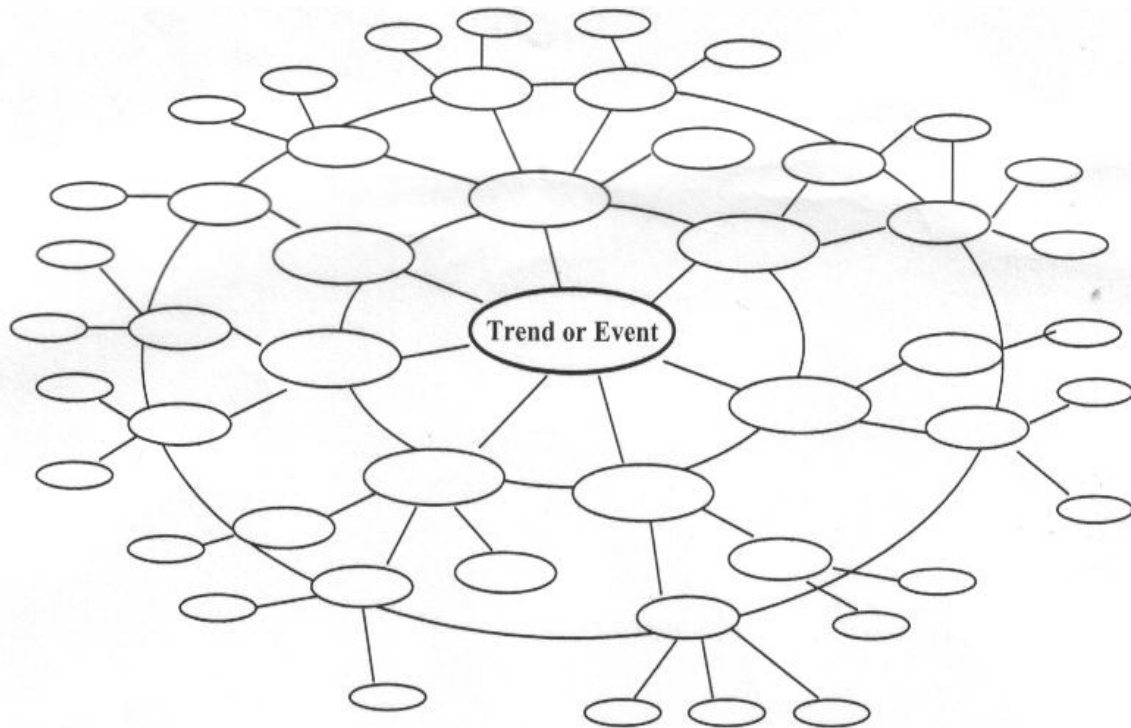
Global Geographic Issues Research and Analysis

Global Geographic Issue: _____

1. Define the issue and explain what conflict is involved in this issue.
2. List facts to prove that there is a problem and organize your facts in a logical sequence.
3. Identify related patterns and processes, at various scales (local to global), that are based on physical and human geography.
4. What are the causes of the issue? List and briefly explain the causes of the problem.
5. What are the various positions or views held by the different people/groups/nations on this issue?
6. What actions or strategies have been taken to express or enforce their position on this issue?
7. What values or beliefs would lead them to take the position they have on this issue?
8. How does this issue affect us at the global, national, and local levels?
9. What gospel value or social justice concept can best be applied to this issue?
10. What strategies have been successful in dealing with this issue?
11. How would you translate the particular gospel value or social justice concept into action?

Appendix 1.1.2

Futures Wheel Template



Appendix 1.1.3

Survey Criteria Checklist

1. Define goals and objectives.
2. Design methodology (e.g., interview, letter, websites).
3. Determine feasibility of methodology (may want to re-address Step 2).
4. Select sample group (know your audience).
5. Develop questionnaire instruments (questions and possible responses).

Questions:

- Avoid double-barrelled questions.
- Avoid biased questions.
- Avoid questions directly linked to people and organizations.
- Avoid questions that present only one side of the story.

Responses:

- Use a 4-or 6-point scale to force a negative or positive response, no neutral responses.
 - Do not overlap responses.
6. Conduct pilot test for questionnaire.
 7. Revise questions and responses if necessary.
 8. Conduct research survey.
 9. Collate data and analyse.
 10. Prepare report/conclusions.

Activity 1.2: Perspective On Global Classification Systems

Time: 3 hours

Description

Students brainstorm various methods of categorizing countries using familiar categories, e.g., military alliances, economic alliances, developed and developing countries, as a starting point. Students use geotechnologies, e.g., GIS, to design a series of maps for future analysis in later units. They determine the best techniques to visually present their data. They are given the opportunity to discuss the relevance of the characteristics mapped.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

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;

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.

Strands: Geographic Foundations: Space and Systems; Methods of Geographic Inquiry

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information;

GIV.02 - use a variety of methods and technologies to communicate the results of geographic inquiry and analysis effectively.

Specific Expectations

SS1.04 - identify different methods of grouping countries and evaluate the implications of categorizing countries in these ways;

SS1.06 - identify the social, economic, cultural, and political components of selected geographic issues;

GI1.04 - describe biases that may inform different viewpoints and perspectives on geographic issues;

GI1.06 - demonstrate an understanding of the need to consider social differences when analysing global problems and issues;

GI2.01 - demonstrate an ability to distinguish between fact and opinion in information sources;

GI2.07 - produce mental, thematic, and choropleth map to illustrate local or global patterns.

