



PORT CREDIT S.S. COURSE OVERVIEW



The Environment & Resource Management

DEPARTMENT: Social Science

COURSE CODE: CGR4M0

TEXTBOOK: Draper, D. (2005) *Our Environment: A Canadian Perspective* (3rd edition) Toronto: Nelson Education.

TEXTBOOK REPLACEMENT COST: \$130

PREREQUISITE: Grade 11 Social Science or English

COURSE DESCRIPTION

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the geographic inquiry process and the concepts of geographic thinking when investigating issues related to the environment and the management of natural resources;
- ✓ apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset
- ✓ assess various strategies used for protecting natural spaces and species, locally, nationally, and globally
- ✓ assess impacts of human population settlement on natural spaces and species
- ✓ analyse relationships between the spheres of the earth and the characteristics of ecosystems
- ✓ analyse the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources
- ✓ analyse impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably
- ✓ assess the availability of various natural resources, and analyse factors affecting their exploitation and use
- ✓ analyse challenges involved in reducing pollution from human activities, and assess the effectiveness of various methods of pollution reduction
- ✓ evaluate impacts of various types of pollution on the natural environment and on human health
- ✓ describe key ecological and biological processes, and explain how they are affected by human activities
- ✓ assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally
- ✓ assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts
- ✓ analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
TERM WORK = 70%				30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> * Responsibility * Collaboration | <ul style="list-style-type: none"> * Organization * Initiative | <ul style="list-style-type: none"> * Independent Work * Self Regulation |
|---|--|---|

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____