

*SECTION 4:
GEOGRAPHIC ISSUES
OF THE 21ST CENTURY*

SENIOR

2



Grade Overview

In *Geographic Issues of the 21st Century*, students focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the methods and tools of geography, including geographic information systems (GIS) to examine issues and problems and to propose solutions. 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.

Cluster Descriptions



Cluster 1: Geographic Literacy

This cluster, consisting of five learning experiences, provides students the opportunity to become familiar with the discipline of geography and 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.



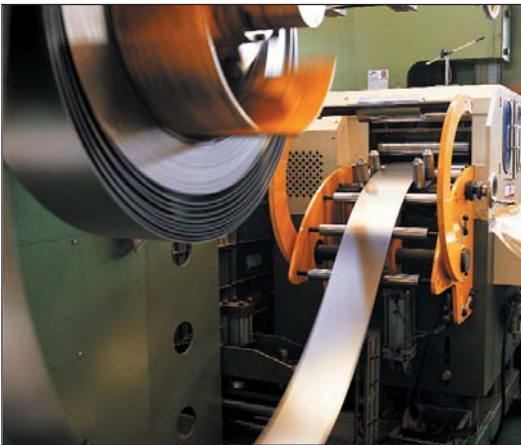
Cluster 2: Natural Resources

This cluster, consisting of three learning experiences, provides students with the opportunity to learn about the variety and locations of the world's natural resources, which influence where people live and the kinds of economic activities they are engaged in. Students identify where the major natural resources are located, consider diverse perspectives towards ownership and development, and examine issues related to the sustainability of resource extraction and consumption including the implications of their personal consumer choices.



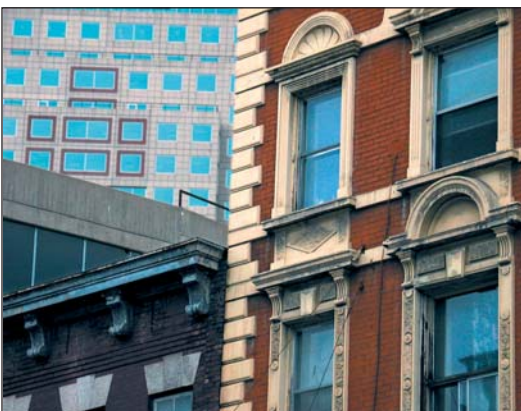
Cluster 3: Food from the Land

This cluster, consisting of four learning experiences, 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 both the 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 freshwater and saltwater food resources, the impact of climate change, and concerns regarding genetic modification. Finally, students identify the stages involved in food production as well as issues related to scarcity and distribution of food.



Cluster 4: Industry and Trade

This cluster consists of three learning experiences that focus on industry and trade in Canada, North America, and the world. Students become familiar with appropriate 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 examine current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. In this cluster, students also identify current issues related to industry, trade, and globalization, and consider the economic, social, and environmental impacts of their consumer choices.



Cluster 5: Urban Places

This cluster consists of four learning experiences, in which students focus 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 megacities 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.

Cluster Components

Each of the five clusters include

- an overview of the cluster
- a description of each of the learning experiences with associated outcomes
- a list of the targeted skills for the cluster
- teaching and learning strategies

Each teaching and learning strategy includes a series of blackline masters (BLMs) that provide student support materials specific to each strategy.

Cluster Sequence

Although there are alternatives to the cluster sequence presented in this document, it is recommended that teachers begin with Cluster 1: Geographic Literacy. This cluster introduces students to the discipline of geography and provides a basis for teaching and learning in the subsequent clusters. Teachers may wish to change the order of Clusters 2, 3, and 4, as there are few prerequisite connections among these clusters. Such a change may be prompted by an important local issue or the occurrence of a major event related to, say, Cluster 3 or 4 while students are near the beginning of the course. Cluster 5 has been developed as a conclusion to the course, as it builds on the knowledge, values, and skills of the previous clusters and requires students to demonstrate mastery of course outcomes in a variety of ways.

Learning Experiences (LEs)

Introduction to Learning Experiences

The clusters are subdivided into a number of learning experiences. Each learning experience provides Activating, Acquiring, and Applying strategies to address knowledge, values, and skills outcomes. The learning experiences consist of four components:

- targeted learning outcomes
- suggested teaching and learning strategies
- suggested assessment strategies
- teacher tips and resources (e.g., BLMs, websites, teacher notes...)

These components are organized into four columns and are read horizontally spanning two pages as shown on pages 82 and 83.

Activating, Acquiring, and Applying Phases

The strategies are grouped to reflect the three phases of learning: Activating, Acquiring, and Applying. Activating Strategies prepare students for new learning; Acquiring strategies involve integrating and processing new information; and Applying Strategies consolidate new learning. (For further information on the phases of learning, refer to the section “Phases of Learning,” pages 73–75 of this document.)

