

Public and Catholic District School Board Writing Partnerships

Course Profile

The Americas: Geographic Patterns and Issues

Grade 11

University/College Preparation

CGD3M

- *for teachers by teachers*

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Course Overview

The Americas: Geographic Patterns and Issues, Grade 11, University/College Preparation, CGD3M

Course Description

This course explores the growing interdependence of the Americas, from northern Canada to southern South America, through the study of geographic systems, patterns, and issues. Students use geographic methods and skills to investigate a wide range of topics, including natural systems, resource development, population patterns and trends, evolving trading blocs, and geopolitical partnerships.

How This Course Supports the Ontario Catholic School Graduate Expectations

As we approach the twenty-first century, we live in a world where people are increasingly environmentally, economically, politically, and socially interdependent. It is no longer possible to plan for the future without looking at options and issues from a global perspective. The purpose of this course is to help students, through geographic inquiry, in light of Gospel values and Catholic social teachings, to discern the differences in natural systems, life-journeys of people, and the growing inequality of nations in the Americas. Through this course, students are made aware of the patterns and issues in the Americas and develop knowledge, Christian values, and understandings to help them create a Catholic vision of the future that inspires hope, confidence, and the development of a just and compassionate global society.

Course Notes

This course has been designed to provide a systematic approach based on the five themes of geography and related to the strands and expectations in *The Ontario Curriculum, Grades 11 and 12 Canada and World Studies* policy document. As this is designated as a university/college preparation course, the suggested approach is relevant to both destinations with emphasis on theory and concrete applications of course content. Expectations were clustered to form a broad framework for study of the Americas. Each unit concludes with a culminating activity that incorporates the content and skills stressed. At the end of the course, a summative assignment is suggested. This final task is ongoing from the beginning of the course and it is important that teachers become familiar with Unit 5 at the beginning of the course.

Another important consideration for teachers is the accumulation of resources. Working with teacher-librarians in unit planning to ensure a wide variety of learning materials is critical. The integration of various geotechnologies enhances student learning and provides for the development of crucial IT skill sets. Teachers are encouraged to plan for this critical aspect of geographic learning.

Students may not have had the opportunity to practise their geographic skills and knowledge since Grade 9 and therefore they are reviewed in the first unit to provide the context for learning about the Americas. Each of the following units has been designed to provide scaffolding of essential critical skills to create an informed consciousness. Activities focus on viewing perspectives, developing tactical reading repertoire, statistical analysis, and developing multiple modes of expression. Unit 2 builds on the introductory activities, which established the geographic frame of reference. Further analysis of human-environment interactions should provide insight into how environmental degradation impacts settlement patterns and lifestyle. Unit 3 emphasizes the creation of a perspective from a local to a global socio-economic spectrum. Knowledge is constructed by incorporating statistical analysis of various economic and quality of life data. In Unit 4, students synthesize data from the previous units to make decisions about the essence of the interdependence of countries in the Americas.

It is suggested that the thirty percent of the grade to be administered near the end of the course be based on a final examination and the culminating task. The timelines suggested are meant to be flexible and can be used as a guideline dependent on the specific needs of students.

Units: Titles and Times

* Unit 1	Defining the Americas	25 hours
Unit 2	Changing Peoples, Changing Lands	25 hours
Unit 3	Economies in Transition	20 hours
* Unit 4	Geopolitics in the Americas	25 hours
Unit 5	Speaking Out	15 hours (some time should be integrated throughout the course)

*These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Defining the Americas

Unit Description

In this introductory unit, students explore the differences and similarities among the differing and disparate regions of this geographic entity. As some students have not had the opportunity to study Geography in Grade 10, this unit provides them with chances to revisit skills and knowledge from their Grade 9 Geography classes. Students begin their study of physical geography by examining patterns within differing regions. They develop an understanding of human geography through comparisons of colonization history and data analysis. Economic and political issues are introduced through Library/Resource Centre and Internet research and issues interpretation. By focusing on skill development, students begin to grasp the complexity of studying such a large region and learn to break down information into meaningful patterns. In the unit culminating activity, students design a mind map or conceptual model illustrating selected patterns of disparity in the Americas. This skill is also applied in the course culminating activity, in which students develop a mind-map or conceptual model to show the pattern and content of the newsletter or website design.

Note: Throughout this unit, it is suggested that students participate in developing a Class Inventory File, which is a collection of current newspaper and periodical articles. This can be organized by week and/or by subject heading (people, politics, economics, environment). Students should be required to contribute a selected number of items throughout the unit and record the bibliographic information. The Class Inventory File is used in Activity 1.8 and may serve as the basis for ongoing research through the course.

Unit Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1.1	SSV.01, GI2.04, GI1.02, GIV.02, HE1.04, SS2.01; CGE 2b, 2e, 3c	Knowledge/ Understanding	What are the regions of the Americas? - equatorial, mid-latitude, and polar What are the similarities and differences? - climate, vegetation pattern, topography, resources, population distribution/density
1.2	HEV.01, HE1.04, SSV.02, SS1.02, UCV.01, UC1.01; CGE 1h, 3c, 4f	Knowledge/ Understanding Thinking/ Inquiry	How did European colonization affect patterns of population? Country comparisons: - who were the colonizers; why did they come; how did they affect land use; what economic changes followed; what urban centres developed; how were indigenous populations affected

1.3	HEV.01, HEV.04, GIV.02, SS1.01, GI2.03; CGE 1h, 2c, 3c, 4f, 5a, 5g, 7f	Knowledge/ Understanding	What are the characteristics of the Americas' population? - GIS mapping activity and interpretation of graduated colour maps and predict future patterns
1.4	SSV.02, HEV.04, HE2.04, GI2.06; CGE 3b, 4f	Knowledge/ Understanding Communication Application	What issues face the people of the Americas? - issue analysis and concept mapping (e.g., rural/urban migration, changing patterns of land use, employment)
1.5	HEV.01, HEV.04, SSV.01, GIV.02, UCV.01, HE1.04, SS1.01, SS1.02, UC1.01; CGE 1h, 2c, 2d, 7f	Knowledge/ Understanding Communication Application	How did the development of natural resources impact the development paths of countries in the Americas? - article analysis - how to identify bias - comparison of New France, Hispaniola, and Chiapas e.g., primary resource, geography, resource harvesting, impact on populations, development status
1.6	GIV.01, GCV.04, SSV.03, GI3.01, GC2.02, GC1.06, SS2.03; CGE 1d, 2a, 2c, 3c, 4g, 7b, 7i	Knowledge/ Understanding Thinking/ Inquiry Application	How do you measure standard of living? - analysis of population pyramids; data gathering, reporting, and analysis of selected countries - comparison of standard of living – flow chart
1.7	GIV.02, GCV.03, GCV.04, GC1.03, GC1.04, GI3.03; CGE 2e, 4f, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	What government and non-government agencies impact policy decisions in the Americas? - Internet research and website evaluation; Fact Sheet preparation - issue analysis; identification of location on the political spectrum
1.8	GIV.01, GIV.03, SSV.03, GI2.01, GI2.06, SS2.02; CGE 2a, 2c, 3c, 3f, 4f, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Current issues in the Americas - applying unit skills and knowledge to create a conceptual model on a current issue

Unit 2: Changing Peoples, Changing Lands

Unit Description

This unit provides opportunities for students to extend their studies of the human and physical environment of the Americas. Demographic and cultural assessments provide insight into contrasts, change, and areas of friction among groups. Consideration of the impact of technology on settlement patterns, information pathways, and the natural environment helps students to determine why change will continue to be a major catalyst in the Americas. Through activities such as using pictures to tell a story, creating flow/charts, decision-making scenarios, and spatial analysis of natural hazards, students have many opportunities to see human-environment interactions.

In the unit culminating activity, students write a case study focusing on how a specific country or region of their choice is affected by a scarcity of clean water. This two-page issue analysis concentrates on the relationship between human use of resources impacting water quality. By learning how to frame an issue question and writing a short case study, students prepare for their course culminating activity.

Unit Overview Chart

Act.	Expectations	Assessment	Focus/Activity
2.1	HEV.04, HE1.03, HE2.04, UC1.01, UC2.01, UC3.01; CGE 2b, 3c, 4f	Knowledge/ Understanding Thinking/ Inquiry	How have settlement patterns changed over time? e.g., historical map analysis, examine different regions, comparison
2.2	HEV.03, SSV.02, SS1.03, SS1.02, SS3.02, HE2.02, GI2.04, GI2.05, GI3.01; CGE 1h, 2a, 2c, 3f, 4f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How have Indigenous peoples adapted to their natural environment? (e.g., before 1492? after 1492?) How has contact with other cultures impacted Indigenous peoples? (e.g., agricultural practises, land ownership, location of settlements) e.g., develop a model/flow chart
2.3	GIV.02, SS3.03, HE1.02, HE1.04, HE3.02, HE3.03; CGE 2a, 2b, 4f, 7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How have development paths affected the natural environment? e.g., forestry - forest products - harvesting natural medicines - deforestation; agriculture - pesticides, soil degradation; mining - road & RR building, toxic wastes; sustainable development) e.g., issue analysis
2.4	SSV.02, GIV.02, GIV.04, SS1.03, SS3.02, HE2.02, GI1.02, GI2.04, GI3.03, UC2.01; CGE 1h, 2c, 2e, 3e, 4f, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How have groups used Information Technology to inform the world about the impact development paths? (e.g., environmental and economic issues) What geographic skills could be used to solve an issue? (e.g., problem-solving cost-benefit analysis)
2.5	HEV.04, HE1.03, HE2.04, SS2.03, UC.1.01, UC2.02, UC3.01; CGE 1a, 2a, 2c, 3c, 4a, 5e, 7g	Thinking/ Inquiry Communication Application	What common problems has rural-urban migration caused? e.g., contrast Latin America with North America – shanty towns; migration of Black Americans in 1930s to Northern cities What are the solutions? e.g., examine current patterns; research, and report - Street Kids International, Covenant House

2.6	HEV.02, GIV.01, HE2.01, HE1.01, G12.02, G12.03; CGE 2a, 2b, 3c, 3f, 4f, 7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	What are the impacts of natural hazards? e.g., interpret aerial photos to show environmental impact; relate to environmental degradation; compare statistics indicating economic impacts
2.7	HEV.02, GIV.01, HE2.01, HE1.01, G12.02, G12.03 CGE 2a, 2b, 3c, 3f, 4f, 7i	Knowledge/ Understanding Thinking/ Inquiry Communication	What natural hazards impact the mid-latitudes, polar, and equatorial regions? e.g., brainstorm hazards; identify location, use atlases to relate to local climatic data Potential impact of global warming and ozone depletion e.g., future extrapolation
2.8	GIV.01, GIV.03, GI2.05, HE1.02, HE3.01 CGE 1h, 2c, 2d, 3e, 3f, 4b, 4f, 5g, 7f, 7i	Knowledge/ Understanding Thinking/ Inquiry Communication	Culminating Activity: Develop a case study to examine how various regions are affected by and deal with scarcity of clean water to include references to environmental degradation and impact of natural hazards.

