

Senior 2: Geographic Issues of the 21st Century

Skills

Students will...

Skills for Active Democratic Citizenship:

- S2-S-100 Collaborate with others to achieve group goals and responsibilities.
- S2-S-101 Use a variety of strategies in conflict resolution.
- S2-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S2-S-103 Promote actions that reflect principles of environmental stewardship and sustainability.
- S2-S-104 Seek consensus in collaborative problem solving.
- S2-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- S2-S-106 Propose options that are inclusive of diverse perspectives.
- S2-S-107 Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas:

- S2-S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
- S2-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...
- S2-S-202 Select and use appropriate tools and technologies to accomplish tasks.
Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...
- S2-S-203 Construct maps using a variety of information sources and technologies.
Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...
- S2-S-204 Select, use, and interpret various types of maps.

S2-S-205 Recognize and interpret various map projections.

Critical and Creative Thinking Skills:

- S2-S-300 Formulate geographic questions to plan inquiry and research.
- S2-S-301 Consider the context of events, accounts, ideas, and interpretations.
- S2-S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S2-S-303 Reconsider personal assumptions based on new information and ideas.
- S2-S-304 Analyze physical material and evidence during research.
- S2-S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S2-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S2-S-307 Propose and defend innovative options or solutions to address issues and problems.
- S2-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
Include: student-gathered data
- S2-S-309 Observe patterns and make generalizations based on geographic inquiry.

Communication Skills:

- S2-S-400 Listen to others to understand their perspectives.
- S2-S-401 Use language that is respectful of human diversity.
- S2-S-402 Express informed and reasoned opinions.
- S2-S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.
Examples: models, displays, multimedia presentations, editorials...
- S2-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

- S2-S-405 Articulate their perspectives on issues.
- S2-S-406 Debate differing points of view regarding an issue.

Cluster 1 - Geographic Literacy

Knowledge

Students will...

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| S2-KC-001 | Give examples of ways in which geographic knowledge and understanding can inform decision making. | Cluster: 1 |
| S2-KI-003 | Explain the relationship between place and identity. | Cluster: 1 |
| S2-KL-008 | Define the term geography. | Cluster: 1 |
| S2-KL-009 | Identify elements of physical and human geography. | Cluster: 1 |
| S2-KL-010 | Describe the relationship between physical and human geography. | Cluster: 1 |
| S2-KL-011 | Locate major physical features on a map of North America. | Cluster: 1 |
| S2-KL-012 | Locate international political divisions on a map of North America. | Cluster: 1 |
| S2-KL-013 | Locate provinces, territories, and capital cities on a map of Canada. | Cluster: 1 |
| S2-KL-014 | Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
<i>Examples: savanna, temperate, tropical rain forest, deserts...</i> | Cluster: 1 |
| S2-KL-015 | Identify global environmental types on a map of the world. | Cluster: 1 |
| S2-KL-016 | Locate on a map of Manitoba global environmental types found in Manitoba. | Cluster: 1 |
| S2-KL-017 | Identify on a map of the world major population clusters and explain the relationship between population and global environmental types. | Cluster: 1 |
| S2-KL-018 | Explain the importance of stewardship in the preservation of the Earth's complex environment. | Cluster: 1 |

S2-KH-032	Recognize that the study of geography includes the study of change over time.	Cluster: 1
S2-KP-040	Describe ways in which various globes, maps, and map projections may influence perceptions. <i>Examples: relative size and position; power, sovereignty...</i>	Cluster: 1

Values

Students will...

S2-VC-001	Value the importance of geographic knowledge and understanding in making informed decisions.	Cluster: 1
S2-VI-002	Appreciate the importance of place to their identity.	Cluster: 1
S2-VL-005	Respect the Earth as a complex environment in which humans have important responsibilities.	Cluster: 1

Cluster 2 - Natural Resources

Knowledge

Students will...

S2-KC-002	Describe sustainability issues related to natural resource extraction and consumption.	Cluster: 2
S2-KI-004	Identify Aboriginal perspectives and rights regarding natural resources and their use. <i>Examples: land claims, fishing and hunting rights, mineral rights...</i>	Cluster: 2
S2-KL-019	Identify major natural resources on a map of the world, a map of North America, and a map of Canada. <i>Include: water, forestry, fossil fuels, metallic and non-metallic minerals.</i>	Cluster: 2
S2-KH-033	Identify factors that influence the changing use of natural resources over time. <i>Examples: technology, culture...</i>	Cluster: 2
S2-KG-035	Identify implications of more-developed countries extracting resources from less-developed countries. <i>Examples: social, political, economic...</i>	Cluster: 2
S2-KP-041	Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. <i>Examples: mining, forestry, water...</i>	Cluster: 2

Values

Students will...

