

Please note that this course outline will be emailed to students, parents and guardians so you can acknowledge the expectations online. You do not need to print this form unless you cannot access your email.



MARKVILLE SECONDARY SCHOOL

GEOGRAPHY DEPARTMENT

CGR4M/SVN3M1

Grade 12 Environment and Resource Management and

Grade 11 Environmental Science

Teacher: Ms. L. Percy

Introduction

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Understanding the processes that shape the earth and knowing how life-forms interact with the environment allows students to view events from an ecological perspective. Both of these courses investigate the complexity and fragility of ecosystems and the effects of human activities on them. Additionally, students will examine how changes in the physical environment impact human health and society. Students will study the principles of sustainability and resource management and evaluate various approaches to achieving a more sustainable relationship between the environment, society, and the economy. The goal of both these courses is to increase environmental literacy and to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

These courses are designed for students interested in pursuing a college or university education. As such, the courses include many characteristics of a first year college or university social studies class such as: weekly readings, lectures, debates and discussion groups, oral presentations, simulations and critical thinking and problem-solving tasks, tests, assignments and a final exam. This design of this course is intended to facilitate the transition from secondary education to post-secondary education.

All Ministry of Education expectations will be addressed through the following units:

- Unit 1: Introduction to Environmental Studies**
- Unit 2: Environmental Systems**
- Unit 3: Human-Environment Interactions and Consequences**
- Unit 4: Resource Management and Environmental Protection**
- Unit 5: Planning for a Sustainable Future**
- Ongoing: Culminating Assignment Case Study and Exam**

Geography Website and Course Resources

Students are required to visit the [ERM course webpage](#) regularly to learn about classroom activities. The online binder, worksheets, assignments, digital tools and other information can be found [here](#).

You must also join the [Moodle](#), where you will complete diagnostic, formative and summative quizzes and tests and submit most of your assignments. You must check your [Gapps account](#) regularly (same login and password as your school computer account) as this tool is used daily in class.

Other course materials include:

Textbook – Alexander, B. Johnston, E. Kanerva, T. Vanzant, P. *This Earth*. Toronto: Emond Montgomery, 2010. Replacement cost is \$85.

Technology in the Geography Classroom – Policies and Norms

Using technology is a vital component of Markville's Geography program. With the use of digital devices in the classroom comes additional student responsibility for appropriate usage. Students are encouraged to bring and use appropriate digital devices (laptops and tablets – NOT CELL PHONES) *for curriculum-related activities only*, as we regularly use the course website and online digital tools. Students who do not have these resources will NOT be at a disadvantage.

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Please read the list of student responsibilities and sign below to acknowledge that you will adhere to these expectations.

I understand that I have the responsibility to:

- Use my device in accordance with the YRDSB technology code of conduct;
- Use my device for curriculum-related activities only;
- Refrain from taking any photos or videos in class, unless they are for curriculum-related activities. I will not share any content from class on any social media site;
- Regularly back up my files, at least once a week, in 2 or more locations (email, memory stick, external hard drive);
- Come to class with my device charged and ready to use;
- Ensure I have my device charger, in case of emergency;
- Keep my course files organized so that I can immediately show the teacher my work, upon request.

I understand my responsibilities for appropriate device usage in the classroom. I will abide by these expectations at all times.

Student Name

Parent Name

Student Signature

Parent Signature

On-going Evaluation

Both formative and summative assessments and evaluations will be conducted in this course. Marks for the evaluation in this course will be assigned using the following breakdown:

Knowledge and Understanding	25%	Thinking and Inquiry	25%
Application	25%	Communication	25%

Students will earn marks by completing and participating in daily activities, presentations, unit tests, quizzes and assignments throughout this course. At the end of the semester the marks assigned for on-going evaluation will be calculated as a mark out of 70%.

Culminating Summative Evaluation

In keeping with Ministry of Education expectations, 30% of the final evaluation in this course is based on a culminating assignment and a final exam. The final culminating assignment is an Environmental Case Study, worth 15%, and a final exam, also worth 15%.

Learning Skills

Students will be assessed on six learning skills and work habits for provincial report cards. The learning skills are: responsibly, organization, independent work, collaboration, initiative, and self-regulation. A scale rating will be provided for each learning skill from the following: needs improvement, satisfactory, good or excellent. Students will participate in ongoing self and peer assessment as a way to improve and perfect these work habits in preparation for university expectations.

Deadlines and Due Dates

For all course work (homework, small exercises, minor assignments, summative assignments and presentations) **the assigned due date is final.** If the student has a legitimate reason for being absent on the day the work is to be completed and submitted (an athletic event, doctor’s appointment, field trip, etc.) he/she must make arrangements with the teacher and the work must be submitted on the agreed-upon due date (always before the assignment is marked and returned to the other students). ***If you know you will be away on a due date or test date, you must notify the teacher BEFORE the absence.*** At the discretion of the teacher, work submitted after the assignment has been returned to the other students may be assessed to ensure that the student has met the essential expectations of the course. In this case, the assignment will be assigned a ‘no mark’. This confirms that the student has completed and submitted the work, and that essential expectations have been met, but this

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particular evaluation will not be used in the calculation of the student's mark. Work never submitted will be assigned a mark of zero.

Attendance and Punctuality

If you are absent from class **for any reason, YOU are responsible for missed work**. Check the online binder and have a classmate take notes for you. Try, to the best of your ability, to complete the work before the next class. See your teacher before or after school for assistance. **Students are expected to be in class and on time every day.**

Academic Honesty

It is absolutely vital that students NEVER attempt to present other peoples' work as their own. When using other sources for any activity in this, and all courses (research, presentations, rough notes etc.), it is imperative that credit be given to the author of the source. Students who copy, cut and paste directly or paraphrase and do not give credit to the source will receive a mark of zero. Use the MLA and APA guides to reference your sources. **Ignorance is not an excuse for plagiarism!**

To be successful in this course you must...

- Be on time and in class every day;
- Come prepared with your work completed;
- Complete ALL of your class work, homework and assignments with care;
- Submit all of your work **on time**;
- Come prepared to **actively** participate and engage;
- Be prepared and open to challenge your views, those of your peers, in a respectful manner;
- Advocate for yourself, ask questions and seek assistance when needed.

Global Citizenship Contributions

In keeping with the Geography Department's mission to encourage students to think globally and to act both locally and globally, we encourage students to donate to our *Adopt-A-Village* initiative in Haiti. Students can contribute any time throughout the year by bringing a donation to class.

Think for yourself ~ Provide reasons for conclusions ~ Seriously consider other perspectives ~ Challenge and disagree respectfully ~ Not merely criticize and complain, but consider the pros and cons

Please sign and submit the portion below to your teacher, confirming that you have read and understood the expectations identified above.

Student

Name: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

I'm 18 and I prefer that you communicate with me about all matters related to my progress in this course:

(signature)

Phone: _____

Email: _____

Parent/Guardian Preferred Email: _____

Parent/Guardian Preferred Phone Number: _____

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