Strategies Options

The learning experiences provide a minimum of three strategies for each of the Activating, Acquiring, and Applying phases. The purpose of suggesting a variety of strategies is to offer teachers the option to select those that are appropriate for their students, rather than to expect teachers to use all of them. Furthermore, teachers are welcome to develop their own strategies, or to make use of existing ones they may already have, to assist students in achieving the required outcomes.

SENIOR

2

1

CLUSTER

Geographic Issues of the 21st Century

Geographic Literacy

LE 1.1: What Is Geography?

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

Activating Strategies

- KL-008 Define the term geography.
- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- S-100 Collaborate with others to achieve group goals and responsibilities.

Strategy 1: Using Geographic Knowledge

- In small groups, students brainstorm examples of how they use geographic knowledge to make everyday decisions. *Examples: finding the way to school or another location, deciding what to wear, etc.*
- Groups report examples of geographic knowledge that geographic knowledge records examples of...

Targeted Learning Outcomes: This column identifies knowledge (K), values (V), and skills (S) outcomes that are the focus for teaching and learning strategies, assessment strategies, and teacher tips and resources.

Suggested Teaching/Learning Strategies: This column identifies the phase of learning (i.e., Activating, Acquiring, or Applying), and includes teaching and learning strategies developed to address the targeted learning outcomes. Teachers may wish to preview suggested strategies for all three phases to ensure that those they select complement one another.

- KL-008 Define the term geography.
- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- S-100 Collaborate with others to achieve group goals and responsibilities.

Strategy 2: Geographic Terminology

- Students work in small groups and brainstorm a list of words they associate with geography. *Examples: maps, locations, landforms, regions...*
- Groups report to class, create a master list, and check for repetition.
- Students use terms to create a Word Splash for display on a bulletin board in the classroom.
- Students make connections among three or four of the terms to predict how these terms relate to geography.
- Students share the connections they made, in small groups or with the whole class.

- KL-008 Define the term geography.
- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-200 Select information from a variety of oral, visual, material, print, or electronic

Strategy 3: Defining Geography

- Using the Listen-Think-Pair-Share strategy, students identify words with the prefix "geo," and words with the suffix "graphy."
- Students record findings in the appropriate spaces on the Word Families Form organizer. (See BLM 1-2.)
- Using the two root words, students create a definition for geography on the organizer and complete the remaining boxes.

Appendix A: This appendix includes a number of teaching and learning strategies that deal specifically with vocabulary. See *Success for All Learners* (referred to in this document as SFAL) for additional vocabulary strategies.

Appendix B: Cluster-specific blackline masters are used in particular learning experiences. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

Appendix C: General blackline masters (or BLM Gs) may be used in multiple strategies.

Appendix D: Teacher notes are coded TN, and are also numbered sequentially (e.g., TN 3 or TN 40).

Geographic Issues of the 21st Century

Geographic Literacy

LE 1.1: What Is Geography?

Suggested Assessment Strategies	Teacher Tips and Resources
<p style="text-align: center; background-color: #f0f0f0; margin: 0;">Activating Strategies</p> <ul style="list-style-type: none"> Monitor discussion and assess understanding of the term provided. Assess examples recorded in ways in which geography is used. Observe and monitor the groups during the brainstorming. 	<ul style="list-style-type: none"> Students may not be familiar with the concept of geography. Before active brainstorming can begin, students may need a few examples of how they use geographic knowledge and skills in their daily lives. BLM G-1: Group Performance: Assessment Scale TN 1: Geography: More Than a Subject in School TN 2: The Nature of Geography For further information on geography, see the Canadian Geographic website at Pro-Development.
<ul style="list-style-type: none"> Monitor discussion and assess connections made for the student's knowledge of geographic terminology. Observe and monitor the groups during the brainstorming. 	<ul style="list-style-type: none"> BLM 1-1: Word Splash BLM G-1: Group Performance: Assessment Scale BLM G-2: Group Performance: Self-Assessment Scale SFAL 6.28: Word Splash Paper and markers Keep a record of the master list for the Activating Strategy in LE 1.2, Strategy 1.
<ul style="list-style-type: none"> Assess responses on the Word Families Form and the student's personal glossaries for her or his knowledge of the term geography, and the relevance of examples provided. Observe and assess the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.) Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) 	<ul style="list-style-type: none"> BLM 1-2: Word Families Form BLM G-1: Group Performance: Assessment Scale BLM G-9: Selecting Information: Checklist SFAL 6.13: Listen-Think-Pair-Share Dictionaries and online dictionaries (See <www.dictionary.com>.) <p>Note: SFAL refers to the teacher support document <i>Success for All Learners: A Handbook on Differentiating Instruction</i> (Manitoba Education and Training, 1996).</p>

BLM G-1 identifies a general blackline master that may be used in a number of learning experiences throughout the course. (See Appendix C.)

Blackline Masters (BLMs)

They are coded, for example, BLM 3-2, where "3" refers to the sequential number. They are used in multiple lessons. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

93

Guide to Reading the Learning Outcome Code