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|-----------|--|------------|
| S2-VI-003 | Be willing to consider diverse views regarding the use of natural resources. | Cluster: 2 |
| S2-VP-009 | Be willing to consider the implications of personal choices regarding natural resources. | Cluster: 2 |

Cluster 3 - Food from the Land

Knowledge

Students will...

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| S2-KI-005 | Identify human factors affecting the production and use of various types of food.
<i>Examples: cultural, economic, political, marketing...</i> | Cluster: 3 |
| S2-KL-020 | Identify the major food production areas on a map of the world and a map of Canada. | Cluster: 3 |
| S2-KL-021 | Identify physical conditions required to produce major food crops.
<i>Examples: topography, soil, climate, water...</i> | Cluster: 3 |
| S2-KL-022 | Explain ways in which natural and human caused phenomena affect food production. | Cluster: 3 |
| S2-KL-023 | Describe the impact of various agricultural practices on the physical environment.
<i>Examples: soil erosion, water quality, soil fertility...</i> | Cluster: 3 |
| S2-KH-034 | Give examples of ways in which food production has changed over time.
<i>Examples: soil conservation strategies, technological change...</i> | Cluster: 3 |
| S2-KG-036 | Describe issues related to freshwater and saltwater food resources. | Cluster: 3 |
| S2-KG-037 | Give examples of the potential impact of climate change on food production. | Cluster: 3 |
| S2-KG-038 | Identify issues relating to scarcity and distribution of food. | Cluster: 3 |
| S2-KE-043 | Identify the changing nature of farming on the prairies and describe social and economic implications for communities. | Cluster: 3 |

S2-KE-044	Identify the stages involved in food production and distribution. <i>Include: growing, processing, transportation, and marketing.</i>	Cluster: 3
S2-KE-045	Identify issues related to genetic modification of plants and animals.	Cluster: 3

Values

Students will...

S2-VL-006	Be willing to consider the environmental consequences of their food choices.	Cluster: 3
S2-VP-010	Be willing to consider the economic and political influence of their food choices. <i>Examples: food fashions, food aid, food shortages...</i>	Cluster: 3

Cluster 4 - Industry and Trade

Knowledge

Students will...

S2-KI-006	Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. <i>Examples: eco-tourism, APTN (media production), airlines...</i>	Cluster: 4
S2-KL-024	Identify on a map of the world Canada's major trading partners and major products traded.	Cluster: 4
S2-KL-025	Identify on a map of the world and on a map of North America major manufacturing regions.	Cluster: 4
S2-KG-039	Define the concept of globalization and identify related social issues.	Cluster: 4
S2-KE-046	Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.	Cluster: 4
S2-KE-047	Identify factors that determine the location of industry. <i>Examples: energy, raw material, transportation, labour, markets, government policies...</i>	Cluster: 4
S2-KE-048	Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.	Cluster: 4
S2-KE-049	Identify current issues related to industry and trade. <i>Include: sustainable development, balance of trade</i>	Cluster: 4

Values

Students will...

S2-VG-008	Be willing to consider the social and environmental impacts of their consumer choices.	Cluster: 4
S2-VE-011	Be willing to consider the economic implications of their consumer choices.	Cluster: 4

Cluster 5 - Urban Places

Knowledge

Students will...

S2-KI-007	Analyze urban social issues.	Cluster: 5
S2-KL-026	Use examples to distinguish among rural, urban, and remote places.	Cluster: 5
S2-KL-027	Locate major urban centres on a map of the world and on a map of North America.	Cluster: 5
S2-KL-028	Identify factors that influence the location of urban centres.	Cluster: 5
S2-KL-029	Describe the impact of urbanization on Canadian ways of life.	Cluster: 5
S2-KL-030	Describe urban environmental and economic issues. <i>Examples: land use, relationship to hinterland, infrastructure...</i>	Cluster: 5
S2-KL-031	Describe the role of urban planning and use examples to illustrate its importance.	Cluster: 5
S2-KP-042	Identify reasons for the emergence of particular cities as centres of power and wealth. <i>Include: London, Tokyo, New York.</i>	Cluster: 5
S2-KE-050	Use Canadian examples to describe the major functions of urban places. <i>Examples: administration, service, tourism, transportation...</i>	Cluster: 5
S2-KE-051	Identify issues related to urban growth and decline.	Cluster: 5

Values

Students will...

S2-VI-004	Value the social diversity of urban centres.	Cluster: 5
S2-VL-007	Be willing to consider the merits of living in rural, urban, and remote places.	Cluster: 5
S2-VE-012	Appreciate the interdependence between urban centres and hinterlands.	Cluster: 5