



## Crocus Plains Regional Secondary School Course Outline and Assessment Guide

**Course Name: Global Issues: Citizenship and Sustainability 40S**

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### **Course Description:**

Social studies examines human societies and the complex interactions among human beings living together in a shared world. This course provides a lens of ecological literacy through which students can study and understand the complex and often critical global issues that societies face today. Through this lens, students:

- Apply concepts related to sustainability.
- Learn about the interdependence of environmental, social, political, and economic systems.
- Develop competencies for thinking and acting as literate citizens committed to justice.

The course is based upon 12 core global issues that the world and its citizens are facing today. The course is intended to be open-ended in structure; this allows students to focus in on the global issues that they are most interested in and passionate towards.

Unit Title:	Learning Outcomes:	Assessment Plan	Proposed Time
Topic 1: <b>Consumerism</b>	<ul style="list-style-type: none"><li>• What is consumerism? What drives consumerism?</li><li>• What are the impacts of consumerism?</li><li>• What is the role of media in fueling consumerism?</li><li>• What images does society project about how people should live and what makes them happy?</li><li>• Solutions moving forward</li></ul>	<p><b>Formative Assessments</b> may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p><b>Summative Assessments</b> may include:</p> <p>Tests "Teach the class" Projects Case Study</p>	Determined by the Students

Topic 2: <b><i>Social Justice and Human Rights</i></b>	<ul style="list-style-type: none"> <li>• What gains have we made for social justice? What social injustice exists?</li> <li>• What are some of the causes of social injustice? ...in our communities? ...in Manitoba? ...in Canada? ...globally?</li> <li>• What are the relationships between poverty and injustice?</li> <li>• What are the consequences of social injustice?</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students
Topic 3: <b><i>Poverty, Wealth, Power</i></b>	<ul style="list-style-type: none"> <li>• What measurable inequalities remain in Canada? Are these avoidable?</li> <li>• Are there structural conditions that limit access to resources or limit capabilities?</li> <li>• How does the social safety net (e.g., health care) protect Canadians from the worst impacts of structural inequities?</li> <li>• How have debts affected the quality of life for people in less-developed countries?</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students
Topic 4: <b><i>Oppression and Genocide</i></b>	<ul style="list-style-type: none"> <li>• What constitutes genocide?</li> <li>• How can genocide be prevented?</li> <li>• Is armed intervention necessary to prevent genocide?</li> <li>• How are oppression and genocide related?</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students

Topic 5: <b>Gender</b>	<ul style="list-style-type: none"> <li>• What are gender roles? How do they affect me?</li> <li>• What does equality mean? Does equal mean the same thing?</li> <li>• How have gender roles changed? How have they stayed the same?</li> <li>• Who challenged and made changes to society?</li> </ul>	<p><b><u>Formative Assessments</u></b> may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p><b><u>Summative Assessments</u></b> may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	Determined by the Students
Topic 6: <b>Environment</b>	<ul style="list-style-type: none"> <li>• How does the environment play a part in our daily lives?</li> <li>• What does the environment provide us with?</li> <li>• Where do our resources and energy come from?</li> <li>• How is our economy linked to the environment?</li> </ul>	<p><b><u>Formative Assessments</u></b> may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p><b><u>Summative Assessments</u></b> may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	Determined by the Students
Topic 7: <b>Climate Change</b>	<ul style="list-style-type: none"> <li>• How do we know climate change is occurring?</li> <li>• What major activities are producing the GHGs contributing to climate change?</li> <li>• How does the media influence the way we see climate change?</li> <li>• What is the difference between climate change and global warming?</li> </ul>	<p><b><u>Formative Assessments</u></b> may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p><b><u>Summative Assessments</u></b> may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	Determined by the Students
Topic 8: <b>Health and Biotechnology</b>	<ul style="list-style-type: none"> <li>• What is biotechnology</li> <li>• What are some of the complex issues being dealt with today in the field of biotechnology?</li> <li>• Biotechnology and its relationship to sustainability</li> </ul>	<p><b><u>Formative Assessments</u></b> may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p><b><u>Summative Assessments</u></b> may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	Determined by the Students

Topic 9: <b><i>Sustainable Agriculture</i></b>	<ul style="list-style-type: none"> <li>• What is sustainable agriculture?</li> <li>• Three pillars of sustainability</li> <li>• Changes in agricultural systems</li> <li>• Characteristics of sustainability</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students
Topic 10: <b><i>Peace and Conflict</i></b>	<ul style="list-style-type: none"> <li>• Understanding the concepts of peace and conflict</li> <li>• Preventing, managing, and resolving conflict</li> <li>• Branches of peace and conflict studies</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students
Topic 11: <b><i>Modern Slavery</i></b>	<ul style="list-style-type: none"> <li>• What are the causes?</li> <li>• What forms of slavery exist in Canada?</li> <li>• Trickery and poverty</li> <li>• Confronting slavery in Canada</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students
Topic 12: <b><i>Media</i></b>	<p style="text-align: center;"><u>Control of Media</u></p> <ul style="list-style-type: none"> <li>• Who owns it?</li> <li>• Who controls it?</li> <li>• To what end?</li> </ul> <p style="text-align: center;"><u>Impact of Media</u></p> <ul style="list-style-type: none"> <li>• Who is affected?</li> <li>• How are they affected?</li> </ul>	<b><u>Formative Assessments</u></b> may include: Class Discussion Simulations Debates Observations <b><u>Summative Assessments</u></b> may include: Tests "Teach the class" Projects Case Study	Determined by the Students

## Assessment Guidelines:

There are various purposes of assessment:

- Assessment **for** learning (**formative assessment**): where assessment helps teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students.
- Assessment **of** learning (**summative assessment**): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

## Academic Achievement:

**Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.**

## Course Evaluation Structure:

**Note: Grading will be conducted using a weighted grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.**

*Term Work (Tests, Projects, "Teach the class" etc.)* **75%**

*Final Assessment (Formal Case Study Paper)* **25%**

## Learning Behaviors:

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric

## 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 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 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 that are expected of you both 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. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.
- AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use AI, you must cite it.

**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.

**GIVE RESPECT, GET RESPECT**