Unit 3: Economies in Transition

Unit Description

The emphasis in this unit is on the creation of a perspective from a local towards a global socio-economic spectrum in selected regions of the Americas. The knowledge is constructed by encouraging students to apply divergent thinking and develop multiple links, not just seeing one right answer to the impact of a global economy on the Americas. Students examine, through geographic analysis, the inequality of resources and technology of selected regions in the Americas. Defining the causes of economic relationships between countries based on resource needs is addressed. The evaluation of trading blocs in their effectiveness to cooperate in resolving differences between members is also examined. The culminating activity incorporates a statistical analysis of various economic and quality of life data. Students select three or four sets of data they deem appropriate to develop a regional perspective of economic trade and development. Data sets are displayed using various graphic methods, which may include GIS and other geotechnologies. These skills aid students in locating and creating graphics to use in their culminating activity in Unit 5.

Unit Overview Chart

Act.	Expectations	Assessment	Focus Questions
3.1	GCV.01, GCV.04, SSV.03, GC1.06, GC1.07, SS1.01, SS2.02; CGE 2a, 2c, 3c, 4f, 7f	Knowledge/ Understanding Thinking/ Inquiry	What are the criteria used in characterizing economic development and emerging powers?
3.2	GCV.01, GCV.02, SSV.03, GC1.01, GC2.01, SS3.01; CGE 1h, 2c, 2d, 4f, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication	What are the patterns of socio-economic disparities in the Americas? e.g., develop a Human Development Index and choropleth map
3.3	GCV.01, GCV.02, GC3.01; CGE 2b, 3a, 7f	Thinking/ Inquiry	What resource demands have promoted the development of relationship between regions?

3.4	UCV.01, UCV.02, UC1.02, UC2.03; CGE 2c, 2d, 3a, 4a, 5a	Thinking/ Inquiry Communication	How has travel and tourism affected various Caribbean countries? (e.g., trickle-down effect, foreign ownership; ecotourism vs. mass tourism)
3.5	GCV.02, SSV.03, GC1.05, GC2.03, GC3.03, SS1.04; CGE 2a, 3a, 3d, 5e, 7h	Knowledge/ Understanding Thinking/ Inquiry	How does Canada's investment and trade affect Latin America? e.g., examine trading patterns with Canada: salt cod, timber; import of sugar, rum, and molasses; banks How do countries in trading blocs cooperate and influence each other? (e.g., competitive index comparison of data – low budget deficits, high R&D)
3.6	HEV.01, GCV.01, GCV.02, SSV.02, HE2.03, GC1.04, SS1.04; CGE 3d, 4a, 5e, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Application	How does world trade impact Central and South America? e.g., create a Venn diagram of positive and negative factors in dispute over bananas – US and EU
3.7	SSV.03, GIV.02, GIV.03, GCV.02, GI2.01, GI2.03, GI2.05, GC1.06, GC2.02, SS3.01; CGE 2c, 3b, 3c, 3f, 4b, 4f	Thinking/ Inquiry Communication Application	Culminating Activity: What statistical data sets best describes the socio-economic development of the Americas? How can this data best be displayed?

Unit 4: Geopolitics in the Americas

Unit Description

Students identify and analyse the impact of international aid on the Americas, the geopolitical role of countries, and the trade patterns and alliances in selected regions of the Americas. Canada has a significant role in developing humanitarian assistance, political dialogue, and economic cooperation with the rest of the countries in the Americas. The backdrop of this unit is the examination of national and international pathways and barriers that countries face in fulfilling their economic, social, and cultural aspirations. Throughout history, the United States has commanded an important economic and geopolitical role in the development of the Americas and students debate on the merits of that involvement. The culminating activity of this unit involves students in developing a rationale for a Social Justice and Development symposium, in light of Gospel values and Catholic social teachings. This rationale may include various governmental, non-governmental, and transnational organizations to give a balanced perspective on the issues of social justice and development in the Americas.

Unit Overview Chart

Act.	Expectations	Assessment	Focus/Activity
4.1	GCV.01, UCV.02, UCV.03, GC1.08, UC1.03, UC1.04, GI2.04; CGE 1d, 2a, 5e, 7h	Knowledge/ Understanding Communication	What are the benefits to Canada of giving aid? (CIDA report card) What are NGOs and their role in development of countries? e.g., compare government-tied aid to NGO aid

4.2	GCV.01, UCV.02, UCV.03, GIV.02, UC1.02, UC1.05, UC2.04, UC3.03, GC1.05, GI2.03; CGE 1e, 2c, 3a, 4d, 7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	What impact do aid and development projects have on the poorest countries of the Americas? e.g., case study analysis of individual countries (Guatemala, Haiti)
4.3	GCV.01, GCV.03, GIV.01, GC1.02, GC2.04, GC3.01, GI3.03; CGE 1h, 2b, 3f, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Why has the United States become militarily involved in Latin America? Whose interests are met? e.g., complete an organizer
4.4	GCV.01, GCV.03, UCV.02, GIV.02, GC3.01, GC3.04, UC1.04, UC1.05, GI3.02; CGE 2c, 4a, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	What economic role does the US play in the Americas? e.g., debate positive and negative impacts of government and transnational corporations
4.5	GCV.03, GCV.04, UCV.01, GIV.02, GC1.02, GC1.06, UC1.05, GI2.03; CGE 2a, 3f	Thinking/ Inquiry Application	What are the criteria used in characterizing emerging powers? e.g., brainstorm criteria and rank individual countries
4.6	GCV.03, GCV.04, UCV.01, GC3.02, GC3.05, SS1.04; CGE 3c, 3f, 7f	Knowledge/ Understanding Thinking/ Inquiry	What are the trade patterns/blocs and the factors that developed them in the Americas? How can the patterns be expanded? e.g., assess criteria and develop queries (GIS) for future expansion
4.7	UCV.03, GIV.03, GI2.01, GI2.05, GI3.03, GC3.05, UC1.05; CGE 1i, 1g, 1h, 4c, 5a, 5c, 5d, 5f	Knowledge/ Understanding Thinking/ Inquiry	Culminating Activity: Who would be ideal to participate in a social justice and development symposium of the Americas? e.g., speakers, groups: give a balance of perspectives and develop a rationale for their choices

Unit 5: Speaking Out: Culminating Unit

Unit Description

Students conduct an independent study. The study identifies characteristics, analyses socio-economic patterns, future development, and the resulting environmental and cultural impact on a selected country in the Americas. The teacher generates the list of countries so there is no overlap of case studies used in the course. The summative assignment is presented in the form of a newsletter or website with links and a ‘soap box’ performance. It is important that this task be introduced early in the course so all students can build the required geographic and critical skills and also grasp the concepts introduced in the curriculum. The newsletter or website should incorporate the themes of Units 2-4. The design should include sections dealing with the historical, cultural, and physical background of the country, displayed as a graphic organizer; the socio-economic patterns and issues and the political status; specific statistical graphics concentrating on the most important issue facing the country; two personal profiles (e.g.,

biographies of a political leader, political activist, or a group of Indigenous peoples) that present a particular perspective on the situation in the country and represent contrasting viewpoints; and finally any future implications (e.g., development projects, political action, economic trade, environmental sustainability). The suggested length of the newsletter is eight panels, and the website can have a specified number of links. The Internet, electronic databases, and teacher-librarians are the fundamental resources for this summative task. In the speaker's corner performance, students verbally present a perspective on an issue facing their selected country. This presentation should be concise and take a strong stance on how the issue can be resolved. A five-minute time limit is suggested and the session may be videotaped for effect.

Unit Overview Chart – Final Summative Activity

Activity	Expectations	Assessment	Focus Questions
1. Newsletter or website with links	GIV.01, GIV.02, GIV.03, SS3.03, UC3.02, GI1.01, GI1.03, GI2.01, GI2.02, GI2.05, GI3.03, GI3.04 CGE 1d, 1h, 2b, 2d, 3f, 4a, 4f, 7d, 7e, 7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	What are the historical, physical, cultural, environmental, economic, and geopolitical issues and patterns of a specific country in the Americas? How can this information be best displayed?
2. Soap Box Performance	CGE 1d, 2c, 2d, 4a, 4f, 5g, 7d, 7f	Knowledge/ Understanding Communication Application	How can the above information be verbally conveyed concisely and provocatively?

Teaching/Learning Strategies

Recognizing the diverse backgrounds and the multiple intelligences of our students, it is essential that a variety of teaching /learning strategies be employed to ensure student success. Opportunities to develop critical thinking skills such as formulating a hypothesis, identifying bias and viewpoints, collecting and analysing research data are essential. Using computers to research and record data as well as to indicate spatial relationships (GIS) will help students develop essential technological skills. Individual, small group, and whole class activities that provide opportunities for reading, writing, and sharing of information will develop thinking skills and understanding of concepts. Following are some Teaching/Learning Strategies that can be used in the geography classroom.

Aerial Photo Analysis – examine photos of landforms for common characteristics

Brainstorming – group generation of initial ideas expressed without analysis

Case Study – investigating a real or simulated problem

Classifying – grouping according to an identified pattern

Cooperative Learning – small group investigation or problem solving

Conferencing – student-to-student and student-to-teacher discussion

Computer-Assisted Learning – use of a computer to learn or reinforce material

Debate – informed research topics articulated in a formal process

Diagramming – synthesizing concept information into visual illustration

Direct Instruction – teacher-led lessons

Discussion – exchange of ideas on an issue for clarification of views

Field trips – practical application of geographic inquiry skills

Games – team quizzes

Graphing – visual tool for problem solving

Guest Speakers – experts in the field

Journal writing – reflective writing to share goals, ideas

Lectures – dissemination of information by speakers or teachers
Mapping – representing physical, demographic, numerical data through visual forms
Mind Mapping – mental images drawn on paper
Note Making – summarizing text
Organizers – an organized outline, based on a pattern, provided as a direction to be followed leading to a desired product
Portfolio – collection of student’s work
Poster Making – synthesizing information or concepts to deliver a message or advertisement
Presentation/Report – oral, written, and visual presentation of researched topic to a specific audience or person
Reading – periodicals, articles, journals, newspapers, magazines, or scripture for information on a selected topic or issue
Role playing/Simulations – enhances metacognition and serves as a hypothesis for predicting actions
Scenario Writing – describes a situation
Seminars – presentation of an opinion or thesis
Statistical Analysis – collection and reporting of data
Video Analysis – viewing with a purpose

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty percent of the grade will be based on a final evaluation. Assessment and evaluation in this course is based upon the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 246-247. The four categories identified are Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3. It is suggested that each of these categories be valued at 25% of the final grade. There are opportunities to evaluate any one or all of the categories, within any of the clusters of expectations, for each unit. In this course profile, suggestions for both formative and summative evaluation strategies and tools are made. Sample rubrics are provided for some of the major activities and for the unit culminating activity.