Prior Knowledge & Skills

- Grade 9 Geography (CGA) and Grade 10 History (CHC), particularly the concepts of regions, organizations, and alliances
- Mapping skills from Grade 9 Geography (CGA)
- Research skills
- Internet skills

Planning Notes

- Students require access to the library/resource centre and an Internet lab, where available, in order to gather data.
- The teacher should generate a list of selected countries that represents the diversity of the world.
- The teacher should check the GIS database to determine how current the data is. If there is newer data the teacher should allot extra time for students to update the data.
- The teacher may create the various maps prior to class so students can spend more time analysing them.

Teaching/Learning Strategies

1. Introduce students to the concept of categorizing countries by using familiar examples, e.g., military alliance systems. A class discussion can be used to determine the best way to visually present country classification methods. The class could design a map scoring rubric/checklist to be used as a summative and formative assessment tool for this activity and throughout the course. (An example is found at Appendix 1.2.1)
2. Brainstorm, with students, possible ways to categorize countries. (Students can be reminded that all ideas are acceptable although the connection is not always immediately evident to everyone.) They then put their ideas in groups of “similar characteristics.”
3. In small groups students are given a group of “similar characteristics” to research for each of the selected countries. What data is required to categorize the countries? Students gather the data and design a method to visually present it, e.g., choropleth map.
4. Students design maps using a GIS application. Students may have to input their data in order to be able to map current information. (Be aware that some countries have changed their names and others have been divided into smaller states.) Using the “query” tool, students should experiment with a variety of criteria in order to create new data sets that can be mapped. After each “query” students must answer the following:
 - what patterns are evident in the data?
 - were the data/categories mapped useful to our understanding of global issues?

Assessment & Evaluation of Student Achievement

- The brainstorming activity should be assessed formatively. It will give the teacher an idea of the skill level and background knowledge of the class, while at the same time providing a review of terms and concepts for all students.
- Peer/self-assessment indicates whether students completed the necessary homework, worked well within the group, and their level of understanding of the material covered.
- The map could be peer/self-assessed using the class-designed map scoring rubric/checklist (Appendix 1.2.1).

Accommodations

- Arrange for a peer to assist with the use of technology or provide hard copies of websites for student to read.
- Allow alternative ways of recording information, e.g., semantic mapping.
- Provide and limit the number of readings required for this activity.
- Provide a list of sample ways to categorize countries.

Resources

De Blij, H. J. and A.B. Murphy. *Human Geography: Culture, Society, and Space*, 6th Edition. John Wiley and Sons, 1998.

Goode, J.P. and J.C. Hudson, ed. *Goode's World Atlas (Goode's World Atlas, 20th)*. Rand McNally and Company, 1999.

Knox, P.L. and S.A. Maston. *Places and Regions in Global Context: Human Geography*. Prentice-Hall College Division, 2000.

Matthew, G. *Canada and the World: An Atlas Resource*. Toronto: Prentice Hall Canada Inc., 1995.

The World Almanac and Book of Facts 2002. World Almanac Education, 2002.

The World Fact Book – <http://www.odci.gov/cia/publications/factbook/index.html>

World Bank Group – <http://www.worldbank.org/data/countrydata/countrydata.html>

World Bank Group – <http://www.worldbank.org/data/databytopic/databytopic.html>

Appendix 1.2.1

Map Scoring Checklist (Application)

Description	Checklist	Score
All checklist items must follow appropriate design conventions, be drawn neatly and be located in an appropriate location	Title	___ / 2
	Legend	___ / 2
	Labels	___ / 2
	Direction Indicator	___ / 2
	Scale	___ / 2
	Border	___ / 2
	Appearance	
	• Colour	___ / 2
	• Shading	___ / 2
	• Lines	___ / 2
	Accuracy of Features Mapped	___ / 2
Total	___ / 20	

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:

Comments:

Areas to Review:

Student Name:

Strengths:

Next Steps:

Activity 1.3: Indicators of Quality of Life

Time: 3 hours

Description

The concept of human dignity is the pillar upon which all social justice efforts are based. The human person, fashioned in God's image, has inherent rights and responsibilities which demand recognition. People do not lose this dignity because of disability, poverty, age, misadventure, or misfortune. Students determine the indicators of quality of life and assign an importance to them. They then draft maps of their data and compare their maps to a map of the Human Development Index (HDI) and to a map of the developed and developing countries. Finally, they are to analyse the appropriateness of the indicators that they used.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and 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;

CGE5e - respects the rights, responsibilities, and contributions of self and others;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions;

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.

Strands: Geographic Foundation: Space and Systems, Global Connections,
Methods of Geographic Inquiry

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

GIV.01 - select and apply geographic skill, methods, and technologies to gather, analyse, and synthesize ideas and information.

Specific Expectations

SS3.02 - select and compare statistical indicators of quality of life and for a variety of developed and developing countries in different parts of the world;

GC3.01 - demonstrate an understanding of how quality of life and employment prospects are related to the global economy;

GI1.06 - demonstrate an understanding of the need to consider social differences when analysing global problems and issues;

GI2.07 - produce mental, thematic, and choropleth maps to illustrate local or global patterns;

GI2.08 - use statistical analysis techniques to interpret and analyse data;

GI3.02 - use maps to analyse change over time in a place.

