

**Geographic Issues of the 21<sup>st</sup> Century 20F**  
**Course Outline**  
**Semester 2**

**February, 2021 – June, 2021**

**Course Code: 1180    Credit Value: 1.0**

Mr. Nathan Zadorozny – Ste Rose School

Turtle River School Division

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**Prerequisite: Grade 9 Social Studies**

**Course Objective**

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

This course explores the role Geography plays in our daily lives. Geography helps people find their way around their neighborhood; buy clothes that suit anticipated changes in weather patterns; plan and pack for long driving and holiday trips. Geographic knowledge and skills can lead to a variety of exciting professions such as being a pilot, an urban planner, or a geologist! In this course students will have the opportunity to research; write personal reflections and essays, and use maps and mapping to gain a deeper understanding of our rapidly-changing world.

**Required Textbooks:**

*Geographic Issues of the Twenty-first Century: Bruce W. Clark, John K. Wallace, Pearson Education Canada, 2005*

## **Units of Study/ Course Overview**

### **Cluster 1- Geographic Literacy (2 Weeks) February-March 10% of Course Grade**

Students will define the term geography and identify its various fields. They will make connections between place and identity. Students will investigate global environmental types. They will consider the complexity of the global environment and the importance of stewardship in the preservation of the environment. Students should be challenged to develop positive values about the importance of geography and your role in environmental stewardship.

### **Cluster 2- Natural Resources (4-5 Weeks) March-April 20% Of Course Grade**

Students will use various maps to identify the locations of major natural resources in the world. They will learn about Indigenous People's perspectives and rights regarding resource use. Identify factors that influence the changing use of natural resources over time. Students will identify ways in which competing interests and needs influence the control and use of land and natural resources. Describe issues related to sustainability of resource extraction and use. Learn about the implications of wealthy countries extracting resources from the world's poorest countries. Reflect on diverse views regarding the use of natural resources. Reflect on your personal choices regarding resource use.

### **Cluster 3- Food from the Land (3-4 Weeks) April-May 20% Of Course Grade**

Identify the location of major food production areas around the world. Examine how physical and human factors influence food production. Consider the impact agricultural practices have on the physical environment. Examine how food production has changed over time—especially on the Prairies. Consider issues related to food production; including the production of freshwater and saltwater food sources, the impact of climate change, and concerns regarding genetic modification of foods on our overall health. Identify the stages involved in food production. Examine issues related to the scarcity and distribution of food.

### **Cluster 4- Industry and Trade (4 Weeks) May-June 20% Of Course Grade**

Become familiar with terminology related to industry and trade. Examine different levels of industry. Identify factors that determine the location of industries. Identify geographic locations of the major manufacturing regions in North America and the world, as well as Canada's major trading partners and major trade products. Examine current industry and trade developments, including the increasing involvement of First Nations, Métis, and Inuit Peoples in Canadian business and industry.

**Cluster 5- Urban Places (2-3 Weeks) June-Mid June 10% of Course Grade**

Examine factors that influence the location of cities and various functions of urban places. Identify the causes for the emergence of megacities around the world. Reflect upon major environmental, economic, and social issues facing modern urban centres. Examine the importance of urban planning. Discover the value of social diversity in urban centres.

**Class Materials**

- USB Key
- Binder with paper
- Pen or Pencil
- Schedule/Reminder

**Evaluation**

**70% Term Work**

This will include unit tests homework checks, readings, assignments, projects, presentations, and weekly quizzes. There will be a unit test at the end of each cluster.

**30%- Final Examination**

**Classroom Expectations**

You are expected to be on time, prepared to learn, and respectful to all people in the classroom. All assignments and projects must be completed and handed in on time to be considered for full marks. If you miss class, please notify the school, and know that it is your responsibility to get caught up.

**Students must act in a respectful and meaningful way at all times.**

As the teacher I also have responsibilities that include making sure your grade is accurate, meaningful, and consistent with your understanding, and making sure you have the information you need to be successful. I will also have an open line of communication with your parents and/or guardians to ensure you are meeting everyone's expectations; your parents', your teacher's, and your own. Please do not hesitate to ask if you need help with anything. I am always available during the school day, and I check my email at least once per evening.

### **Cellphone Policy**

You are expected to pay attention and be respectful at all times during the lesson. ***If you are caught having a phone during class and when it becomes a distraction, I will take it for the remainder of the day.*** Students are encouraged to leave their phones out of the classroom, unless instructed by the teacher!

### **Late Policy**

You will be considered late if you are 10 minutes late for your lesson. If a student is late, it is possible that they may not receive a participation mark for that day resulting in a lower overall grade.

### **Absences Policy:**

Your parents/guardians will be receiving an email/phone call/letter if you are absent 5 times this year. They will be receiving another email/phone call/letter if you have absent 10 times. If you are absent more than 10 times, a parent meeting will need to be scheduled in order for you to continue with this class.

### **Plagiarism/Cheating Policy**

***1<sup>st</sup> offence***- The student will receive a 0 (zero) on the assignment. A phone call/email will be sent to the parent/guardian.

***2<sup>nd</sup> offence***- A letter will also be sent home to the parent/guardian. The parent must sign the letter and return it to the school. The Student will receive a 0 (zero) on the assignment.

***3<sup>rd</sup> offence***- The student will receive a zero on their assignment and they will be referred to the principle for further disciplinary action. A meeting will need to be arranged with the parent/guardian to address the severity of this issue.

### **Late Assignment Policy**

***Late assignments will only be accepted according to the teacher's discretion. Students will not be allowed to hand in late assignments; and they will be entered as an incomplete on the Maplewood marking system.***

Extra Guidance

Students may make appointments with me during noon hour, for extra help learning course materials.

### **Curriculum Documents**

All Geography curriculum documents may be found on the Manitoba Education website.

<https://www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>

**Final Note for Parents/Guardians:**

I have read the Geographic Issues of the 21<sup>st</sup> Century course outline and am familiar with its contents. I have reviewed the classroom rules and expectations and am prepared to participate in a positive way according to these rules and expectations. I understand that this is a classroom contract and will try my best to uphold it.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent/Guardian's Signature(s): \_\_\_\_\_

Mr. Zadorozny's Signature: \_\_\_\_\_

Any initial comments or concerns please list below:

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