Teachers should create a summative and formative assessment plan for the entire course. By sharing this with students at the beginning, they are informed of what is expected of them. In order for students to improve their learning, diagnostic and formative assessment must be ongoing. Teachers consider how to clarify the expectations and the opportunity students should be given to demonstrate their learning.

The culminating unit activity must be introduced early in course as students are expected to select their topic early and apply the skills and knowledge attained in each unit to their final product. For example, the culminating Unit 3 Activity requires students to collect and interpret quality of life data. In the course culminating activity, they assess comparative data. It is suggested that in the case of the unit and course culminating activities, all categories should be assessed with equal value.

This examination could take the format of a case study analysis due to the emphasis on the issues approach taken in the course.

Following are some examples of Assessment/Evaluation Techniques that might be employed.

Method	Sample Strategies	Sample Instruments
<p>Reflection Method used to determine how and why students learn to assess dimensions of learning not easily observed or measured through tasks; to assess student understanding of personal growth and development</p>	<ul style="list-style-type: none"> • self-assessment • peer assessment • response journals • learning logs • wrap-up activities 	<ul style="list-style-type: none"> • probe questions • probe statements • learning rubrics • anecdotal comments • checklists • surveys
<p>Observation Method used to monitor and assess intellectual, social, emotional, and spiritual growth and development not otherwise easily measured or inferred</p>	<ul style="list-style-type: none"> • formal teacher observation • informal teacher observation • student observation 	<ul style="list-style-type: none"> • checklists • teacher logs • student profile sheets • developmental profiles • anecdotal notes • rubrics • rating scales
<p>Conferencing Method used to collect evidence of student learning through listening, questioning, responding, explaining; to assess communication and thinking skills; to monitor personal growth and development and attitudes toward learning</p>	<ul style="list-style-type: none"> • student-teacher conferencing • parent-teacher conferencing • peer conferencing • roving conference 	<ul style="list-style-type: none"> • anecdotal notes • teacher logs • probe questions • checklists • surveys • inventories
<p>Paper-and-Pencil Tests Method used to assess student achievement of particular knowledge or skills in depth</p>	<ul style="list-style-type: none"> • standard tests • teacher-made (standards-referenced) tests • criterion-referenced achievement tests • provincial (standards-referenced) tests • diagnostic tests • standardized (norm-referenced) tests 	<ul style="list-style-type: none"> • teacher tests • commercially-prepared tests • Canadian Achievement tests • provincial tests • student profiles • developmental tracking records
<p>Performance Assessments Method used to assess student ability to apply, integrate, and transfer their knowledge, skills, and values; to evaluate student progress and achievement of learning expectations and standards; to determine expanded opportunities for individual students</p>	<ul style="list-style-type: none"> • presentations, performances, exhibitions, demonstrations, role performance/role simulations, formal written assignments, (essays, reports), graphic organizers, projects, writing folders, portfolios 	<ul style="list-style-type: none"> • rubrics, checklists • logs • peer assessment • developmental profiles • rating scales • anecdotal notes • video/audio taping • exemplars, standards • mind maps, Venn diagrams, T-charts • right angles

Accommodations

Every effort is made to assist all students in achieving success in this course. By consulting the Individual Education Plans (IEPs) for exceptional students, teachers can develop learning strategies that are appropriate. The proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. Students who are currently enrolled in Level 3 or higher courses (ESL/ELD) have the greatest chance of success in meeting the minimum requirements for a credit with modifications.

A variety of strategies can be used for those students who are identified as exceptional. Teachers are encouraged to work with the Special Education teacher to review students' IEPs to decide on the best course of action to assist students in meeting the expectations of the course. Students with specific learning difficulties require specific accommodations to meet their particular needs in terms of learning, communication, and expression, and may be accommodated by receiving hand-outs adjusted in terms of language, content, and font or providing simplified lists of activities or encouraging presentations orally or electronically. Students with attention deficit and behavioural challenges need to have opportunities for active learning and interaction within a controlled environment. There are many enrichment opportunities for gifted students who may explore the issues, personalities, literature, and arts in greater depth or from different perspectives.

When planning adaptation(s) for ESL students, teachers should recognize and reflect on all aspects of language development. The academic needs of the newly arrived student to Ontario who is an English language learner can be met with a program and activities that encourage cognitive skill development through language skills development. Dovetail the specific and overall expectations of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies* with those of the *English as a Second Language and English Literacy Development Curriculum Policy* document.

Resources

Books

Beck, Gregor and Bruce Litteljohn. *Voices for the Watershed: Environmental Issues in the Great Lakes-St. Lawrence Drainage Basin*. Montreal: McGill-Queen's University Press, 2000.

Blouet, Brian and Olwyn Blouet. *Latin America and the Caribbean: A Systematic and Regional Survey*. New York: John Wiley, 1997.

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Journals

Alternatives

Foreign Policy

National Geographic

New Internationalist

Native Americas Journal

Outpost Magazine

Simulation Exercises

Resource Centre for the Americas. *The Cost of Your Shirt*. (Real-life drama of Guatemalan textile workers)

Resource Centre for the Americas. *The New Global Economy: A View from the Bottom Up*. (transnational corporations, structural adjustment, human migration, and free trade)

Video

Creation: Environmental Action. VISION. 1998. 30 min.

“Water is for Fighting Over,” *Human Geography: people, places, and change*, series. The Open University, 1995. 27 min.

Water Supply in Canada. Classroom Video, 1998. 26 min.

“What Border?” *The National* news series. CBC, 1997.

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Native Americas Journal – <http://nativeamericas.aip.cornell.edu>

Winter 1998, Indigenous Lands and Power Mapping in the Americas: Merging Technologies

Winter 1999, Reading the Clouds: Native Perspectives on Southwestern Environments

Journal focusing on native rights and Issues in the Americas. Some articles online; backorders and subscriptions can be ordered

Resources for Indigenous Peoples around the World – www.nativeweb.org

Powerful search engine and links

Organization of American States – www.sice.oas.org (trade information)

Resource Centre of the Americas – www.americas.org

Has a search engine for articles related to human economic and environmental rights

World Policy Institute – www.worldpolicy.org/americas/about.html

Human and political rights of countries in Latin America

Geography – <http://geography.about.com/navigate> to library (blank outline maps of countries, continents)

Focus on Cuba – www.la.mvla.net/LC/CubaPoli/cuba_ndx.htm

Teacher and student website: Focus on US foreign policy in the Americas

Environmental Atlas – www.rri.org/envatlas/index.html

Internet-based tool for researching environmental policies worldwide

Earth Week – www.earthweek.com (weekly updates on environmental issues around the world)

US Population Reference Bureau – www.prb.org

Country statistics and selected articles relating to population, the environment

North American Congress on Latin America – www.nacla.org/

Latin America Development Archive at John Hopkins University – www.jhu.edu/~soc/ladark.html
Data sets, social science information that can be copied

Latin American Network Information Centre University Texas – <http://lanic.utexas.edu/>
Click on a topic for a list of organizations - many Spanish

The Latin American Alliance – www.latinsynergy.org

World Bank – www.worldbank.org (statistical databank)

University of California Scholarly Internet Resource Collection – <http://informine.ucr.edu/>
Powerful search engine and access to historical & current maps and GIS

US Government site - Earthshots – <http://edcwww.cr.usgs.gov/earthshots>
Satellite Images of Environmental Change – photos and interpretation

First Nations History Theme Page- Community Learning Network – www.cln.org/themes/fn_history.html
Links to many sites about First Nations in Canada.

New Internationalist Magazine – www.oneworld.org/ni (on-line access to back issues)

Outpost Magazine – www.outpostmagazine.com/ (off-beat travel magazine – articles available on-line)

TED Case Studies: An On-line Journal – www.american.edu/ted/all/htm
Excellent case studies dealing with the impact of globalization.

Perry Castaneda Library Map Collection – www.lib.utexas.edu/Libs/PCL/Map_collection/americas.html
Great sources of maps

Virtual Text on Canada and Germany –
www.wlu.ca/~wwwgeog/special/vgt/English/can_mod2/quest.htm
On-line textbook focusing on Canada but also deals with economic issues

OSS Considerations

This profile is designed to aid the teacher in developing and delivering The Americas: Geographic Patterns and Issues. This course would fulfill the requirement for an additional credit in Canadian and World Studies within the 18 compulsory credits required for an Ontario Secondary School Diploma in section 3.1.1 (p. 9) and Appendix 5 (p. 72) of *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*. The needs of both College and University-bound students have been considered and the activities have been constructed with a balance of theory and application. Expectations for accommodations are outlined in section 7.12 (pp. 56-58) and Appendix 6 (pp. 74-75). The basis for assessment, evaluation, and reporting practices is outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*. Strategies for assessment and evaluation are therefore based on the four categories of Achievements Chart as described in the *Canadian and World Studies Grade 11 and 12 2000* policy document. The analytical skills that can be developed in this course can be applied in various situations. By participating in co-op programs and working in the community, students begin to understand the relevance of their studies. An essential component of geographic study is learning to use computers to research and interpret data. Geographic information systems, global positioning systems, and spreadsheet software prepare students for the future.

Coded Expectations, The Americas: Geographic Patterns and Issues, Grade 11, University/College Preparation, CGD3M

Geographic Foundations: Space and Systems

Overall Expectations

- SSV.01** · compare the natural characteristics of the equatorial, midlatitude, and polar regions of the Americas;
- SSV.02** · demonstrate an understanding of the human systems and cultural realms of the Americas;
- SSV.03** · analyse the political, economic, and social factors that contribute to disparities in economic development within the Americas.

Specific Expectations

Understanding Concepts

- SS1.01** – describe the cultural realms (e.g., Anglo-American, Francophone, Latin American, Caribbean) and other major human patterns (e.g., economic activities, standard of living, demographics) of the Americas;
- SS1.02** – identify how colonizing countries have influenced people and the environment in selected regions;
- SS1.03** – describe the patterns of settlement, resource distribution, development, and migration in selected regions and explain the relationships between them;
- SS1.04** – describe trade patterns within and between selected economic regions of the Americas and explain the factors that have influenced them.

