

► CULMINATING TASK: TOWN PLANNING TO ADDRESS CLIMATE CHANGE

In this culminating task students learn about climate change and various adaptations and initiatives that are being undertaken to mitigate greenhouse gas emissions. Students work in groups to annotate a class “Climate Change in Canada” map in preparation for completing individual maps. Students synthesize their knowledge by creating an annotated map of a town/city to illustrate the changes they have identified that will help slow climate change.

Teachers are encouraged to introduce this culminating task near the beginning of the course to help students understand what they will need to do in order to succeed. It can be used as all or part of the final 30% summative evaluation. Only the relevant overall expectations are listed below and have been used to develop the evaluation rubric. This is consistent with the Ministry of Education policy that overall expectations must be evaluated as stated in the Canadian and World Issues policy document as follows:

Evaluation focuses on students’ achievement of the overall expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations.

For specific expectations, teachers should refer to the Big Ideas section of this document. Teachers also may wish to include additional expectations.

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Geographic Foundations: Space and Systems

- describe issues that affect natural and human systems in Canada
- identify patterns and diversity in Canada’s natural and human systems
- identify characteristics of urban, suburban, fringe, and rural environments (e.g., population density, land use)

Human-Environment Interaction

- relate current lifestyle choices of Canadians to the prospects for sustaining Canada’s economic and environmental well-being
- assess the impact of human systems and/or resource extraction on the natural environment

Understanding and Managing Change

- explain the relationship between sustainability, stewardship, and an “ecological footprint”
- identify current or anticipated physical, social, or economic changes and explain how they could affect the lives of Canadians
- apply the concepts of stewardship and sustainability to analyse a current national or international issue.
- 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)

Global Connections

- explain how current global issues affect Canadians
- identify the economic, cultural, and environmental connections between Canada and other countries
- report on how Canada influences and is influenced by its economic, cultural, and environmental connections with other countries