Prior Knowledge & Skills

- Grade 9 Geography (CGA) particularly the concepts of quality of life and the differences between developed and developing countries
- Mapping skills
- Research skills
- Internet skills

Planning Notes

- Students require access to the library/resource centre and an Internet lab in order to gather data.
- The teacher should check the GIS database to determine the type of data available. The teacher should allot extra time for students to update any new data they may have.
- The teacher should prepare a list of developed and developing countries.
- The teacher should prepare materials for an opening reflection to this activity (e.g., *Economic Justice for All #80*, *The Church in the Modern World #26*, or *National Conference of Catholic Bishops, 1996* – Appendix 1.3.1).

Teaching/Learning Strategies

1. Students are given a reading on which they are to reflect and answer the question, “What are the conditions for an ideal quality of life?” Students are allowed to answer in point form.
2. Students participate in a class discussion on:
 - the meaning of “quality of life”;
 - how we measure quality of life;
 - how the quality of life levels and the measure of it have changed over time?
3. In small groups, students create a quality of life index. To do this, students must first determine quality of life indicators. Once this has been done, students give each indicator a weight according to its importance. Each indicator is then subdivided into three or more levels.
 - e.g., the number of telephones per 1000. A country that has 500 – 1000 telephones is weighted at 3x. A country that has 50 – 499 telephones is weighted at 2x. Finally a country that has 0 – 49 telephones per 1000 citizens is weighted at 1x.

The group is then given the opportunity to gather data from selected developed and developing countries for each of the indicators, for three or more separate time periods. It is suggested that students record the data on two or more separate tables: one containing the raw data per year (country, indicators, and weight) and the second containing the weighted indicators and the total for all indicators per country (country, weighted indicators, total). The data for the indicators and their respective weights should be inputted into the GIS database.

4. After the groups have determined the index number for each country they create a choropleth map using a GIS application. Students brainstorm the appropriateness of the various ways to determine the number and range that would represent high, medium, or poor quality of life.
5. Students create a series of choropleth maps, using a GIS application, for each of the years researched showing the levels of the quality of life. Students should also note the trends over time.
6. Students present their findings of the trends found to the class. A class discussion can follow noting any differences in the data/indicators used and a suggestion of why the differences were found.
7. Students can now compare their maps to a map of the Human Development Index and to a map of the developed and developing countries. (HDI data for selected years should be inputted into a GIS database if not already there.) Finally, students analyse the appropriateness of the indicators that they used.

Assessment & Evaluation of Student Achievement

- Peer/self-assessment indicates whether students completed the necessary homework, worked well within the group, and the level of understanding of the material covered.

Accommodations

- Pre-teach key concepts or terms e.g., quality of life, to students with language difficulties.
- Provide a rubric and/or exemplar for students to illustrate and clarify what is expected in the activity.
- Draw on students' own cultural background and experiences and incorporate them into the activity.
- Arrange for a peer to assist with the use of technology.
- Enrichment Activity: Students develop a plan where they use the quality of life data/trends and improve the quality of life in countries whose quality of life is less than Canada's.

Resources

Adler, R., Adams, J.S., and P. Gould. *Spatial Organization: The Geographer's View of the World*. Prentice-Hall, Inc., 1971.

Goode, J.P. and J.C. Hudson, ed. *Goode's World Atlas (Goode's World Atlas, 20th)*. Rand McNally and Company, 1999.

Human Development Index – <http://www.undp.org/hdro>

Matthew, G. *Canada and the World: An Atlas Resource*. Toronto: Prentice Hall Canada Inc., 1995. *Canadian Oxford School Atlas*, 7th ed.

The World Almanac and Book of Facts 2002. World Almanac Education, 2002.

The World Fact Book – <http://www.odci.gov/cia/publications/factbook/index.html>

World Bank Group – <http://www.worldbank.org/data/countrydata/countrydata.html>

World Bank Group – <http://www.worldbank.org/data/databytopic/databytopic.html>

Appendix 1.3.1

The Church in the Modern World, #26

There is a growing awareness of the sublime dignity of human persons, who stand above all things and whose rights and duties are universal and inviolable. They ought, therefore to have ready access to all that is necessary for living a genuinely human life; for example, food, clothing, housing, the right freely to choose their state of life and set up a family, the right to education, work, their good name, to respect, to proper knowledge, the right to act according to the dictates of conscience and to safeguard their privacy, and rightful freedom, including freedom of religion.

Economic Justice for All, #80

...internationally accepted human right standards are strongly supported by Catholic teaching. These rights include the civil and political rights to freedom of speech, worship, and assembly. A number of human rights also concern human welfare and are of a specifically economic nature.

First among these are the rights to life, food, clothing, shelter, rest, medical care, and basic education. These are indispensable to the protection of human dignity. ...All persons have a right to security in the event of sickness, unemployment, and old age ...the right to healthful working conditions, to wages, and other benefits sufficient to provide individuals and their families with a standard of living in keeping with human dignity, and to the possibility of property ownership.

National Conference of Catholic Bishops, 1996

All people have a right to life and to secure the basic necessities of life (e.g., food, clothing, shelter, education, health care, safe environment, and economic activity).

All people have the right to economic initiative, to productive work, to just wages and benefits, to decent working conditions as well as to organize and join unions or associations.

The global economy has moral dimensions and human consequences. Decisions on investment, trade, aid, and development should protect life and promote human rights, especially for those in most need wherever they might live on this planet.