Developing and Practising Skills

- SS2.01** – compare the major characteristics of an ecosystem in the midlatitudes with those of a polar ecosystem and an equatorial ecosystem;
- SS2.02** – analyse the factors affecting the economic development of different regions in the Americas;
- SS2.03** – compare the standard of living of various groups (e.g., social classes, cultural groups) within selected countries or regions of the Americas.

Learning Through Application

- SS3.01** – analyse economic and quality-of-life data (e.g., infant mortality, life expectancy, per capita income) to identify patterns of socio-economic inequality within the Americas;
- SS3.02** – identify both the positive and negative effects of contact with other cultures on indigenous peoples in selected regions;
- SS3.03** – analyse development patterns in a region of the Americas (e.g., northeastern Brazil, the Caribbean, Bolivia), explaining the reasons for the development paths taken and assessing the benefits and disadvantages for the region.

Human-Environment Interactions

Overall Expectations

- HEV.01** · analyse the causes and effects of human-environment interactions in various ecological zones of the Americas;
- HEV.02** · evaluate the environmental and economic consequences of natural hazards and climatic variations;

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- HEV.03** · analyse how different indigenous peoples of the Americas interact with their environments;
HEV.04 · analyse the linkages between population shifts and changes in physical and human environments.

Specific Expectations

Understanding Concepts

- HE1.01** – describe different types of natural disasters and climatic variations that affect the Americas (e.g., volcanoes, earthquakes, tornadoes, El Niños) and identify the regions that are most vulnerable to them;
HE1.02 – describe areas of major environmental degradation in the Americas and identify the causes;
HE1.03 – identify major rural-to-urban population shifts and describe their effects on major cities of the Americas (e.g., Mexico City, São Paulo);
HE1.04 – explain how the natural characteristics of selected regions have encouraged the development of primary industry (e.g., agriculture, forestry, mining).

Developing and Practising Skills

- HE2.01** – analyse the short- and long-term social, environmental, and economic impacts of natural hazards on selected regions in the Americas (e.g., earthquakes in Central America, hurricanes in the Caribbean and southern United States);
HE2.02 – compare the responses of selected groups of indigenous peoples to the challenges and opportunities of their environments (e.g., house design, tools, acquisition of food, transportation);
HE2.03 – evaluate the effects on Central and South America of world demand for the regions’ products and resources (e.g., local impacts of multinational companies);
HE2.04 – explain the effects of peoples’ migrations on selected natural and human environments (e.g., settlers in the Amazon Basin, squatters in Caracas or Rio de Janeiro).

Learning Through Application

- HE3.01** – produce a case study that demonstrates how various regions (e.g., central Mexico, southwest United States) are affected by and deal with water scarcity;
HE3.02 – describe the long-term local and global impacts of the destruction of major forest regions (e.g., boreal forest, tropical rain forest);
HE3.03 – analyse the impact on natural ecosystems and human societies of the production and transportation to market of a selected resource (e.g., bananas, coffee, minerals, forest products).

Global Connections

Overall Expectations

- GCV.01** · evaluate the impact of the global economy on the environment and peoples of the Americas;
GCV.02 · assess the political, economic, environmental, and social implications of intercontinental resource needs and analyse the resulting interactions between the nations of the Americas;
GCV.03 · analyse the economic and geopolitical implications of trading blocs and agreements such as the North American Free Trade Agreement (NAFTA) and Mercosur (Brazil, Argentina, Uruguay, Paraguay, and Chile), multilateral organizations such as the Organization of American States (OAS), and selected bilateral agreements and alliances;
GCV.04 · assess the roles of current and emerging major powers in the Americas.

Specific Expectations

Understanding Concepts

- GC1.01** – describe how disparities between rich and poor nations affect interactions between them (e.g., transborder resource needs, trade, migrations);
- GC1.02** – identify factors that lead to the grouping of nations for military and economic purposes;
- GC1.03** – describe the various political and economic organizations of the Americas (e.g., NAFTA, OAS, Mercosur, Caricom);
- GC1.04** – explain the significance of the Americas in the global economy with respect to the trade of selected products (e.g., wheat, coffee, citrus fruits, bauxite);
- GC1.05** – describe various ways in which individuals, multinational corporations, and governments participate in the international relations of the countries of the Americas (e.g., trade missions, cultural exchanges, environmental movements, sanctions, foreign aid);
- GC1.06** – identify criteria that can be used to characterize emerging powers (e.g., literacy rates, gross national product [GNP] and other social and economic indicators, military strength, population);
- GC1.07** – explain the geographic advantages and disadvantages of the richer nations of the Americas (e.g., location, size, resources);
- GC1.08** – describe Canada’s responsibilities to the rest of the countries of the Americas (e.g., humanitarian assistance, political dialogue, economic cooperation).

Developing and Practising Skills

- GC2.01** – explain the economic, social, and environmental impact of the global economy on the people and environments of selected countries, including Canada;
- GC2.02** – analyse economic data to determine the global ranking of the Americas and individual American nations as producers and users of resources;
- GC2.03** – evaluate the effectiveness of a selected trading bloc in its use of a cooperative approach to resolving economic differences between members;
- GC2.04** – analyse key aspects of the geopolitical role played by the United States in the Americas throughout its history (e.g., in terms of economic power, military strength, political influence, corporate policies).

Learning Through Application

- GC3.01** – identify and analyse selected examples of relationships that have developed between regions because of environmental problems (e.g., oil spills, ozone depletion), resource needs (energy exchanges, water transfers), and border conflicts;
- GC3.02** – evaluate the feasibility of expanding existing trade alliances (e.g., Mercosur) in the Americas;
- GC3.03** – explain the advantages and disadvantages of Canadian investment in Latin America;
- GC3.04** – evaluate the role played by a selected transnational corporation in the economic development of a region in the Americas;
- GC3.05** – analyse the evolution and evaluate the current international status of a selected South American emerging power (e.g., Brazil), using data on military strength and social and economic development.

Understanding and Managing Change

Overall Expectations

- UCV.01** · demonstrate an understanding of how change (e.g., political, economic, social, and technological) affects physical and human environments in the Americas;
- UCV.02** · demonstrate an understanding of the problem of underdevelopment and the difficulties of alleviating it;
- UCV.03** · describe and evaluate aid programs and their impacts.

Specific Expectations

Understanding Concepts

- UC1.01** – describe how population distribution in the Americas has changed over the past one hundred years as a result of changes in population growth, the economy, and technology;
- UC1.02** – describe how development projects in a country affect local environments and economies, indigenous peoples, and other countries;
- UC1.03** – explain the role of the Canadian International Development Agency (CIDA) in the Americas;
- UC1.04** – describe what is meant by NGOs (non-governmental organizations) and describe their contributions to selected countries of the Americas;
- UC1.05** – identify national and international obstacles that make it difficult for various countries to fulfill their economic, social, and cultural aspirations.

Developing and Practising Skills

- UC2.01** – compare the impact of the information revolution on different countries in the Americas (e.g., Bolivia and Canada);
- UC2.02** – propose solutions to overpopulation in the cities of the Americas;
- UC2.03** – analyse the impact of travel and tourism on a selected Caribbean nation (e.g., Barbados, the Bahamas);
- UC2.04** – analyse the positive and negative impacts of international aid on the poorest countries of the Americas (e.g., Dominican Republic, Haiti).

Learning Through Application

- UC3.01** – compare the problems of living in a large city in North America to those of living in one in South America;
- UC3.02** – analyse a development project and explain why it was undertaken and what its consequences were, including its impact on indigenous peoples (e.g., mining in the Amazon, rural improvement projects in Central America);
- UC3.03** – evaluate Canada’s international aid program as applied to one of the countries of the Americas (e.g., Honduras, Haiti).

Methods of Geographic Inquiry

Overall Expectations

- GIV.01** · use planning, forecasting, decision-making, and problem-solving techniques appropriately to interpret and analyse trends, patterns, and issues;
- GIV.02** · select and use geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively;
- GIV.03** · plan and produce an independent study that applies appropriate knowledge, skills, and methods to a selected geographic issue dealing with the Americas;
- GIV.04** · identify careers related to geography.

Specific Expectations

Understanding Concepts

- G11.01** – describe the steps involved in conducting a geographic inquiry on a selected issue in the Americas;
- G11.02** – describe various geographic tools and technologies (e.g., maps, aerial photographs, satellite images, geographic information systems) and their most appropriate use;
- G11.03** – describe the components of a plan for independent study.

Developing and Practising Skills

GI2.01 – use decision-making and problem-solving techniques effectively to interpret and analyse geographic issues;

GI2.02 – predict future economic development and resulting environmental impacts in the Americas;

GI2.03 – use geographic technologies and resources effectively (e.g., remote sensing data, geographic information systems, Internet resources) to gather, process, and synthesize information related to geographic issues;

GI2.04 – use maps (e.g., sketch maps, thematic maps, mental maps) effectively at various scales to illustrate geographic patterns;

GI2.05 – evaluate the accuracy and reliability of information obtained from various sources;

GI2.06 – use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

Learning Through Application

GI3.01 – use models to analyse and solve geographic questions;

GI3.02 – identify careers that require geographic knowledge and skills;

GI3.03 – demonstrate an understanding of different points of view on an issue (e.g., those of individuals, business organizations, governments, and special interest groups);

GI3.04 – conduct an independent study that applies appropriate knowledge, skills, and methods to a selected geographic issue.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work, which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Defining the Americas

Time: 25 hours

Unit Description

In this introductory unit, students explore the differences and similarities among the differing and disparate regions of the Americas. As some students have not had the opportunity to study Geography in Grade 10, this unit provides them with chances to revisit skills and knowledge from their Grade 9 Geography classes. Students begin their study of physical geography by examining patterns within differing regions. They develop an understanding of human geography through comparisons of colonization history and data analysis. Economic and political issues are introduced through Library/Resource Centre and Internet research and issues interpretation. By focusing on skill development, students begin to grasp the complexity of studying such a large region and learn to break down information into meaningful patterns. In the unit culminating activity, students design a mind-map or conceptual model illustrating selected patterns of disparity in the Americas. This skill is also applied in the course culminating activity where students are required to develop a mind-map, a conceptual model to show the pattern and content of the newsletter or website design.

