This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

OVERALL EXPECTATIONS

In this course, students will…
• analyse how the earth’s major components – the lithosphere, atmosphere, hydrosphere, and biosphere – interact and are interdependent;
• explain how key ecological processes contribute to ecosystem health;
• analyse how the distribution of ecosystems has been and continues to be influenced by natural conditions;
• explain significant short-term and long-term effects of human activity on the natural environment;
• analyse and evaluate interrelationships among the environment, the economy, and society;
• analyse patterns of resource availability and use;
• analyse environmental and resource management issues and explain their global implications;
• explain how population growth affects the sustainability of global ecosystems;
• evaluate the effectiveness of the efforts of the international community to deal with environmental and resource management issues;
• evaluate the impact of economic, social, political, and technological change on natural and human systems;
• explain the purpose of environmental laws and regulations at the local, provincial, and national levels and evaluate their effectiveness over time;
• evaluate a variety of approaches to resolving environmental and resource management concerns on a local, regional, and national scale;
• use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about environmental and resource management issues and concerns;
• analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
• communicate the results of inquiries, using appropriate terms and concepts and a variety of forms and techniques.

UNIT OF STUDY

UNIT 1: Introduction to Environmental Studies
UNIT 2: Geographic Foundations and Environmental Systems
UNIT 3: Human-Environment Interaction: The Consequences
UNIT 4: Impact Assessment and Environmental Protection: Monitoring Change
UNIT 5: Planning for a Sustainable Future
UNIT 6: ISU: Database and Development of an Environmental Bill of Rights

INSTRUCTIONAL STRATEGIES

• Case Study Analysis
• Technological Literacy: Power Point Presentations, Internet Research
• Media Analysis: Films, Articles, Editorial Cartoons
• Comparison Charts/Organizers
• Cooperative Learning: Group Discussions, Jigsaws, Debates
• Evaluating Environmental Practices
• Literacy: Paragraph Writing, Developing A Thesis, Sourcing
• Mapping Skills (i.e., How to read and create maps)
• Career Exploration (i.e., Geo-Jobs)
• Note-Taking Skills
• Connecting Ideas and Concepts: Mind Mapping, Flow Charts, Cause and Effect
• Making Connections to Other Subject Areas: History, Law, Politics, Economics
• Environmental Literacy: Calculating Ecological Footprint, Assessing Waste Disposal Practices

ASSESSMENT AND EVALUATION

Knowledge and Understanding 17.5%
Thinking 17.5%
Communication 17.5%
Application 17.5%
Final Assignment (ISU) 15%
Final Exam 15%

• In establishing a final grade for the report card, 70% of the overall grade will be determined by assessment information that has been recorded throughout the semester.
• Learning skills will be monitored and recorded and could influence student performance. As such, it is important for students to maintain good work habits and organizational skills.
Please review the following Learning Skills chart to see the criteria for each skill.

### LEARNING SKILLS AND WORK HABITS (Behaviours/Descriptors from *Growing Success*, 2010)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Organization</th>
<th>Independent Work</th>
<th>Collaboration</th>
<th>Initiative</th>
<th>Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>completes and submits class work, homework, and assignments according to agreed-upon timelines</td>
<td>devises and follows a plan and process for completing work and tasks</td>
<td>uses class time appropriately to complete tasks</td>
<td>responds positively to the ideas, opinions, values, and traditions of others</td>
<td>demonstrates the capacity for innovation and a willingness to take risks</td>
<td>sets own individual goals and monitors progress towards achieving them</td>
</tr>
<tr>
<td>takes responsibility for and manages own behaviour</td>
<td>establishes priorities and manages time to complete tasks and achieve goals</td>
<td>follows instructions with minimal supervision</td>
<td>shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</td>
<td>demonstrates curiosity and interest in learning</td>
<td>seeks clarification or assistance when needed</td>
</tr>
</tbody>
</table>

- Late assignments will be accepted for assessment and evaluation up to the final deadline in each unit of study. Student work accepted after the final deadline, will be used to provide student feedback to the student but will not earn a grade value. Students may receive a Completion Contract to monitor outstanding work.
- Students are required to demonstrate completion of the required expectations through course work throughout the semester. Failure to demonstrate completion of expectations may result in a zero marking for reporting periods.
- The following conversion chart shows how the four levels of achievement are aligned with percentage marks:

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Percentage Mark Range</th>
<th>Achievement Level</th>
<th>Percentage Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+</td>
<td>95-100</td>
<td>2+</td>
<td>67-69</td>
</tr>
<tr>
<td>4</td>
<td>87-94</td>
<td>2</td>
<td>63-66</td>
</tr>
<tr>
<td>4-</td>
<td>80-86</td>
<td>2-</td>
<td>60-62</td>
</tr>
<tr>
<td>3+</td>
<td>77-79</td>
<td>1+</td>
<td>57-59</td>
</tr>
<tr>
<td>3</td>
<td>73-76</td>
<td>1</td>
<td>53-56</td>
</tr>
<tr>
<td>3-</td>
<td>70-72</td>
<td>1-</td>
<td>50-52</td>
</tr>
</tbody>
</table>

The final summative assessment is valued at 30% and occurs toward the end of the course. This assessment consists of a combination of an exam and an ISU research project. “There will be no exemptions from the final evaluation” (Guide to the Provincial Report Card, Grades 9-12, 1999, page 9). Therefore, all students are required to participate in a final summative assessment. If a student misses or does not complete the final summative assessment(s), a zero may be assigned for the portion(s) missed and this will be used in determination of the final grade.

### COURSE RESOURCES

1. **Textbook**: *Our Environment: A Canadian Perspective, 2nd Edition* by Dianne Draper


Please arrive for class each day prepared with the following items:
- your textbook and notebook/binder
Recommended items, but not required:

- pen(s) and pencils
- black felt tip pen (for mapping)
- eraser, ruler, and pencil crayons
- a calculator

Please Note: Calculators cannot be shared during quizzes, tests, or the final exam.

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**CLASS EXPECTATIONS**

- It is important to be on time. Persistent lates will result in a phone call home and/or referral to the office.
- **RESPECT** is the key word. Be respectful to the teacher and to other students in the class.
- Be polite. One speaker at a time, and please raise your hand when you want to speak.

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**ATTENDANCE**

- If you know in advance that you will be away for a test or an assignment, please talk to your teacher in advance and make alternate arrangements.
- If you are absent for any reason, you are responsible for all missed work. Have a friend get copies of handouts and complete with your friend’s help. If you do not understand the work, see the teacher to get assistance.
- If there is a quiz or test the day you are absent, you are expected to write the quiz or test within 48 hours **(outside of class time)**.
- Skipping classes will result in referral to the office and a phone call home.

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**QUESTIONS, COMMENTS, EXTRA HELP**

If you have any questions or comments regarding materials covered in class or in an assignment, please see your teacher. Your teacher will be available for extra help before and after school or at lunch if arrangements are made. If you wish to see him/her, let him/her know in advance, or you can come by the Geography Department Office.

If you are having problems with the course material, it is important that we address them right away so that you can get the most out of the course.

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**ACCESSING COURSE INFORMATION AND CURRICULUM DOCUMENTS**

1. School Website:  [http://www.drgwwilliams.ss.yrdsb.edu.on.ca/](http://www.drgwwilliams.ss.yrdsb.edu.on.ca/)
3. Print Resource: Canadian and World Studies, Grades 11 and 12, 2005, Ontario Ministry of Education