Activity 1.4: World Population Trends and Factors

Time: 3.5 hours

Description

Students analyse demographic data to gain a solid overview of world population trends and their factors. Selected readings, graphs, and population pyramids are examined to determine the extent, causes, and possible solutions to population growth rates. Students are given the opportunity to engage in group work and present their statistical analysis to the class.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2b - reads, understands, and uses written materials effectively;

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

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

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

HEV.01 - analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level;

UCV.03 - evaluate the effectiveness of methods used by different organizations, governments, and industries to find short and long term solutions to geographic problems and issues at the local, national, and global level;

GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information.

Specific Expectations

SS1.06 - identify the social, economic, cultural, and political components of selected geographic issues;

SS1.09 - demonstrate an understanding of the roles and status of men and women in different parts of the world;

HE1.02 - describe selected world demographic trends and explain the factors influencing them;

UC1.01 - explain how economic and cultural considerations influence a country's population policies;

GI1.01 - use geographic terms correctly in written and oral communication (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index);

GI2.02 - analyse cause and effect and sequence relationships in geographic data;

GI2.05 - evaluate the effectiveness of techniques used to predict the future;

GI2.06 - draw conclusions or make judgements or predictions on the basis of reasoned analysis;

G12.08 - use statistical analysis techniques to interpret and analyse data.

Prior Knowledge & Skills

- An understanding of world population trends, e.g., birth/death rates, fertility rates, life expectancy, dependency loads, from the Grade 9 Canadian Geography unit "Human Diversity"
- Graphing, mapping, interpreting population pyramids

Planning Notes

- Book computer time and Library/Resource centre.
- Obtain copies of population pyramids of selected countries.
- Gather concise readings/case studies on population polices
- Photocopy and distribute a class set of the reading entitled, *Six Billion and Counting*, prior to the start of Activity 1.4.

Teaching/Learning Strategies

1. Assign students a homework reading entitled *Six Billion and Counting*, by Linda G. Martin. Students are to prepare for this activity by highlighting the general trends and projections in world population growth and decline. The article is a good overview of the present trends and future projections of the world's population as we enter the 21st century.
2. The teacher leads a class discussion on the general trends and projections in world population growth with the aid of statistical data found in the homework article and some excellent sources on the World Wide Web. The concepts of fertility rates, growth rates, mortality rates, and life expectancy are discussed in spatial terms. Students suggest factors that have contributed to the observed trends. Different views, both traditional (Malthus) and more recent, can be brought into the discussion.
3. With the aid of maps (*Canadian Oxford School Atlas*, 7th ed. or generated from a GIS database) the teacher directs students to regions/countries that are experiencing high and low growth rates. Students, with the aid of population pyramids and line graphs provided by the teacher, make future predictions on population growth and decline.
4. In small groups of three, students select a country in the developing world that is experiencing high population growth. Students use the Internet to research their selected country. Students should be made aware that additional time, such as after school or at home, is required to complete the research. Each student in the group has a specific area to investigate. One student looks at the conditions and factors contributing to the population of the country. A second student examines the effects on the social, economic, and environmental landscape of the country, e.g., women, children, poverty, and resource depletion. The third student investigates the country's policies in dealing with the population crisis.
5. Each group reports to the class with a brief presentation of their research. All three students are responsible for presenting their individual tasks. A class discussion is used to note the similarities and differences between the problems, impacts, and approaches of the different countries. Chart paper is useful to record the discussion highlights.

Assessment & Evaluation of Student Achievement

- Formative assessment of group work (Learning Skills)
- A presentation rubric, designed and discussed by the class, to assess the presentations (Communication, Knowledge and Understanding, Thinking/Inquiry) Appendix 1.4.1

Accommodations

- Arrange for a peer to assist with the use of technology or provide hard copies of websites for students to read, if required.
- Provide alternative methods for presenting information given students' strengths, e.g., poster, brochure.
- Analyse readings and other resources to determine how much of the content is culturally based and therefore may be unfamiliar to new Canadian students.

-
- Enrichment Activity:
 - Have students present the information using computer technologies, e.g., electronic slide presentation software.
 - Have students present the information in the form of a mini-newscast or documentary with images, maps, and voiceovers.

Resources

World Resources Institute: Earth Trends – <http://earthtrends.wri.org>

U.S. Census Bureau: IDB Population Pyramids – <http://www.census.gov/ipc/www/idbpyr.html>

Population Reference Bureau – <http://www.prb.org>

The State of the World Population 2000 – <http://www.unfpa.org/swp/swpmain.htm>

World Population: A Guide to the WWW – <http://home.nycap.rr.com/history/populate.html>

Martin, Linda. “Six Billion and Counting” – http://popcouncil.org/ppdb/six_billion.html

McNicoll, Geoffrey. “Population and Poverty” – <http://www.popcouncil.org/pdfs/wp/105.pdf>

2000 World Population Data Sheet – <http://www.prb.org/pubs/wpds2000/>

Demography and Population Studies – <http://demography.anu.edu.au/VirtualLibrary/>