Note: Throughout this unit, it is suggested that students participate in developing a Class Inventory File, which is a collection of current newspaper and periodical articles. This can be organized by week and/or by subject heading (people, politics, economics, environment). Students should be required to contribute a selected number of items throughout the unit and record the bibliographic information. The Class Inventory File is used in Activity 1.8 and may serve as the basis for ongoing research throughout the course.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment/ Evaluation	Tasks
1.1: Introducing the Americas	180 min	SSV.01, GI2.04, GI1.02, GIV.02, HE1.04, SS2.01	Diagnostic K/U Formative – Peer/Teacher assessment Self-assessment	Ecozone Matching Review Organizer –Atlas research and interpretation Poster design Quiz
1.2: Who lives where	210 min	HEV.01, HE1.04, SSV.02, SS1.02, UCV.01, UC1.01	K/U, T/I Teacher Evaluation- A summative	Brainstorming Completing organizer Researching, report writing Test-case study analysis
1.3: Mapping Populations – GIS	210 min	HEV.01, HEV.04, GIV.02, SS1.01, GI2.03	Observation K/U- formative Mapping checklist Application	Mapping and population terms Creating maps Interpreting findings
1.4: Planning Populations	120 min	SSV.02, HEV.04, HE2.04, GI2.06	K,U-Observation Concept map rating scale-C, A	Article summary Creating concept map Summarizing
1.5: After colonization	180 min	HEV.01, HEV.04, SSV.01, GIV.02, UCV.01, HE1.04, SS1.01, SS1.02, UC1.01	K/U-Teacher observation Peer –anecdotal Teacher-formative- C/A	Teacher-completion of T-chart Mapping Article analysis – T-chart-pairs Five-paragraph essay

1.6: How do you measure standard of living?	210 min	GIV.01, GCV.04, SSV.03, GI3.01, GC2.02, GC1.06, SS2.03	K/U, T/I, A Teacher rubric	Class discussion Population pyramid organizer Analysis/gathering of statistics Computer-generated graphs Flow chart
1.7: Shaping the development of the Americas	210 min	GIV.02, GCV.03, GCV.04, GC1.03, GC1.04, GI3.03	Peer and Teacher assessment of website evaluation- K/U, T/I Teacher Evaluation - Fact Sheet-C/A	Brainstorming Interpretation of perspective Internet-based research Website evaluation Fact sheet
1.8: Culminating Activity - Disparity Concept Map	180 min	GIV.01, GIV.03, SSV.03, GI2.01, GI2.06, SS2.02	Teacher Summative Evaluation – Rubric K/U, T/I C, A	Article summary Reviewing and selecting Unit 1 Information; summarizing in a concept map

K/U = Knowledge/Understanding
T/I = Thinking/Inquiry

C = Communication
A = Application

Activity 1.1: Introducing the Americas

Time: 180 minutes

Description

In the first activity, the student's background knowledge of the environment and ecosystems needs to be reviewed; then put into the context of the Americas so that they begin to familiarize themselves with the countries, their physical and human characteristics. Students complete a matching activity to review their knowledge of Canada's ecozones and the relationships between a number of climatic and environmental characteristics to set the context for looking at the whole of the Americas in a similar manner. Students, in four large groups, do some general atlas analysis of one of the climatic zones (polar, midlatitude or equatorial – with the midlatitude being divided into North and South America). Each group creates an organizer as a written summary and a poster as a visual summary. A sample quiz, focusing on knowledge of countries and the climate and vegetation of the Americas, is included in Appendix 3.

Strand(s) & Learning Expectations

Overall Expectations

SSV.01 - compare the natural characteristics of the equatorial, midlatitude and polar regions of the Americas.

Specific Expectations

SS2.01 - compare the major characteristics of an ecosystem in the midlatitudes with those of a polar ecosystem and an equatorial system;

HE1.04 - explain how the natural characteristics of selected regions have encouraged the development of primary industry;

GIV.02 - select and use geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively;

GI2.04 - use maps effectively at various scales to illustrate geographic patterns;

GI1.02 - describe various geographic tools and technologies and their most appropriate use.

Prior Knowledge & Skills

Students should have knowledge of the relationship between climate and latitude and that there are relationships between climate and other characteristics (e.g., vegetation, land use, population, location).

Planning Notes

Teachers need copies of a matching activity. Students should also be provided with an atlas that shows the ecozones and their names. It would also be beneficial for teachers to have visual representations of the various ecozones (e.g., the ecozone poster series by the Ministry of the Environment). Students need an atlas for their group work to get information on their climatic zone. Supplies of poster paper and markers are required. Prepare blank copies of climate graphs.

Teaching/Learning Strategies

1. Hand out Appendix 1 that connects Canada's 15 ecozones to a list of characteristics relating to the ecozones. Students can be provided with an ecozone map with the zone names for location reference. Discuss the relationships between natural and human characteristics. This should help students begin to see how to use relationships as a means to study three main climatic zones (polar, equatorial, and midlatitude) that they will be dealing with next.
2. Divide students into four groups representing the climatic zones (midlatitude is divided into north and south). Students decide their 'job,' for example: two people to create the poster, two people to summarize the brainstorming of information on the board next class, two people to create climate graphs, two people to collect images that reflect their zone (i.e., images from the Internet, CD-ROM, or from magazines), and two people to create the written summary of the zone. For homework, all students collect the atlas information for the brainstorming next class. Students completing climate graphs should decide upon the places they will represent and students creating the poster should have an outline of their 'zone' ready for next day (leaving room around the map to add information, pictures and a couple of climate graphs).
3. Provide each of the groups with the Appendix 2 – Climate Zone Organizer. Suggested headings are: countries, major features, climate (temperature, precipitation., winds), vegetation, agriculture, resources, population density/distribution. The organizer should also be divided into coastal, interior, and mountain, to provide a little more detail and clarity. Students work together to complete the poster and to ensure its completeness. The posters can be put up in the room and the teacher can collect the organizers.

Assessment & Evaluation of Student Achievement

- This activity is largely diagnostic and is meant for reviewing geographic skills that some students may not have used for two years. As a result, the assessment is formative and meant to give the teacher an idea of the skill level and background knowledge of the class, while at the same time providing a review of terms and concepts for all students.
- Formal evaluation could include a student self-evaluation, which would indicate whether they completed the necessary homework, worked well within the group, and the level of understanding of the material covered. A quiz provides a formative assessment (Knowledge/Understanding).

Accommodations

- Students could complete the climate zone organizer for each region individually but do the atlas work to collect the information in smaller groups of four. This may reduce the amount of time needed to organize students and allow more time for discussion and review.

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- Some students may need to have the introductory matching activity modified so that it is less a review and more of an introduction to what an ecozone is and their characteristics and how they would personally describe the location in which they live. The teacher may also want to develop a vocabulary list from their atlas work on the polar, equatorial, and midlatitude zones to deal with the many terms that are introduced.

Resources

Class set of Atlases – Canada’s ecozones and reference pages on the Americas (relief, vegetation, climate, population, etc.)

Canada’s Ecozones posters (Environment Canada)

Haggett, Peter, ed. *Encyclopaedia of World Geography*. England: Andromeda Oxford Ltd., 1994.

<http://www.funkandwagnalls.com/atlas/> – on-line searchable World Atlas

Appendices

Appendix 1 – Matching Activity

Appendix 2 – Climate Zone Organizer

Appendix 3 – Quiz

Activity 1.2: Who Lives Where?

Time: 200 minutes

Description

Students are introduced to patterns of changing population distribution and trends found with European colonizing culture, for a number of nations within the Americas. These concepts are then connected to the physical geography of the region. Students are introduced to information about Haiti and the Dominican Republic by reading and responding to a prepared article. In some cases, European colonization patterns were linked to the region’s physical geography. How the colonizers used the resources of the new world established trends for future growth and development. Looking at population changes of the last 100 years or so helps to make clear the connection of current issues and disparity of wealth and resources.

The initial reading-response process provides students with starting points for considering how colonization trends changed the people and the environment in different nations. Working in pairs, students practise research and analysis skills to demonstrate their understanding of the processes set out in the beginning activity. Changing population patterns connect to issues of growth, economy, technology, and wealth, which are all important for a later examination of the after effects of colonizing that can be linked to present-day disparity among nations in the Americas.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Geographic Foundations: Space and Systems, Understanding and Managing Change

Overall Expectations

HEV.01 - analyse the causes and effects of human-environment interactions in various ecological zones of the Americas;

SSV.02 - demonstrate an understanding of the human systems and cultural realms of the Americas;

UCV.01 - demonstrate an understanding of how change affects physical and human environments in the Americas.

Specific Expectations

HE1.04 - explain how the natural characteristics of selected regions have encouraged the development of primary industry;

SS1.02 - identify how colonizing countries have influenced people and the environment in selected regions;

UC1.01 - describe how population distribution in the Americas has changed over the past one hundred years as a result of changes in population growth, the economy, and technology.

Prior Knowledge & Skills

Atlas skills are required to identify various characteristics of a region. Students are expected to be able to read a short article, identify key points, and prepare a summary. Research and use of school resource centre in collaboration with the teacher-librarian.

Planning Notes

Post the large organizers completed by students in Activity 1.1. Have on hand a class map of Hispaniola that can be used with the overhead or posted for discussion. Students have the opportunity to connect their previous learning about regions including environmental, ecological, and physical features to both demographic changes and patterns of colonization within one nation. These issues are explored in more depth in other activities in the unit. Copy a class set of the Appendix 4 – Background Reading Page and Organizer. Collect both the individual Background Reading Organizer and the group Background Reading Organizer for assessment. Prepare an in-class test, which allows students to demonstrate their ability to identify colonizing patterns and the impact these have had.

Teaching/Learning Strategies

1. Ask students “Where do people live in Canada?” Students brainstorm reasons for the concentration of people in specific areas of the south. Record answers on the board. Likely answers include warmer climate, proximity to the United States, and nearness to water routes for transportation.
2. Distribute a copy of the Appendix 4 – Background Reading Page and Organizer. Students work individually to read the article and complete the organizer in class. As a class, discuss the key issues. Extension: Prepare additional articles (e.g., New France, Brazil) to compare other situations.
3. Use a map of Hispaniola to show the location of the island in the Caribbean; the highland areas; and the sites of the two modern capitals, Santo Domingo and Port au Prince.
4. Lead the class through a discussion that identifies a common sequence of events involving colonization in the Americas. This is the basis of the organizer for the next assigned group work.
5. Organize students to work in three large groups that each focus on one region of the Americas (e.g., western North America, eastern North America, Mesoamerica, Northeastern South America, and Andean South America.) Within each group, pairs of students (or students working independently) create a report on one nation within that region. Provide students with reference materials and resources to complete research about the background of a nation. As students work on their research, remind them to confer with other students in the larger regional group. They need to look for similarities and differences among the different nations within their region. Ask them to prepare info cards for the key issues (colonizer, primary resource, people, land use, economic changes, urban centres, population changes, independence, modern economy) for their assigned nation. Students then post their cards on a large class map of the Americas. Ask each pair to speak briefly about how their nation either does or does not follow the general pattern.
6. Consolidate and reinforce student learning by reviewing the pattern of colonization. Colonizers seek wealth; their interactions with indigenous people lead to widespread death; developing resources changes the social patterns of people.
7. Quiz students on their acquired knowledge and skills. This could include a case study analysis or an outline of an inquiry plan for a research project.

