

# Social Studies

## Senior 2 at a Glance

# Geographic Issues of the 21<sup>st</sup> Century

## Social Studies Skills



Students will...

### 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.

### 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.

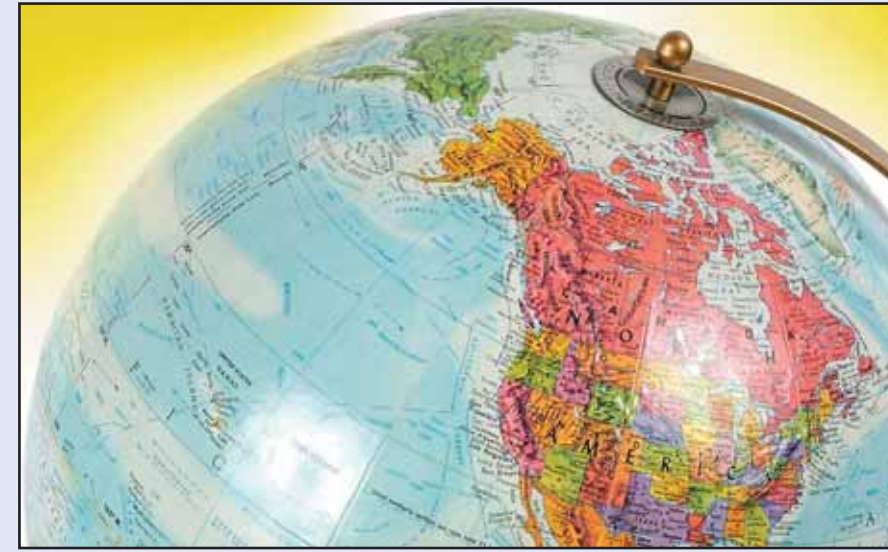
### Critical and Creative Thinking

- 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

- 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



Students will...

### S2.1.1 What Is Geography?

- S2-KL-008 Define the term geography.
- S2-KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- S2-VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.

### S2.1.2 Physical and Human Geography

- S2-KL-009 Identify elements of physical and human geography.
- S2-KL-010 Describe the relationship between physical and human geography.
- S2-KL-011 Locate major physical features on a map of North America.
- S2-KL-012 Locate international political divisions on a map of North America.
- S2-KL-013 Locate provinces, territories, and capital cities on a map of Canada.

### S2.1.3 Place and Identity

- S2-KI-003 Explain the relationship between place and identity.
- S2-KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions.  
*Examples: relative size and position, power, sovereignty...*
- S2-KH-032 Recognize that the study of geography includes the study of change over time.
- S2-VI-002 Appreciate the importance of place to their identity.

### S2.1.4 Global Environmental Types

- S2-KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
- S2-KL-015 Identify global environmental types on a map of the world.
- S2-KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.
- S2-KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

### S2.1.5 Why Care?

- S2-VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.
- S2-KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

## Cluster 2 Natural Resources



Students will...

### S2.2.1 Location

- S2-KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada.  
*Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

### S2.2.2 Diverse Perspectives

- S2-KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use.  
*Examples: land claims, fishing and hunting rights, mineral rights...*
- S2-KH-033 Identify factors that influence the changing use of natural resources over time.  
*Examples: technology, culture...*
- S2-KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada.  
*Examples: mining, forestry, water...*
- S2-VI-003 Be willing to consider diverse views regarding the use of natural resources.

### S2.2.3 Sustainable Development

- S2-KC-002 Describe sustainability issues related to natural resource extraction and consumption.
- S2-KG-035 Identify implications of more-developed countries extracting resources from less-developed countries.  
*Examples: social, political, economic...*
- S2-VP-009 Be willing to consider the implications of personal choices regarding natural resources.

## Cluster 3 Food from the Land



Students will...

### S2.3.1 Areas and Conditions

- S2-KL-020 Identify the major food production areas on a map of the world and a map of Canada.  
*Examples: grains, oil seeds, fruit, vegetables, beverages, animal, fish, fowl...*
- S2-KL-021 Identify physical conditions required to produce major food crops.  
*Examples: topography, soil, climate, water...*
- S2-KL-023 Describe the impact of various agricultural practices on the physical environment.  
*Examples: soil erosion, water quality, soil fertility...*

### S2.3.2 Food Production

- S2-KI-005 Identify human factors affecting the production and use of various types of food.  
*Examples: cultural, economic, political, marketing...*
- S2-KE-044 Identify the stages involved in food production and distribution.  
*Include: growing, processing, transportation, and marketing.*
- S2-KH-034 Give examples of ways in which food production has changed over time.  
*Examples: soil conservation strategies, technological change...*

### S2.3.3 Safeguarding Our Food Supply

- S2-KL-022 Explain ways in which natural- and human-caused phenomena affect food production.
- S2-KG-037 Give examples of the potential impact of climate change on food production.
- S2-VL-006 Be willing to consider the environmental consequences of their food choices.

### S2.3.4 Contemporary Issues Related to Food

- S2-KG-036 Describe issues related to freshwater and saltwater food resources.
- S2-KG-038 Identify issues relating to scarcity and distribution of food.
- S2-KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.
- S2-KE-045 Identify issues related to genetic modification of plants and animals.
- S2-VP-010 Be willing to consider the economic and political influence of their food choices.  
*Examples: food fashions, food aid, food shortages...*

## Cluster 4 Industry and Trade



Students will...

### S2.4.1 Definition and Location

- S2-KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.
- S2-KE-047 Identify factors that determine the location of industry.  
*Examples: energy, raw material, transportation, labour, markets, government policies...*
- S2-KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.
- S2-KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

### S2.4.2 Topics in Industry and Trade

- S2-KE-049 Identify current issues related to industry and trade.  
*Include: sustainable development, balance of trade.*
- S2-KL-024 Identify on a map of the world Canada's major trading partners and major products traded.
- S2-KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada.  
*Examples: eco-tourism, APTN (media production), airlines...*
- S2-VE-011 Be willing to consider the economic implications of their consumer choices.

### S2.4.3 Globalization

- S2-KG-039 Define the concept of globalization and identify related social issues.
- S2-VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

## Cluster 5 Urban Places



Students will...

### S2.5.1 Rural, Urban, and Remote Places

- S2-KL-026 Use examples to distinguish among rural, urban, and remote places.
- S2-VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

### S2.5.2 Location and Function of Urban Places

- S2-KL-027 Locate major urban centres on a map of the world and on a map of North America.
- S2-KL-028 Identify factors that influence the location of urban centres.
- S2-KE-050 Use Canadian examples to describe the major functions of urban places.  
*Examples: administration, service, tourism, transportation...*
- S2-KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth.  
*Include: London, Tokyo, New York.*

### S2.5.3 Environmental and Economic Issues

- S2-KL-030 Describe urban environmental and economic issues.  
*Examples: land use, relationship to hinterland, infrastructure...*
- S2-KE-051 Identify issues related to urban growth and decline.
- S2-KL-031 Describe the role of urban planning and use examples to illustrate its importance.
- S2-VE-012 Appreciate the interdependence between urban centres and hinterlands.

### S2.5.4 The Impact of Urbanization

- S2-KI-007 Analyze urban social issues.
- S2-VI-004 Value the social diversity of urban centres.
- S2-KL-029 Describe the impact of urbanization on Canadian ways of life.