Appendix 1.4.1

Population Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - trends, factors, and components of a country's population HE1.02, SS1.06, UC1.01	Information presented demonstrates limited: - knowledge and understanding of selected world demographic trends; - explanation of the factors influencing them; - identification of the social, economic, cultural, and political components	Information presented demonstrates some: - knowledge and understanding of selected world demographic trends; - explanation of the factors influencing them; - identification of the social, economic, cultural, and political components	Information presented demonstrates considerable: - knowledge and understanding of selected world demographic trends; - explanation of the factors influencing them; - identification of the social, economic, cultural, and political components	Information presented demonstrates thorough: - knowledge and understanding of selected world demographic trends; - explanation of the factors influencing them; - identification of the social, economic, cultural, and political components
Thinking/Inquiry -cause and effect of a country's population data GI2.02	- analyses cause and effect and sequence relationships in population data with limited effectiveness	- analyses cause and effect and sequence relationships in population data with some effectiveness	- analyses cause and effect and sequence relationships in population data with considerable effectiveness	- analyses cause and effect and sequence relationships in population data with thorough effectiveness
Application - appropriate conclusions or predictions GI2.06	- draws limited conclusions or predictions on the basis of reasoned analysis	- draws some conclusions or predictions on the basis of reasoned analysis	- draws appropriate conclusions or predictions on the basis of reasoned analysis	- thoroughly draws appropriate conclusions or predictions on the basis of reasoned analysis
Communication - language GI1.01	- uses geographic language and terms with limited effectiveness	- uses geographic language and terms with some effectiveness	- uses geographic language and terms with considerable effectiveness	- uses geographic language and terms with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

Activity 1.5: Human and Natural Systems: Relationships and Interactions

Time: 1.5 hours

Description

Students review the connections between human activity and natural processes. They research the varying biomes throughout the world, and analyse the impact of human activity on those biomes. Students are given an opportunity to make connections between the quality of life and the natural environment in various countries.

Strand(s) & Learning Expectations

Strands: Geographic Foundations: Space and Systems, Human-Environment Interactions, Methods of Geographic Inquiry

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information;

GIV.02 - use a variety of methods and technologies to communicate the results of geographic inquiry and analysis effectively.

Specific Expectations

SS2.01 - analyse the distribution of the world's major biomes and determine the reasons for the observed patterns;

SS3.01 - compare the productivity and biodiversity of selected ecosystems;

HE3.01 - explain the interactive nature of selected natural and human systems;

GI1.01 - use geographic terms correctly in written and oral communication;

GI2.02 - analyse cause and effect and sequence relationships in geographic data;

GI2.07 - produce mental, thematic, and choropleth maps to illustrate local or global patterns.

Prior Knowledge & Skills

- Grade 9 Geography, particularly ecozones
- Grade 10 Science, particularly biomes
- Map skills
- Research skills
- Internet skills

Planning Notes

- Students require access to the library/resource centre and the Internet in order to gather data.

Teaching/Learning Strategies

1. Reintroduce students to the concepts of biodiversity, ecoregions, and biomes. Students can demonstrate their initial understanding of the concepts by writing down several key points for each concept. In a class discussion, it is noted that there is a strong two-way connection between human and natural systems.
2. Students research the major biomes of the world (tropical rain forest, savanna, desert, steppe, temperate broadleaf forest, taiga, tundra, montane, and island) and place their findings in an organizer, e.g., geography, climate, soils, vegetation, diversity, productivity, human effects.

-
3. Students should have the information on their organizer to annotate a world biome map.
 4. Using the maps that were created in Activities 2 and 3, students consider the following:
 - the relationships between the various columns, in particular climate-soils, climate-vegetation;
 - the relationship, if any, between the quality of life maps, HDI map, and the developed and developing countries map;
 - which biomes have been the most severely impacted by human activity? Suggest reasons why. How can society reverse its impact?

Assessment & Evaluation of Student Achievement

- Map work could be assessed using the Map Scoring Rubric (Appendix 1.5.1).
- Written work could be peer assessed focusing on how well the arguments are supported (Appendix 1.5.2).

Accommodation

- Arrange for a peer to assist with the use of technology or provide hard copies of websites for students to read, where assistance is required.
- Provide reading materials that deal with curriculum expectations at the appropriate reading levels for students with reading difficulties.
- Extension activity: Students create an annotated world biome map the size of a bulletin board.

Resources

Allaby, Michael. *Biomes of the World*. 9 vols. Danbury [CT]: Grolier, 1999. ISBN 717293416

Brown, L. and H. French. *State of the World 2001*. W.W. Norton and Company, 2001.

Chasmer, R. *Earth Dynamics*. Oxford University Press, 1995.

Chasmer, R. *Earth Matters: Studies in Physical Geography*. Oxford University Press, 2001.

De Blij, H.J., et al. *Physical Geography of the Global Environment*, 2nd Edition. John Wiley and Sons, 1998.

Inch, R.S. and W.G. Stone. *The Physical Environment*. McGraw Hill Ryerson, 1982.

Paulson, D. *Biomes of the World*. – <http://www.ups.edu/biology/museum/worldbiomes.html>

Pidwirny, M. *Ecosystem Productivity*

– http://geog.ouc.bc.ca/conted/onlinecourses/geog_210.210_2_6.html

Smyth, J., et al. *Physical Geography*. Gage, 1980.

