

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

Credit Value: One Credit

**McCreary School**

**Course Code: 1180**

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

**Semester 1**

**Teacher: Mr. Billett**

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Room 10

**Prerequisites** – Acquisition of Canada in the Contemporary World 10F is required.

## Course Description/Overview

Grade 10 students focus on geographic issues of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the tools of geography, including geographic information systems to examine issues and problems. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

## Focus and Purpose

The purpose of taking Social Studies (GEO 20F): Geographic Issues of the 21st Century is to understand the geography within Manitoba, Canada and the world. Geography is the study of space. It examines the location and distribution of people, places, and processes from an interdisciplinary perspective. There are two main branches of geography: physical and human.

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

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

## Objectives

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

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

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

## Resources

- Geographic Issues of the Twenty-First Century textbook
- World Atlas

## Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- USB Memory stick

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

## Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

## GEO 20F Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

<p><b>February</b></p>	<p><b>Cluster 1: Geographic Literacy</b>  This cluster has five learning experiences. It provides students opportunities to become familiar with the discipline of geography and to understand why it is important. Students define the term geography, identify its various fields, make connections between place and identity, investigate global environmental types, and consider the complexity of the global environment and the importance of stewardship in the preservation of this environment.</p>	<ol style="list-style-type: none"> <li>1. Introduction to Geography Literacy  -Brainstorm what Human and Physical Geography  - Discussion – Venn Diagram Print out  - KWL – Know , Want to know, Learned (after discussion and videos)  - What is Geography  - Canada Geography Video  - Globalization - Top Three activity – (Shoes/clothing, TV Shows, Movies, Sports teams, Electronics, Musicians/Bands, etc.)  - Globalization Video  - Geography Tools (Atlas, Maps, Scale, latitude, longitude)  - World Traveler Assignment</li> <li>2. Chapter 1 – Exploring Canada: A Study in Connections – Page 2</li> <li>3. Chapter 2 – Maps: Geography’s Basic Tools – Page 18</li> <li>4. Chapter 3 – Locating Places on a Map – Page 27</li> <li>5. Chapter 4 – Using Map Scales – Page 43</li> <li>6. Chapter 5 – GIS: Where Geography is Going – Page 49</li> <li>7. Chapter 6 – Air Photos: The View from Above – Page 55</li> <li>8. Chapter 7 – Remote Sensing: Views from Space – Page 61</li> <li>9. Chapter 8 – Graph it! – Page 71</li> </ol>
<p><b>March</b></p>	<p><b>Cluster 2: Natural Resources</b>  This cluster has three learning experiences. It focuses on the variety and locations of the world’s natural resources, which influences where people live as well as their economic activities. Students identify where the major natural resources are located, consider diverse perspectives towards ownership and development, and examine issues related to sustainability of resource extraction and consumption, including the implications of their personal consumer choices.</p>	<ol style="list-style-type: none"> <li>1. Chapter 9 – Geologic History – Page 80</li> <li>2. Chapter 10 – Landform Connections – Page 93</li> <li>3. Chapter 11 – Climate Connections – Page 121</li> <li>4. Chapter 12 – Soil and Natural Vegetation Connections – Page 139</li> <li>5. Chapter 13 – Making the Connections: Canada’ Ecozones – Page 151</li> </ol>
<p><b>April</b></p>	<p><b>Cluster 3: Food from the Land</b>  This cluster has four learning experiences and focuses on the production and acquisition of the basic human necessity of food. Students identify the location of major food production areas around the world and consider physical and human factors that influence food production. Students describe the impact of agricultural practices on the physical environment and show how food production has changed over time, specifically in the Canadian prairies. Students also consider issues related to fresh and saltwater food resources, the impact of climate change, and concerns regarding genetic manipulation and modification. Students identify the stages involved in food production as well as issues related to scarcity and distribution of food.</p>	<ol style="list-style-type: none"> <li>1. Chapter 11 – Climate Connections – Page 121</li> <li>2. Chapter 12 – Soil and Natural Vegetation Connections – Page 139</li> <li>3. Chapter 13 – Making the Connections: Canada’ Ecozones – Page 151</li> <li>4. Chapter 19 – Fishing: An Industry at the Crossroads – Page 245</li> <li>5. Chapter 20 – Food from the Land – Page 259</li> <li>6. Chapter 21 – The Business of Farming</li> <li>7. Chapter 30 – Water Resources – Page 438</li> <li>8. Chapter 31 – Global Warming – Page 451</li> <li>9. Chapter 32 – Reducing the Size of your Ecological Footprint – Page 469</li> </ol>

<p><b>May</b></p>	<p><b>Cluster 4: Industry and Trade</b>  This cluster has three learning experiences and focuses on industry and trade in Canada, North America, and the World. Students become familiar with terminology related to industry and trade, examine the different levels of industry, and identify the factors that determine the location of industries. Students identify the geographic locations of the major manufacturing regions in North America and the world, as well as Canada’s major trading partners and the major trade products. Students also explore current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. Students identify current issues related to industry, trade, and globalization, and consider the economic, social and environmental impacts of their consumer choices.</p>	<ol style="list-style-type: none"> <li>Chapter 15 – First Nations: The Treaty Process – Page 171</li> <li>Chapter 18 – Types of Industry – Page 238</li> <li>Chapter 11 – Climate Connections – Page 121</li> <li>Chapter 12 – Soil and Natural Vegetation Connections – Page 139</li> <li>Chapter 13 – Making the Connections: Canada’ Ecozones – Page 151</li> <li>Chapter 19 – Fishing: An Industry at the Crossroads – Page 245</li> <li>Chapter 20 – Food from the Land – Page 259</li> <li>Chapter 21 – The Business of Farming</li> <li>Chapter 22 – Our Forrest Resources – Page 299</li> <li>Chapter 23 – Canada’s Mineral Wealth – Page 315</li> <li>Chapter 24 – Energy: Powering Our nation – Page 341</li> <li>Chapter 25 – Location and Manufacturing – Page 365</li> <li>Chapter 26 – Providing Services – Page 380</li> <li>Chapter 27 – Transportation – Page 391</li> <li>Chapter 28 – The World Community – Page 414</li> <li>Chapter 29 – Canada’s Foreign Trade – Page 425</li> </ol>
<p><b>June</b></p>	<p><b>Cluster 5: Urban Places</b>  This cluster has four learning experiences and focuses on urbanization and related issues in Canada and around the world. Students become familiar with the terminology related to urbanization and consider the merits of living in rural, remote and urban places. Students investigate factors that influence the location of cities, the various functions of urban places, and identify the factors leading to the emergence of mega cities around the world. Students consider major environmental, economic and social issues facing modern urban centres. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centres.</p>	<ol style="list-style-type: none"> <li>Chapter 14 – An Introduction to the Study of Population – Page 162</li> <li>Chapter 16 – Settlement Patterns – Page 185</li> <li>Chapter 17 – Urban Land Use – Page 219</li> </ol>
	<p>Preparing for final exam.</p>	<p>Writing final exam.</p>

**Academic Evaluation and Assessment**

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and GEO 20F activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

## Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

## Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

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### Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects) .....	70%
Final Exam (A final exam which covers the outcomes studied in GEO 20F) .....	30%

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

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## Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

## Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

## Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

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## Use of Technology Policy

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

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

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

**Behavioural Assessment**

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

**Personal Management Skills**

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

**Active Participation in Learning**

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

**Social Responsibility**

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

\*\*The course outline may be changed due to unforeseen circumstances. \*\*

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Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

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

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

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_