Assessment & Evaluation of Student Achievement

- Individual organizers and group reports: The focus is to identify the student's ability to understand concepts, and understand the relationships between concepts (colonization patterns and recent population changes).
- Region graphic and reports: The focus of these presentations is to identify how well students can apply their knowledge of concepts to a new situation with limited research.
- Quiz: The focus is to identify how well a student analyses trends clearly and effectively.

Accommodations

Students in the ESL program may benefit from a mini-lesson that identifies key vocabulary terms for the reading and research activity. Limit the number of language-based resources used in class, and focus on the student skill of organizing information correctly. Another accommodation is to allow students to collect information in their first language. Students with learning disabilities may need additional teacher support to find and organize information. Start with one reading instead of several. Guide the class to help them complete the organizer. Where appropriate, some students may work better alone, rather than in groups.

Resources

“Hidden History: Columbus 500 – Simply... The Stolen Continent.” *New Internationalist*. Issue 226 – December 1991. Available on-line – www.oneworld.org/ni/issue226/simply.htm .

Kurlansky, Mark. *A Continent of Islands: Searching for the Caribbean Destiny*.

www.uwec.edu/Academic/Geography/Ivogeler/w111 – Course materials – European Colonialism in the Americas on-line – excellent short readings that provide background on European colonialism.

Appendices

Appendix 4 – Background Reading Page and Organizer

Activity 1.3: Mapping Populations

Time: 210 minutes

Description

Students gain experience with GIS (using *ArcView* as the mapping software) to create introductory, graduated colour maps of population characteristics of countries in North and South America. They apply their mapping skills by using technology to create a complete and accurate map for analysis. Map components and skills along with a variety of population terms and characteristics need to be reviewed/introduced before completing the mapping exercise. Students work in pairs (or individually depending upon computer availability) to create and analyse their maps of an area of the Americas (e.g., South America, Central America, North America). They determine if there are patterns in the population characteristics through the regions and predict how these populations may change in the next 25 years.

Note: Because of scale and the fact that maps can usually only be printed on 8 ½" x 11" paper, it is difficult to create one map showing all the countries of the Americas.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry, Geographic Foundations

Overall Expectations

GIV.02 - select and use geographic skills, methods and technologies to gather, interpret, analyse, evaluate, and communicate information effectively;

HEV.01 - analyse the causes and effects of human-environment interactions in various ecological zones of the Americas;

HEV.04 - analyse the linkages between population shifts and changes in physical and human environments.

Specific Expectations

GI2.03 - use geographic technologies and resources effectively to gather, process, and synthesize information related to geographic issues;

SS1.01 - describe the cultural realms and other major human patterns of the Americas.

Prior Knowledge & Skills

Students are creating computer-generated maps but they still need to be reminded of basic mapping rules and skills (components of a map, use of colour, units in legend, etc.). Students should know what the population terms that are going to be mapped are and how they are measured, such as: percent urban population, population growth, population density.

Planning Notes

The data to complete the mapping activities can be found on the *ArcCanada* CD (Ontario Ministry licensed) divided into data for South America and North America (including Central America and the Caribbean). The most recent statistics on this CD are generally 1989, but some are only as recent as 1985. The teacher can easily update the data in the tables in *ArcView* by opening the table and adding a new column of data (e.g., 1995). Students can easily update any of the tables themselves in the program, but they should have the necessary statistics collected ahead of time. The teacher should make sure that students choose an area of focus and that all of the Americas have a map generated for analysis.

Teaching/Learning Strategies

1. Review/introduce population terms and units, such as population density, population growth, percent urban population. One option for the teacher is to use class time to explain and calculate the statistics above and ensure the units being used. (The units will not be clearly presented in the *ArcView* data tables).
2. The data in GIS is organized into tables so that data can be clearly organized in a logical format. The teacher can draw an outline of a portion of the hallway, with classrooms, on the board using a data table with columns representing: population (9:00), population (10:00), area (estimate), population density, percent population growth. The rows would represent the classroom numbers being used. The only thing that can't be directly filled in is the percent population growth because it will need to be calculated from the two different population values. (Population at 10-Population at 9, divided by Population at 9, multiplied by 100).
3. Students should now think about how they are going to represent the different values on a map. Graduated colour maps should now be reviewed/explained. How are they going to determine the number of categories and what will be the range of values for each category? It may help to refer to some examples in the atlas for examples.
4. Students should choose from one of the areas to focus on for their mapping exercise; North America (Canada, US, Mexico), Central America, South America. Students should also choose the focus for their map; population density, population growth, urban population growth, percent urban population. All these statistics exist on the CD; however, it may be necessary to update some of them to make it more relevant. With three full periods allotted to this activity, there may be time for students to add more updated values for their area (e.g., from an almanac).

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5. Students may now begin to work on their mapping assignment. Refer to the instructions for a general outline of the steps students should follow. It will take students approximately 100 minutes to complete the work in *ArcView* on the computer. Students should make enough copies for each in the pair, another for posting in the class, and a copy for the teacher.
 6. Students complete a summary of what their map shows; countries with high and low values and attempt to explain differences between countries (perhaps based upon location, size, development). What predictions would they make about these countries 25 years from now? Which will have the greatest growth? Look at maps for the other areas. How do the maps compare? Are there differences (why or why not)? What other statistics might be helpful to map to understand the population characteristics?

Assessment & Evaluation of Student Achievement

- Map checklist for components of a map (title, legend, units, scale, border)
- Summary paragraph – formative evaluation (K/I)

Accommodations

- The class could all create the same map for analysis as an example. This may alleviate difficulty in determining the number of categories to map. Other accommodations may lie in the introduction of statistics, units, and mapping analysis. The teacher may want to refer directly to atlas examples of graduated colour mapping.
- To extend this activity, students can run queries of other data on top of the graduated colour map to determine relationships between different statistics. Students would just add the boundary shape and another table such as economic. They would then query the economic data to determine relationships between factors like population growth and GNP, percent urban population and literacy, percent in primary industry and urban population.

Resources

ArcVoyageur (Ontario Ministry licensed software) or *ArcView*

ArcCanada CD ROM (provided with *ArcVoyageur* and *ArcView*) (to attain any of the Ministry-licensed software contact your Board)

Giran, Susan, ed. *Canadian Global Almanac 2000*. Toronto: CDG Books Canada, 1999.

ArcView Instructions

Purpose: To use *ArcView* to create a series of maps illustrating the distribution of a variety of population characteristics by country and area of the Americas.

Themes: for North or South America - *cntry_bndry.shp*, *cities.shp*, *pop.dbf*

Functions: Join tables, edit tables, Legend Editor-unique value, Legend Editor-graduated colour, create a layout to print

1. Save the project as 'Population' and create a blank view with your map title (Urban population, population growth, etc.). Give the map units by going to View, Properties and selecting decimal degrees and kilometres.
2. Add the themes; NA or SA/*cnty_bnd.shp*, *cities.shp*
3. Go to the Project Window and Tables, Add. Add the table NA or SA/*tables/pop.dbf*. (at this point the table can be updated by going into Table, Start Editing and adding a new column for the data and entering the data for each country. You will need to go to Table, Stop Editing and save the changes)
4. The table is just a database and needs to be attached to the country shape file so that the data can be mapped. Make sure *Cnty_bnd.shp* is the active theme and open its table. To join the tables click on the field 'country' in the *pop.dbf*, then on the same field in the country shape table and click the join button. Now the data is 'attached' to the country shape to be mapped.

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5. Make `cites.shp` the active theme and open its Legend Editor. Change the Legend type to Unique Value and give capital cities and major cities two different symbols (double-click on the symbol that came up to get the symbol palette). Go to Theme properties and change the title to Major Cities, for example.
 6. To create the graduated colour map, open the Legend Editor for `cnry_bnd.shp`. Change the Legend Type to Graduated Colour. The default colour will be shades of red and the number of categories will be five, including the null value countries (-99, countries with no data). Click on the Null Value button in the Legend Editor and type -99 (this will eliminate the countries with no data). If you would like more or less than five categories of data, click on Classify, and change the number of categories. The colour gradient may also be changed under Colour Ramps at the bottom of the Legend Editor. Also, any colour in the categories may be changed by double-clicking on the colour. Click Apply to make the changes to your legend so it will now be graduated colours. You can easily go back and make further changes to the categories and colours by opening the Legend Editor again.
 7. The title of this theme no longer reflects the graduated colour map so you need to change its name under Theme, Properties. The Units could be added after the title in brackets so that they are given in the legend. If you have created a map with all of North and Central America but you only want Central America, you can use the zoom tool at this point to focus on the area. The area that is showing in the view will be the one that is on the layout and printed.
 8. At this point, the teacher can extend this activity so that students compare other statistics with the population characteristic they have mapped. The student would add the country shape again and open the necessary table of statistics and join them (e.g., economic for GNP data or education for literacy rates). Next they would change the symbol in the legend to a stripe or dot pattern with a transparent background (this way you can still see the graduated colours underneath). Students are just going to query the new table of data and the answers will be highlighted in yellow over the map. For example, students could query (button with a hammer and question mark) which countries have a GNP/capita over \$10 000? Does this correspond at all to countries with high urban populations? Does it relate to countries with high or low growth rates?
 9. When students have created the graduated colour map and made changes to the legend, they produce a layout. Go to the Project Window and Layout, New. Decide whether the Page Setup should be landscape or portrait. Make the layout as large as you can on your screen. There is a drop-down bar called View Frames that you select to draw the map, legend, scale and north arrow. Using the text tool, students add a title, date, and their names. They should also draw a border around the map. Next, the map needs to be printed. If there is no colour printer available you can use pattern gradients instead of colour (i.e., increasing density of dots for higher values).

Activity 1.4: Planning Populations

Time: 120 minutes

Description

Students gain an understanding of some of the population issues facing the Americas by looking at a particular case study/article. Many countries in the Americas have concerns over the increasing populations in urban areas and the need to spread development and employment opportunities throughout their country. Using an article or case study on a Government initiated population policy, students summarize, analyse, and create a summarizing concept map to show the major issue, the supporting information, and points of view. This introduces concept mapping, which serves as a culminating task for the unit. A rating scale is used to evaluate how well students developed their concept map. This rating scale is used as an interim evaluation in the culminating unit.

Strand(s) & Learning Expectations

Overall Expectations

SSV.02 - demonstrate an understanding of the human systems and cultural realms of the America's;
HEV.04 - analyse the linkages between population shifts and changes in physical and human environments.