The Importance and Conservation of Biomes

– <http://www.ucmp.berkeley.edu/glossary/gloss5/biome/importan.html>

World Biomes – <http://www.worldbiomes.com>

World Resources Institute – <http://www.wri.org>

Appendix 1.5.1

Map Scoring Checklist (Application)

Description	Checklist	Score
All checklist items must follow appropriate design conventions, be drawn neatly and be located in an appropriate location	Title	____ / 2
	Legend	____ / 2
	Labels	____ / 2
	Direction Indicator	____ / 2
	Scale	____ / 2
	Border	____ / 2
	Appearance	
	• Colour	____ / 2
	• Shading	____ / 2
	• Lines	____ / 2
	Accuracy of Features	____ / 2
	Mapped	____ / 20
Total		

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

Appendix 1.5.2

Rubric for Supported Opinion Paper-Biomes

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - the data in the organizer - which biomes have been the most severely impacted by human activity?	- demonstrates a limited understanding of the concepts	- demonstrates some understanding of the concepts	- demonstrates a considerable understanding of the concepts	- demonstrates a high degree of understanding of the concepts
Thinking/Inquiry - how can society reverse its impact on the world's biomes?	-demonstrates limited awareness of points of view when presenting information	- demonstrates some awareness of points of view when presenting information	- takes into account points of view when presenting information	- skilfully acknowledges points of view when presenting information
Communication - communicates information through writing	- illustrates concepts through writing of the opinion paper with limited effectiveness	- illustrates concepts through writing of opinion paper with some effectiveness	- illustrates concepts through writing of opinion paper with considerable effectiveness	- illustrates concepts through writing of opinion paper with a high degree of effectiveness
Application - the relationships between the various attributes (e.g., climate-soils, climate-vegetation) - the relationship, between the quality of life maps, HDI map, and the developed and developing countries map	- demonstrates limited ability in applying the concepts and relationships between maps - demonstrates limited ability in applying the concepts and relationships between attributes	- demonstrates some ability in applying the concepts and relationships between maps - demonstrates some ability in applying the concepts and relationships between attributes	- demonstrates considerable ability in applying the concepts and relationships between maps - demonstrates considerable ability in applying the concepts and relationships between attributes	- demonstrates thorough ability in applying the concepts and relationships between maps - demonstrates thorough ability in applying the concepts and relationships between attributes

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:

Student Name:

Comments:

Strengths:

Areas to Review:

Next Steps:

Activity 1.6: Connections between ecology, technology and economics

Time: 3 hours

Description

In a world that is experiencing rapid economic, ecological, cultural, and technological change students examine the interdependence and impact of these factors. The study of the concept of globalization is the overall focus whereby students are given the opportunity to challenge this idea, define its costs and benefits to our global community, and reflect how our Catholic faith calls us to meet the challenges of globalization.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively;

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE 5b - thinks critically about the meaning and purpose of work;

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

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

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

HEV.02 - analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

UCV.02 - evaluate the cultural, economic, and environmental impact of changing technology;

GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information.

Specific Expectations

SS1.01 - demonstrate an understanding of the interdependence of ecology and economics;

HE3.01 - explain the interactive nature of selected natural and human systems;

GC1.01 - identify current global sustainability issues and environmental threats;

UC1.04 - explain how new technology affects employment and resource management;

GI2.02 - analyse cause and effect and sequence relationships in geographic data.

Prior Knowledge & Skills

- Students are expected to draw on their knowledge of globalization and its economic, social, and ecological costs introduced in the Grade 9 Global Connections unit.

Planning Notes

- Ensure computer time and book library/resource centre.
- Photocopy an excerpt of Brian O'Sullivan's paper entitled "The Purpose of Education in a Global Era: Excellence, Equity, and the Pursuit of the Public Good."
- Photocopy and distribute an excerpt of David Reed's and Herman Rosa's paper entitled "Economic Reforms: Globalization, Poverty, and the Environment."
- Prepare readings/websites on the costs and benefits of globalization.

Teaching/Learning Strategies

1. Students read *Understanding the Challenges of the New Global Order and the Inequities of Globalization* and an excerpt from the paper entitled “Economic Reforms: Poverty and the Environment”. Students focus on the costs and benefits of globalization as discussed in the two articles by creating an organizer with commonly agreed criteria, e.g., Rows - technology employment, gender employment, wages, resource sustainability, distribution of wealth, trade, industry, political and economic sovereignty, ecological sustainability. Columns would include benefits and costs (see Appendix 1.6.1). Students find additional articles via the Internet or several articles that deal with a holistic view of the issue.
2. The class discusses the costs and benefits of globalization and the interconnections among the ecology, technology, and economics of countries in particular Canada. Also, the ideas of inequities and injustices that come from the pressures put on our ecological systems, the widening gap between the rich and poor and the mass displacement of the workforce should also be discussed. Students read a brief excerpt, #2426, from the Catechism of the Catholic Church (Appendix 1.6.2). Given the position of the Catholic Church, write a two-page supported opinion paper on the following question: How does our Catholic faith call us to meet the challenges globalization places on our world today?

Assessment & Evaluation of Student Achievement

- Summative assessment of the supported opinion paper
- Summative assessment of completion and accuracy of organizer – Appendix 1.6.1 (Knowledge/Understanding)

Accommodations

- Arrange for a peer to assist with the use of technology or provide hard copies of websites for student to read.
- Provide and limit the number of readings required for this activity.
- Analyse readings and other resources to determine how much of the content is culturally based and therefore may be unfamiliar to new Canadian students.

Resources

Rifkin, Jeremy. “End of Work.” – <http://www.jobletter.org.nz/art%5Crifkin01.htm>

World of Work, No.34, April/May 2000. “Globalization’s losers became its movers.”

– <http://www.ilo.org/public/english/bureau/inf/magazine/34/migrants.htm>

Globalization and Employment – <http://www.ilo.org/public/english.../inst/papers/publcs/sachf/ch1.htm>

Economic Reforms, Globalization, Poverty and the Environment

– <http://www.undp.org/seed/pei/publication/economic.html>

Duncan, Isabel. “Politics in a Global World.”

