

# Global Interactions

## Big Idea

Climate knows no boundaries: it is a *global* system that encompasses and influences the natural and human systems discussed above. Climate change therefore is a global concern. Seeing the world as interacting systems helps us understand the global collaborative approach that is needed to respond to this issue. For its part, Canada has signed the Kyoto Protocol, an international agreement that commits to the reduction of greenhouse gases that contribute to climate change. These reductions will mean a reduction in the size of our Ecological Footprint.

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<p><i>Global Connections</i></p> <ul style="list-style-type: none"> <li>• [OE] identify the economic, cultural, and environmental connections between Canada and other countries</li> <li>• [OE] report on how Canada influences and is influenced by its economic, cultural, and environmental connections with other countries</li> <li>• [OE] explain how current global issues affect Canadians</li> <li>• [SE] describe Canada’s participation in major international organizations (e.g., United Nations, World Health Organization, Asia-Pacific Economic Co-operation) and agreements (e.g., North American Free Trade Agreement, Kyoto Protocol)</li> <li>• [SE] compare the “ecological footprint” of a typical Canadian with those of people from other countries</li> </ul> <p><i>Understanding and Managing Change</i></p> <ul style="list-style-type: none"> <li>• [SE] explain the relationship between stewardship, sustainability, and change in Canada’s consumption of energy (e.g., use of conventional versus alternative sources) and other resource-use practices (e.g., “consume and discard” versus “reduce, reuse, recycle”)</li> <li>• [SE] report on how current national or international trends or events (e.g., immigration, rural-urban migration, changing demographics, natural or human disasters) affect the sustainability of Canada’s human systems</li> <li>• [SE] predict the impact of selected technological changes (e.g., in communications and information technology, renewable energy technology) on the future quality of life for Canadians (e.g., working conditions, air and water quality, education, transportation)</li> </ul>
<p><i>Global Connections</i></p> <ul style="list-style-type: none"> <li>• [OE] explain how current global issues affect Canadians</li> </ul> <p><i>Understanding and Managing Change</i></p> <ul style="list-style-type: none"> <li>• [OE] apply the concepts of stewardship and sustainability to analyse a current national or international issue</li> </ul>

<p>For tips on using Focus Questions, please see page 2.</p>	
<p><b>1. H</b></p>	<p>▶ See <i>Human-Environment Interactions (above)</i>.</p>
<p><b>. H</b></p>	<p>▶ See <i>Course Profile Geography of Canada Grade 9 Applied, Unit 3 – Activity 2: “Determining Our Ecological Footprint.” This allows students to chart and graph how their activities affect their Ecological Footprint but does not give a specific number with respect to how many hectares of land they consume.</i></p>
<p><b>. H</b></p>	<p>▶ See <a href="http://www.climatechange.gc.ca">www.climatechange.gc.ca</a> to explore what we can do about climate change, industry actions.</p>
<p><b>.</b></p>	<p>▶ See <a href="http://www.climatechange.gc.ca">www.climatechange.gc.ca</a> Search for “What is Canada doing?” For a bigger picture see <a href="http://www.adaptation.nrcan.gc.ca">www.adaptation.nrcan.gc.ca</a> and select “Overview.”</p>