Specific Expectations

HE2.04 - explain the effects of people's migration on selected natural and human environments;
GI2.06 - use written, oral and visual communication skills to present the results of geographic inquiry and analysis effectively.

Prior Knowledge & Skills

Students should have an understanding of the population distribution through the Americas and why people are living where they are. They need to use the skills of drawing out important information from a piece of writing and summarizing the key concepts and details.

Planning Notes

Make copies of an article or case study dealing with a country that developed specific government policy on changing or affecting settlement/distribution of its people. For example, creating a new capital – Brasilia (the Brazilian Amazon Program); discouraging population growth in Havana, Cuba after the revolution; developing a new capital in Argentina (Viedma); the new 'steel city' of Lazaro Cardenas in Mexico. The teacher can use an organizer similar to Appendix 8 to help them summarize the article and draw out the key points. Prepare a handout or overhead that explains concept mapping.

Teaching/Learning Strategies

1. Assign the reading and organizer as homework. As a large group, the class should discuss the issue, key information, supporting details, and points of view on the issue.
2. Record on the board what students listed as the key points from the article (approximately four to six) Each student should then assess whether their summarizing sentence reflects what has been developed in the class and their key points are similar to those put on the board.
3. Under the teacher's direction, the class as a whole reviews the supporting facts and details and assesses any bias in the article. Remind students to think about any information that is 'missing' from the article that might be useful to know. They should also record any questions they have as a result of reading this article (the answers to these might provide more detail or a better standing of other points of view). The missing information and resulting questions would likely be important parts of their concept map.
4. The teacher begins to develop the concept map by establishing the framework, or the first 'branches' of the map – the focus and the key points. Next, one key point could be used to develop other branches on the concept map that would also show links between different facts/concepts. For example the focus, or centre, of the concept map from an article on Brasilia might be 'In-roads to a New City'. From here the main concept branches might be: redistributing population, changing land use, urbanization, impacts on Rio de Janeiro, the economy/employment, etc. The summarized details from the articles will create the branches out from these key points and they will be able to make a variety of further connections between the details, relating to other key points (concepts). The teacher begins the concept map in class; however, students should be left to complete the rest of the concept map as homework.
5. In the following class, students could post their concept maps around the room for others to examine, allowing them to see various ways the map could be developed and linkages that could be made between the concepts. This may help ensure that anyone who struggled with their own map can easily edit their own work to improve their understanding of both the process and the issue.

Assessment & Evaluation of Student Achievement

Observation – the teacher can get an understanding of how well students summarized the article during the class brainstorming which summarizes the issues, the key points, and details. Each student should be able to provide one piece of information. Since this activity focuses on developing the skill of concept mapping, students do not hand their work in for formal evaluation. Peer assessment of concept maps.

Accommodations

- The teacher could make copies of each student's concept map and, in small groups, students could look at the work of others and, with discussion, further develop their own map.
- The article summary and concept maps may also be done in pairs or in small groups to facilitate language difficulties. The teacher could spend a portion of the period with each group in 'consultation' to help explain concepts or answer questions.

Resources

Newspaper or magazine articles (check Class Inventory File)

Colonization & the Environment: Land Settlement Projects in Central America Website
www.unu.edu/unupress/unupbooks/80653e/80653E00.htm

Case Study from Gilbert, Alan. *Latin America*. Canada: Routledge Canada, 1990.

Appendices

Appendix 8 – Article Organizer

Appendix 5 – Concept Map Rating Scale

Activity 1.5: After Colonization

Time: 180 minutes

Description

Students begin to identify how the primary resource that attracted colonization affected the direction of development for different nations and the disparity that exists among some of these nations. The teacher leads a Socratic lesson that reviews key points of colonization in New France. As a class, students create a T-chart that contrasts the colonization and development pattern of New France with that of Hispaniola, (Activity 1.2). The Chiapas region of Mexico is then used as a case study to study development patterns and look at the bias and reliability of information. Students read an article about the Zapatista revolution in Chiapas and write a paragraph explaining how bias is used to persuade the reader.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Geographic Foundations: Space and Systems, Methods of Geographic Inquiry, Understanding and Managing Change

Overall Expectations

HEV.01 - analyse the causes and effects of human-environment interactions in various ecological zones of the Americas;

HEV.04 - analyse the linkages between population shifts and changes in physical and human environments;

SSV.01 - demonstrate an understanding of the human systems and cultural realms of the Americas;

GIV.02 - select and use geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively;

UCV.01 - demonstrate an understanding of how change affects physical and human environments in the Americas.

Specific Expectations

HE1.04 - explain how the natural characteristics of selected regions have encouraged the development of primary industry;

SS1.01 - describe the cultural realms and other major human patterns of the Americas;

SS1.02 - identify how colonizing countries have influenced people and the environment in selected regions;

UC1.01 - describe how population distribution in the Americas has changed over the past one hundred years as a result of changes in population growth, the economy, and technology.

Prior Knowledge & Skills

Students are familiar with the early settlement of New France (from History courses).

Planning Notes

Obtain a map that shows the route of French occupation of Canada. Obtain and post a map of Mexico or use the overhead to display a map as you review the physical geography of Mexico. Make copies of the map for students. Copy Chiapas articles for students or provide them with appropriate URLs.

Teaching/Learning Strategies

1. Ask students a series of questions: “What was the first resource collected by the French in Canada?” (fur) “How did the fur trade direct the development of New France?” (Farms were limited to areas near the St. Lawrence River. There was no motivation to settle in wilderness areas rich in fur.)
2. Make a T-chart on the board to compare the impact of European colonizers in New France and Hispaniola. Use the headings of: primary resource (fur and gold); geographical factors – barriers to development (mountain ranges, rivers, etc.); resource harvesting (cooperative trade or enforced labour); the impact on the population within 50 years (alliance, mixed marriages, some disease or near extinction and the introduction of African slaves.); languages used; current population mix (mostly French-descent, other groups and some natives or mostly African-descent and no natives); development status (wealthy developed area or poor, developing area) and standard of living factors (education, medical care, and literacy.)
3. Give students an outline map of Mexico. Ask students to use atlases to find and record features of the physical geography of Mexico. Directly teach students the stages of Spanish expansion into Mexico. Identify the primary resource as gold and silver. Focus on the impact of land ownership patterns, the encomienda system, and the distribution of people and urban areas in Mexico.
4. Contrast the historical background to the current unrest in Chiapas. Refer to specific sources of information to review the concepts of accuracy and reliability. Organize students into pairs. Each student reads an article posted on the World Wide Web. They summarize the articles and identify bias found in the articles (e.g., How does language reflect the author’s point of view? What is the source of the article? How does bias affect accuracy?).
5. Each pair of students completes a T-chart using similar headings to above with the title: The impact of colonization on Chiapas. Collect for assessment.
6. Each student writes a five-paragraph essay answering the question: “How have the elements of colonial background, physical resources, and interactions with people impacted on the current standard of living?”

Assessment & Evaluation of Student Achievement

- T-Chart – assess for accuracy ensuring that students have selected appropriate information
- Short essay – formative assessment focusing on student’s ability to summarize and draw conclusions.

Accommodations

Provide short readings and maps for students who are unfamiliar with New France colonization. During the initial question and answer session, let students identify population patterns in their home area. Identify and post key vocabulary terms. Students may complete their T-charts using their first language. Small group analysis of edited articles (e.g., focus on only 3-5 paragraphs).

Resources

Kereen, Benjamin. *Latin America Civilization: History and Society – 1492 to the Present*, 6th ed. Boulder, Col: Westview Press, 1996.

Knox, Paul. “Chiapas divided over rebels,” *Globe and Mail*. Friday, Feb. 23, 2001. p. A21.

Knox, Paul. “Insurgency pauses for a close-up,” *Globe and Mail*. Saturday, Feb. 24, 2001. p. A1.

Knox, Paul. “Zapatista rebels play to the people,” *Globe and Mail*. Monday, Feb. 26, 2001. p. A1.

www.Virtualschool.edu/mon/News/ChiapasRevoltMexico.html

www.indians.org/welker/carlosfu.htm

<http://flag.blackened.net/revolt/mexico/articl.html>

Columbian Exchange and Sword and the Cross. (two videos from the “Columbus and the age of discovery” series. WGBH Educational Foundation, 1991.

A Place Called Chiapas. A film by Nettie Wild. NFB of Canada, 1998.

Activity 1.6: How Do You Measure Standard of Living?

Time: 200 minutes

Description

Students are now in a position to look at a number of different factors that contribute to population growth and economic disparity among nations of the Americas. This activity combines a more detailed examination of population pyramids and an exploration of various factors that affect standard of living. Students demonstrate their ability to collect and select information that can then be entered into a spreadsheet application. Using the application, they explore a number of ways of graphing this data and displaying it. By comparing the characteristics of many nations, students identify patterns of disparity and consider factors that have contributed to this situation.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry, Global Connections and Geographic Foundations: Space and Systems

Overall Expectations

GIV.01 - use planning, forecasting, decision-making, and problem-solving techniques appropriately to interpret and analyse trends, patterns, and issues;

GCV.04 - assess the roles of current and emerging major powers in the Americas;

SSV.03 - analyse the political, economic, and social factors that contribute to disparities in economic development within the Americas.

Specific Expectations

GI3.01 - use models to analyse and solve geographic questions;

GC1.06 - identify criteria that can be used to characterize emerging powers;

GC2.02 - analyse economic data to determine the global ranking of the Americas and individual American nations as producers and users of resources;

SS2.03 - analyse development patterns in a region of the Americas explaining the reasons for the development paths taken and assessing the benefits and disadvantages for the region.

Prior Knowledge & Skills

Students are familiar with several factors that affect population distribution in a nation. Review how to read a population pyramid and information from a graph. Students can make reference to material completed in other activities to add to the material directly presented here. Students are expected to have knowledge of a spreadsheet application (e.g., *Excel*) and be familiar with sorting and graphing functions.

Planning Notes

Prepare a class set of copies of the Population Pyramids Organizer and current population pyramids for Paraguay, Cuba, and Guyana (not included) from www.census.gov/ipc/www/idbpyr.html, the website for the US Census Bureau. These population pyramids could be prepared as large charts posted in different places in the room. Additional background information about population pyramids is available at <http://geography.miningco.com/science/geography/library/weekly/aa071497.htm>. Students analyse population changes by using population pyramids and study the impact of population changes on standard of living and development. Plan to spend one period in a computer lab so that students can input their data into a spreadsheet application and display the information with various graph formats.