– <http://www.ssn.flinders.edu.au/glo...tics%20in%20a%20global%20world.htm>

Lukasiewicz, Anna. “Education, Employment and Consumption.”

– <http://ssn.flinders.edu.au/global1002/2000book/education.htm>

O’ Sullivan, Brian. *The Purpose of Education in a Global Era: Excellence, Equity, and the Pursuit of the Public Good*. ICSEI 2001.

Kennedy, Paul. *Preparing for the Twenty-First Century*. New York: Random House, 1993.

Brown, L., Renner, M., and Hailweil, B. *Vital Signs 1999: The environment trends that are shaping our future*. New York: W.W. Norton & Co., 1999.

Appendix 1.6.1

Economic Reforms: Poverty and the Environment Organizer

Criteria	Benefits	Costs
technology employment		
gender employment		
wages		
resource sustainability		
distribution of wealth		
trade		
industry		
political sovereignty		
economic sovereignty		
ecological sustainability		

Appendix 1.6.2

Economic Activity and Social Justice, Catechism of the Catholic Church (#2426)

The development of economic activity and a growth in production are meant to provide for the needs of human beings. Economic life is not meant solely to multiply goods produced and increase profit or power; it is ordered first of all to the service of persons, of the whole man, and of the entire human community. Economic activity, conducted according to its own proper methods, is to exercise within the limits of the moral order, in keeping with social justice so as to correspond to God's plan for man.

Activity 1.7: Culminating Activity – Futures Wheel and Scenario Building

Time: 2.5 hours

Description

Students, as a class, use the results from the survey to create a futures wheel based on an issue that is important in their community. Students then create their own futures wheel showing possible global changes to 2010 and beyond, based on trends of resource use. They present their rationale for their selected scenario and discuss the positive and negative aspects of creating a futures wheel. This approach focuses on cooperative learning and is influenced by multiple intelligences and learning style research. The emphasis on foresight and the implications of ethical problem solving and decision making is imposed on relevant and real life issues.

A unit test is an option, instead of the futures wheel, as the culminating activity. Test questions should be varied and relate to all categories of the Achievement Chart.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

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;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE7i - respects the environment and uses resources wisely.

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

Overall Expectations

SSV.01 - explain the complex nature of the earth's natural and human systems;

HEV.02 - analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

UCV.01 - analyse, forecast, and evaluate changes in the human use of the earth and its resources;

GIV.01 --select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information.

Specific Expectations

SS1.01 - demonstrate an understanding of the interdependence of ecology and economics;

SS1.06 - identify the social, economic, cultural, and political components of selected geographic issues;

HE3.01 - explain the interactive nature of selected natural and human systems;

UC3.05 - produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology;

GC1.01 - identify current global sustainability issues and environmental threats;

GI1.01 - use geographic terms correctly in written and oral communication (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index);

GI1.07 - explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others.

GI2.05 - evaluate the effectiveness of techniques used to predict the future (e.g., forecasting, backcasting, future wheel);

GI2.06 - draw conclusions or make judgements or predictions on the basis of reasoned analysis.

Prior Knowledge & Skills

- Survey analysis, global issues analysis, and futures wheel in Activity 1.1
- Forecasting population trends using population data in Activity 1.4
- Human and natural systems: Relationships and interactions in Activity 1.5
- The principles of resource sustainability from Activity 1.6
- Class Inventory File: knowledge and understanding of current global issues

Planning Notes

The teacher consolidates survey results to share with class. The teacher becomes familiar with scenario writing using varied futures techniques (websites listed below). Scenarios are multiple, possible futures – alternative stories of how the global environment may develop in the future. They are not predictions of what will happen, but are credible, relevant, and challenging stories that enable students to explore a “what if” possibility. The purpose of scenario planning is not to pinpoint future events, but to highlight large-scale forces that push the future in different directions. The teacher generates a list of resource-based issues to be used by students in the culminating activity.

Teaching/Learning Strategies

1. Students, using the data from the survey, write a brief three-paragraph analysis based on what is an important global issue to the community. Students include the following points in each of the three paragraphs respectively:
 - What is the “most important” and “least important” issue? State why you think it is the “most important” and “least important” to your community.
 - What is the “most uncertain” issue (most likely will not occur) and the “least uncertain” issue (more likely to occur) of the survey? State why.
 - Compare the first two paragraphs and, state, if the issue that is “most important” is “least uncertain.” Students explain their answer.
2. Students then eliminate those “futures” that are highly unlikely or too much like the present. Using the issue that is “most important” and the “least uncertain to the community” students create a futures wheel showing the possible effects that the issue may have on the world 10 years into the future. Using the same issue as a starting point, the class develops a futures wheel. Students brainstorm three-six subtopics from the initial topic or event. Each subtopic is further divided into three to six more topics, until students reach the third of four levels. Examples are found at the websites listed below and in Activity 1.
3. Using the class produced futures wheel as a template, students are assigned an environmental issue from which they are to create their own futures wheel.
4. Next, students produce a two-page “What If?” scenario based on “what if that environmental issue or resource were no longer in the world?” Students identify at least two driving forces that are associated with that issue or resource. They create a mind map to illustrate alternative pathways that lead to different endings.
5. Students share their scenario with the class (approximately five minutes each) and fellow students use the scenario presentation rubric to provide feedback based on students’ logic behind the scenario and the principles of sustainability. Students are given the opportunity to revise their scenario after reviewing the peers’ assessment. They submit their two-page scenario to the teacher for evaluation.

