



Grade 10 Geography 20F
Geographic Issues of the 21st Century
Course Outline



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Location: Room 204

Course Description

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.

General Learning Outcomes

1. Students explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
2. Students explore the dynamic relationships of people with the land, places, and environments.
3. Students explore how people, events, and ideas of the past shape the present and influence the future.
4. Students explore the global interdependence of people, communities, societies, nations, and environments.
5. Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
6. Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

Course Evaluation:

The student's final mark will be calculated in the following manner:

Quizzes	-	40%
Assignments	-	25%
Final Project	-	20%
In class work/Participation	-	15%

Marks are kept as up to date as possible and can be found on PowerSchool. If parents/guardians or students have any questions about marks please contact me.

Unit 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.

Unit 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.

Unit 3: 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.

Unit 4: 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.

Unit 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.

Late and Missing Assignments

Students are responsible to submit assignments on time. Extensions will be negotiated on a case-by-case basis at my discretion. If an extension is needed, please contact me as soon as you know you need it. Assignments submitted by the due date or within an extension will be marked and returned with feedback within two weeks except in exceptional circumstances. Late assignments may take longer. Missing assignments will receive a mark of 0. A mark of NH10 (Not Handed In Zero) will be entered into PowerSchool until the assignment has been completed to standard

Absence Policy

It is inevitable that students will be occasionally absent throughout the school year due to illness, extracurriculars, etc. Please note that the school absence policy requires a parent/guardian phone call to the school office the morning of the absence. Class material will be regularly uploaded to the class Microsoft Teams page and can be accessed to stay up to date on class work.

It is the student's responsibility to ensure that they are up to date on all classwork and assignments.

Mobile Device Policy

The Province of Manitoba has implemented an updated policy limiting the use of cell phones or other mobile devices in high school classrooms to educational purposes. Any other use in class will not be permitted. I will let you know in class when device use is appropriate.

Academic Dishonesty and Plagiarism

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

Representation of another person's thoughts, writing/creative work, etc. as one's own is plagiarism. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one's own work that was completed, in whole or in part, by another individual.
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source.

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Any unauthorized use of ChatGPT (or other AI/language generation tools) on assessments is a breach of academic honesty.

Breaches of Academic Honesty

Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration, and the classroom teacher.

Parent/Guardian Contact:

I welcome and value communication. If you have any questions or concerns about your student, please email me at burrell.dylan@bsd.ca and I will respond as soon as possible.