

# Thunder Bay Catholic District School Board

## St. Patrick High School

### Course Information Sheet

COURSE TITLE: The Environment and Resource Management

GRADE: 12

CODE: CGR 4M1

YEAR:

CREDIT VALUE: 1.0

PREREQUISITES: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

TEACHER: Ms. Hallaran

#### 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.

#### Course Resources and Materials

Textbook: Resource and Environmental management in Canada, 5<sup>TM</sup> ed. (Mitchell)

Environmental Change & Challenge, 5<sup>th</sup> ed. (Dearden/Mitchell)

Our Environment: A Canadian Perspective, 4<sup>th</sup> ed. (Draper/Reed)

#### Course Overview

The course has five strands. Instruction and learning related to the expectations in Strand A are interwoven with instruction and learning related to expectations from the other four strands.

Strands	Strand Details
A- Geographic Inquiry and Skill Development	In this strand, students will use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to the environment and the management of natural resources; and apply in everyday contexts skills, including spatial technology skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset.
B- Spatial Organization	In this strand, students will 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; and, analyse relationships between the spheres of the earth and the characteristics of ecosystems.
C-Sustainability of Natural Resources	In this strand, students will analyse the roles and contributions of individuals, governments, and Stewardship 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; and, assess the availability of various natural resources, and analyse factors affecting their exploitation and use.
D-Ecological Systems Interconnections and Interdependence	In this strand, students will 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 interdependence pollution on the natural environment and on human health; and, describe key ecological and biological processes, and explain how they are affected by human activities.
E- Community Action	In this strand, students will 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; and, analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts.

#### Unit Titles

Unit #1	Spatial Organization
Unit #2	Sustainability and Stewardship of Natural Resources
Unit #3	Ecological Systems: Interconnections and Interdependence
Unit #4	Community Action
On-Going Unit	Geographic Inquiry and Skill Development

## Work Ethics and Learning Skills/Attitudes

It is expected that students will demonstrate the following learning skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- \* Initiative
- Self-Regulation

These learning skills are evaluated using a four point scale (E — Excellent, G — Good, S — Satisfactory, N — Needs Improvement). Learning skills will be included on the report card but not reflected in the mark.

For successful life long learning, learning skills are an integral part of all learning and are aligned with the Conference Board of Canada — Employability Skills.

## Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following breakdowns. The percentage balances of achievement chart categories are derived from the approximate proportion of expectations that fit within each category. The chart below represents the 70% portion of the overall course, while the remaining 30% portion of the course is associated with the final exam and/or the culminating course project.

CATEGORY	DETAILS
Knowledge and Understanding	The Knowledge and Understanding category includes factual recall that is assessed in Unit Tests.
Thinking / Inquiry	The Thinking/Inquiry category includes the assessment of daily critical-thinking skills, such as open-ended questions, debates, in class question and answer activities, and unit quizzes.
	The Communication category relates to more in-depth writing and question and answer activities and/or in-class work assignments
Application	The Application category incorporates all Unit assignments, such as essays, research papers, presentations, and other in-depth assignments that take more effort to complete
TERM (70% of mark)	FINAL EXAMINATION (30% of mark)
Unit Tests (1 per unit)	Culminating Project 10%
Unit Assignments	Final Exam 20%
Classwork (daily tasks/assignments and quizzes)	

## Evaluating Student Learning Using the Achievement Chart

The achievement chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

60 — 69%	Level 2	standard.
50 — 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

## Communication

Parents/guardians are strongly encouraged to constantly monitor student progress throughout the semester. Parents/guardians are always welcome to contact the teacher at the school if they are concerned about student progress. Student achievement will be formally communicated to parents at mid-term and at the end of the semester with the Provincial Report Card. Interim Reports (before the mid-term) will also be issued to grade 9 and 10 students and to senior students experiencing difficulties. Opportunities for parent-teacher interviews will be available for all students at the interim reporting period. It is the student's responsibility to monitor their achievement and to approach their teacher if they require extra help.

Student Signature:

Teacher Contact: Ms. Hallam

Parent Signature:

Phone: (807) 623-5218