Assessment & Achievement Evaluation of Student

- The presentation of the scenario is peer assessed using the Scenario Presentation Rubric (see Appendix 1.7.1). **Note:** this rubric contains the same criteria as the Scenario Writing Rubric. Formative peer assessment (Understanding/Knowledge, Thinking/Inquiry, Communication, Application).
- The two-page written scenario is evaluated using the Scenario Writing Rubric (see Appendix 1.7.2). Summative teacher evaluation (Knowledge/Understanding, Thinking/Inquiry, Communication, Application).

Accommodations

- Arrange for a peer to assist with the use of technology or provide hard copies of websites for students to read.
- Provide and limit the number of readings required for this activity.
- Extension: Students may create a storyboard to help to further plan the details of their story line. Be sure to include the 5 W's (Who, What, When, Why, Where) and the H (How) in the story telling. Check with the scenario writing rubric to ensure the criteria are met.

Resources

Future Scenarios – http://faculty.plattsburgh.edu/rich...ins/legacy/futuristic_resources.htm

Internet links to various future scenario discussions.

Scenarios for a Sustainable Future – http://www.planet.tech.com/projects/sustainable_future/

Seminar on Futures Techniques – <http://ag.arizona.edu/futures/fut/semtech.html>

a descriptive listing of 15 futures techniques, including forecasting, backcasting and futures wheel.

Which World? Scenarios for the 21st Century – <http://mars2.caltech.edu/whichworld/index.html>

World Future Fund-Global Future Watch Indicators System – <http://www.worldfuturefund.org/wff-indicatorslist.htm>

Appendix 1.7.1

Scenario Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p>Knowledge/ Understanding (SS1.01) - interdependence of ecology and economics</p> <p>(SS1.06) - relevant driving forces</p>	<p>- demonstrates limited understanding of the interdependence of ecology and economics</p> <p>- demonstrates limited ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates some understanding of the interdependence of ecology and economics</p> <p>- demonstrates some ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates considerable understanding of the interdependence of ecology and economics</p> <p>- demonstrates considerable ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates thorough understanding of the interdependence of ecology and economics</p> <p>- demonstrates thorough ability to identify social, economic, cultural, and political components of selected geographic issues</p>
<p>Thinking/ Inquiry (GI2.05) - evaluates effectiveness of a technique used to predict the future</p> <p>(GI2.06) - appropriate conclusions or predictions</p>	<p>- evaluates the effectiveness of a technique used to predict the future with limited effectiveness</p> <p>- draws limited conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of a technique used to predict the future with some effectiveness</p> <p>- draws some conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of a technique used to predict the future with considerable effectiveness</p> <p>- draws appropriate conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of a technique used to predict the future with thorough effectiveness</p> <p>- thoroughly draws appropriate conclusions or predictions on the basis of reasoned analysis</p>

Appendix 1.7.1 (Continued)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication (GI1.01) - uses geographic terms correctly in oral presentation	- uses geographic terms with limited effectiveness	- uses geographic terms with some effectiveness	- uses geographic terms with considerable effectiveness	- uses geographic terms with thorough effectiveness
Application Making Connections (UC3.05) - produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows limited insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows some insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows considerable insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows clear and creative insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:
Comments:
Areas to Review:

Student Name:
Strengths:
Next Steps:

Appendix 1.7.2

Scenario Writing Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p>Knowledge/ Understanding (SS1.01) - interdependence of ecology and economics</p> <p>(SS1.06) - relevant driving forces</p>	<p>- demonstrates limited understanding of the interdependence of ecology and economics</p> <p>- demonstrates limited ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates some understanding of the interdependence of ecology and economics</p> <p>- demonstrates some ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates considerable understanding of the interdependence of ecology and economics</p> <p>- demonstrates considerable ability to identify social, economic, cultural, and political components of selected geographic issues</p>	<p>- demonstrates thorough understanding of the interdependence of ecology and economics</p> <p>- demonstrates thorough ability to identify social, economic, cultural, and political components of selected geographic issues</p>
<p>Thinking/ Inquiry (GI2.05) - evaluates effectiveness of a technique used to predict the future</p> <p>(GI2.06) - appropriate conclusions or predictions</p>	<p>- evaluates the effectiveness of a technique used to predict the future with limited effectiveness</p> <p>- draws limited conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of a technique used to predict the future with some effectiveness</p> <p>- draws some conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of a technique used to predict the future with considerable effectiveness</p> <p>- draws appropriate conclusions or predictions on the basis of reasoned analysis</p>	<p>- evaluates the effectiveness of technique used to predict the future with thorough effectiveness</p> <p>- thoroughly draws appropriate conclusions or predictions on the basis of reasoned analysis</p>

Appendix 1.7.2 (Continued)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication (GI1.01) - uses geographic terms correctly in oral presentation	- uses geographic terms with limited effectiveness	- uses geographic terms with some effectiveness	- uses geographic terms with considerable effectiveness	- uses geographic terms with a high degree of effectiveness
Application Making Connections (UC3.05) - produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows limited insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows some insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	-shows considerable insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology	- shows clear and creative insight in producing scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level:
 Comments:
 Areas to Review:

Student Name:
 Strengths:
 Next Steps: