



Course Outline

Course Title: Geography 20F

Teacher: Mr. Brad Wall

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, mapping, and develop skills related to geographical thinking. 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 and sustainable development, as well as the social, political, and economic implications of their personal choices.

General Learning Outcomes:

- 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.
- Students identify where major natural resources are located, consider perspectives towards ownership development.
- 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 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 become familiar with terms related to urbanization and merits of living in rural, remote, and urban places.

Course Evaluation Structure:

1.	Assignments/Class Work	40%
	Tests/Quizzes	40%
	Final Exam	<u>20%</u>
		100%

2. **Test dates:** Everyone is expected to write the test on the assigned date. Please note:

****If you know you will be absent on a test day, please have your absence with the office and let me know. We can choose a new date to write your test. It is your responsibility to write on the new date**

****If you are absent unexcused for a test or quiz, you will be graded as NH10. (Not Handed in Zero) You will have one week to get your absence(s) excused and to write your test unless we make other arrangements. If you neglect to write and get your absence excused during the extension period, your grade will stand as NH10, for that test.**

3. **Assignments:** Any assignments not submitted when assessment occurs/the due date, will be assessed a grade of "NH10", unless handed in before the extension date).

Please Speak with me before the due date if you need an extension.

Homework checks are due the next day, we correct them in class, extensions are not granted unless we discussed an alternative.

Depending on the nature of the assignment, you may also have to be excused before it will be graded and entered.

4. **Academic dishonesty:** Plagiarism will result in a loss of marks; this includes AI generated work material, see academic dishonesty section below.

Unit Descriptions

These clusters are in no particular order.

Cluster 1: Geographic Literacy

Learning Outcomes:

- Define the term geography.
- Identify elements of physical and human geography.
- Locate major physical features on a map of North America.
- Locate international political divisions on a map of North America.
- Locate provinces, territories, and capital cities on a map of Canada.
- Explain the relationship between place and identity.
- Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
- Identify global environmental types on a map of the world.

Cluster 2: Natural Resources

Learning Outcomes:

- Identify major natural resources on a map of the world, a map of North America, and a map of Canada.
- Identify Aboriginal perspectives and rights regarding natural resources and their use.
- Identify factors that influence the changing use of natural resources over time.
- Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada.
- Describe sustainability issues related to natural resource extraction and consumption.
- Identify implications of more-developed countries extracting resources from less-developed countries.

Cluster 3: Food from the Land

Learning Outcomes:

- Identify the major food production areas on a map of the world and a map of Canada.
- Identify physical conditions required to produce major food crops.
- Identify human factors affecting the production and use of various types of food.
- Identify the stages involved in food production and distribution.
- Give examples of the potential impact of climate change on food production.
- Explain ways in which natural and human-caused phenomena affect food production.
- Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

Cluster 4: Canada: Industry and Trade

Learning Outcomes:

- Identify factors that determine the location of industry.
- Identify current issues related to industry and trade.

- Define the concept of globalization and identify related social issues.
- Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada.

Cluster 5: Canada: Urban Places

Learning Outcomes:

- Use examples to distinguish among rural, urban, and remote places.
- Use Canadian examples to describe the major functions of urban places.
- Identify factors that influence the location of urban centers.
- Identify issues related to urban growth and decline.
- Describe the role of urban planning and use examples to illustrate its importance.
- Analyze urban social issues.

Classroom Expectations

*I believe in individual responsibility and accountability.
That means you are the most important part of your education.*

Welcome to my classroom. I look forward to getting to know you and working with you this semester, and hopefully have some fun.

It is my goal to treat you like the young adults you are. This requires me to communicate with you and for you to communicate with me. It also creates a much more enjoyable environment to be a part of.

As we progress into the semester, your behavior as an individual and as a class, will dictate the level of freedom earned.

You can guarantee your success by doing six common sense things: These are in no particular order.

1. showing up on time (helps you know what is going on in class)
2. staying focused/paying attention (helps you complete your tasks on time and understand course material)
3. completing your assignments and handing them in on time.
4. reviewing course material/studying for tests (improves/solidifies your understanding)
5. be prepared for class i.e., have pen/pencil, textbook, paper, notes, etc. with you.
6. communicating /asking questions/seeing me for help/keeping me informed, **checking Power School.**

Food and drink: Not near the computers. Cleanliness is required, and the privilege of food and drink may be removed if cleanliness is not maintained.

Phones: As per the province of MB/BSD policy, phones are to be left at home or in student lockers. If directed to, you may be asked to use your phone for class work. Parents will be notified if cell phone use becomes an issue, as will the admin team if the issue persists.

Seating: Depending on the year/semester/class, seating may be assigned or first come first serve. Seating plans will occur if seating becomes or creates distractions.

Extra Help: I am available and happy to help! See me to set up a time. I will do my best to accommodate you as my schedule permits. This means finding time before school, after school and lunches, if we arrange something.

Leaving the Classroom: Please ask to leave at an appropriate time. Unless we have individually discussed an alternative. You must have a hall pass This rule will evolve based on your individual responsibility.

Remote Learning: This course is designed to be completed in person not remotely, class materials should be picked up in class. Materials may be posted to Teams occasionally, but you will be notified in class or in group message if necessary.

I will try to answer Chats/DM's ASAP, but my current class will take precedence over Teams. I do not answer messages when I am away from work. You will receive responses the next workday I am present. If you have an urgent question, please ask in class. If you have a concern or a sensitive issue you can also DM me and I will try to answer it during class.

Please inform me if you will be away from class for longer than 2-3 days, arrangements can be made to help you be successful and stay on track while away.

Academic Dishonesty

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.

Plagiarism

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

- Work which is submitted or presented 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. 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 tools) on assessments is a breach of academic honesty.

Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...

AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic, and it doesn't help you learn the skills needed within the classroom and in the workplace.

Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.

AI can be detected. There are tools that can detect AI produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.

If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. Academic dishonesty has academic and personal consequences, including lowering your grades, and possibly failing the course. If in doubt whether AI is permitted – remember, ASK BEFORE YOU USE IT.

AI-generated content can be inaccurate, redundant, and repetitive at best, and biased at worst. Remember that whatever you submit for a course assignment is your responsibility.

If you are permitted to use AI, you must cite it.

Please access and read the course outline on Microsoft TEAMS

Return this page via a parent or guardians' email address.

COURSE OUTLINE SIGNATURE SHEET

After having read the course outline please sign and or, type in your digital signatures. Then, attach or copy and paste in an email to wall.bradley@bsd.ca via a parent or guardians' email address.

Students will receive 5/5 marks, when I receive an email response.

This must be emailed before the end of the first week of regular classes to receive your 5 marks.

I have read the course evaluation structure, classroom expectations and Academic Dishonesty sections on TEAMS.

Student Name: _____ Student signature: _____

Parent Name: _____ Parent signature: _____

Parents and Guardians:

Please ensure you and your student(s) can access Powerschool and have downloaded the App on your preferred devices. It helps keep you and them up to date with grades and attendance.