Teaching/Learning Strategies

1. Present students with current population pyramids for Paraguay, Cuba, and Guyana. Suggested questions: Ask students to describe how the pyramids differ in shape. Do these pyramids show gender disparity? How old is the population? Is it growing? Why do the pyramids of different nations have different shapes? Ask students to identify possible reasons for these different shapes. Ask students to identify possible reasons for the different shapes. Group the responses according to economic, social, environmental, and political issues. Ask students to individually think about the three most important reasons for differences in the population pyramids
2. Organize students into groups to gather data about a nation, as assigned (such as the United States, Ecuador, Jamaica, Colombia, and Chile.) Hand out to each group a copy of the Appendix 6 – Standard of Living Organizer. Direct students to use electronic or available text resources to gather data and complete as much of this organizer as possible.
3. Once the data is collected, direct students to enter the data into a spreadsheet application. Student groups can then sort the data using different criteria based on their research. Ask the class which sort criteria helped them better understand the population pyramid of the nation investigated. Direct students to print the data chart and one display chart.
4. Ask students to post their information. Allow students a few minutes for a gallery walk to see the results. Ask the class to rank these nations according to different factors such as population growth, literacy rate, infant mortality rate, and GDP. Ask students to identify the nations with the greatest disparity. Ask students to find nations that have similar characteristics. “What are the factors that lead to disparity?” Refer students back to their earlier work with physical geography, colonizing influences and changing demands for resources. Assign students to sketch a flow chart that connects the population pyramid and current standard of living to the physical geography and colonization patterns of the nation. Students should exchange flow charts to see if they are clear.

Assessment & Evaluation of Student Achievement

- Observation of student analytical work
- Formative assessment of flow chart

Accommodations

Discuss the analysis of the first population pyramids. Reduce the number of nations assigned to students for research. Limit the number of factors for the Organizers included. Review the vocabulary and post words with definitions throughout this activity.

Resources

Mason, Paul, ed. *Economically Developing Countries* series. England: Wayland Publishers, Ltd., 1996.

Population pyramids background information –

<http://geography.miningco.com/science/geography/library/weekly/aa071497.htm>

Population pyramids by country – www.census.gov/ipc/www/idbpyr.html

World bank website – www.worldbank.org

Appendices

Appendix 6 – Standard of Living Organizer

Activity 1.7: Shaping the Development of the Americas

Time: 200 minutes

Description

Students work in pairs or individually to prepare a Fact Sheet on one government or non-government organization in the Americas from a list provided by the teacher. This task requires students to analyse information to determine the main issues the organization deals with, their perspective, and how they affect socio-economic or political decision making in the Americas. The main research tool is the Internet and students complete two website evaluations.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry and Global Connections

Overall Expectations

GIV.02 - select and use geographical skills, methods and technologies to gather, interpret, analyse, evaluate and communicate information effectively;

GCV.03 - analyse the economic and geopolitical implications of trading blocs and agreements such as NAFTA and MERCOSUR, multilateral organization such as the OAS and selected bilateral agreements and alliances;

GCV.04 - assess the roles of current and emerging major powers in the Americas.

Specific Expectations

GI3.03 - demonstrate an understanding of different points of view on an issue;

GC1.03 - describe the various political and economic organizations of the Americas;

GC1.04 - explain the significance of the Americas in the global economy with respect to the trade of selected products.

Prior Knowledge & Skills

Through other courses in Canadian and World Studies, students have had the opportunity to learn about international organizations. Students should have experience in using the Internet for research purposes and assessing articles and websites for bias.

Planning Notes

Order a short video that highlights the selected issue (e.g., *CBC News in Review* – Free Trade, Canadian Parks, etc.). Prepare and copy handouts that state a variety of opinions on a selected issue. Most students or pairs of students should have one statement about the issue to read out loud. Provide large poster paper and markers for seven groups with suggested subject headings: Environment, Culture, Economic, Politics, Trade, Tourism, and Human Rights. Make an overhead of the criteria that students need to evaluate websites, or design a worksheet based on the criteria listed in Appendix 7.

Teaching/Learning Strategies

1. Divide students into groups. Each group brainstorms issues under their particular category for five minutes; then exchanges their sheet with another group. The categories should include politics, economics, tourism, trade, culture, environment, and human rights. Continue this process until all groups have had a chance to think about each category.
2. Explore students' awareness of international groups that respond to these issues. Ask students what perspectives these groups take and discuss why groups have conflicting ideas about similar issues. Introduce the idea of the political spectrum e.g., left wing, right wing, etc.
3. Introduce a controversial topic such as Free Trade. (The *CBC News in Review* episode on Free Trade provides a nice summary of the original NAFTA agreement.) Hand out prepared points of view/statements to each student. Ask students to read aloud and decide where the opinion would be placed on the political spectrum (i.e., left, right, centre). Students physically move into a line representing the political spectrum or have them place their statement on a bulletin board. Students then explain the reasons for locating where they did. Ask who are the groups that are further left or right or in the centre and why some groups are easier to identify than others.
4. Explain to students that they are responsible for researching and preparing a fact sheet on one international agency – government or non-Government – that deals with issues in the Americas. Students may use the above brainstorming issue lists to help them to identify specific issues. A one-page Fact Sheet will contain the following information about the organization they select: the member countries, the mandate, brief summary of a major current issue, their perspective, and a possible critique of this point of view. They must also include a short statement about how their organization has affected or will affect specific areas or the Americas in general. Students also submit a 250-word evaluation of two websites used in their research. See Appendix 7. Share an assessment tool with students. Some suggested organizations are: CARE International, Greenpeace International, International Red Cross, IMF, World Bank, World Trade Organization, South Centre, World Food Program, WHO, World Wildlife Federation, United Nations, MERCOSUR, OAS, CARICOM, UNICEF, Arctic Council, NAFTA Secretariat, Amnesty International, International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), World Tourism Organization.

Assessment & Evaluation of Student Achievement

- Peer assessment of website evaluations.
- Formative assessment ensuring students are aware of the need to critically analyse research sources.
- Fact sheet assessment for appropriate selection and assessment of information.

Accommodations

- Students with physical or learning disabilities may need to work with one-on-one assistance.
- Pair students who need help with Internet searching with students who are skilled in this area.
- ESL students may research websites in their home languages to develop critical analysis skills.

Resources

The British Library of Political and Economic Science – International Organizations – links and lists – www.blpes.lse.ac.uk/collections/govpubs/igoweb.html

CBC News in Review.

Appendices

Appendix 7 – Website Evaluation Criteria

Activity 1.8: The Culminating Task – Disparity Concept Map

Time: 180 minutes

Description

In this final activity, students link concepts and skills to explore and find patterns in a contemporary issue/event in the Americas from the Class Inventory File. Students work in small groups to discuss and summarize an article. Individuals then complete a concept map including factors that are relevant to understanding the selected issue/event. Students also individually complete a Personal Reflective Synopsis.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry, Geographic Foundations: Space and Systems

Overall Expectations

GIV.01 - use planning, forecasting, decision-making and problem-solving techniques appropriately to interpret and analyse trends, patterns, and issues;

GIV.03 - plan and produce an independent study that applies appropriate knowledge, skills, and methods to a selected geographic issue dealing with the Americas;

SSV.03 - analyse the political economic and social factors that contribute to disparities in economic development within the Americas.

Specific Expectations

GI2.01 - use decision-making and problem-solving techniques effectively to interpret and analyse geographic issues;

GI2.06 - use written oral and visual communication skills to present the results of geographic inquiry and analysis effectively;

SS2.02 - analyse the factors affecting the economic development of different regions in the Americas.

Prior Knowledge & Skills

Students need analytical and interpretive skills for maps, graphs, and statistics to identify key ideas and make connections among different concepts and sources in order to create a concept map. Students are expected to draw on their knowledge of the land, climate, resources, colonization history, disparities, and partnerships introduced throughout Unit 1.

Planning Notes

Before starting this activity, review the Inventory File. Select enough diverse articles so that each group of students has a copy of the same article. Make copies of the organizer Appendix 8 – The Americas: A Current Issue/Event (or an overhead for students to copy), Appendix 5 – Concept Map Rating Scale, and Appendix 10 – Culminating Activity Rubric for each student.

Teaching/Learning Strategies

1. Organize students into groups of four. Each group selects one article from the choices available. Have students read their article and then discuss and prepare a summary statement to be recorded on Appendix 8, the organizer. Next, students discuss and record the factors that are mentioned directly, then brainstorm any additional factors associated with the issue/event in the article.
2. Review the Appendix 5 Concept Map rating scale and the Appendix 9 Rubric with students. Explain that each student must complete a concept map using their selected article as the focus point. Students review previous notes and data studied in Unit 1 and integrate any relevant information into their concept map. (See Prior Knowledge & Skills for a complete listing.) Students' concept maps should reflect their interpretation of why disparity has occurred in the Americas.
3. Assign students to complete a summary of the concept map, which should be three paragraphs: an introduction (article focus, summary), body (explanation of the issue and connections made from the unit), and a conclusion (impact of the issue, further questions to be answered).

Assessment & Evaluation of Student Achievement

- Interim evaluation of Concept Map
- Summative evaluation of the Concept Map
- Summative evaluation of student learning by way of Personal Response

Accommodations

- Adapt articles for student use; include word lists, vocabulary games, and listening exercises.
- Monitor appointments for groups as they complete the organizer and then build the concept map. Scaffold for concept map. Limit the number of articles so there are some repetitions.

Resources

Class inventory file

Altieri, Miguel and Alejandro Rojas. "Lessons from a Latin American Partner." *Alternatives Journal*. Vol. 24(4): 24-29, Fall 1998.

Alves, Diana. "Brazil turns its back on the Amazon trade." *The Unesco Courier*. – www.unesco.org/courier/ (navigate to archives) year 2000

Herscovici, Alan. "Forgotten Story: " The impact of "animal rights" campaigns on the Inuit." – www.indians.org/library/inuit.html

Appendices

Appendix 5 - Concept Map Rating Scale

Appendix 8 – The Americas: A Current Issue/Event

Appendix 9 – Culminating Activity Rubric

Appendix 1

Environment Matching Activity

There may be more than one description.

- | | | |
|------------------------|-------|---|
| 1. Arctic Cordillera | _____ | a. mixed forest with moderate to high precipitation |
| 2. Northern Arctic | _____ | b. mountainous with alpine & arctic tundra |
| 3. Southern Arctic | _____ | c. flat with some foothills, mixed forests |
| 4. Taiga Plain | _____ | d. very cold and dry, some herb-lichen |
| 5. Taiga Shield | _____ | e. cold, flat, with wetlands and some conifer stands |
| 6. Boreal Shield | _____ | f. highest precipitation |
| 7. Atlantic Maritime | _____ | g. flat, subarctic, with wetlands and shrubs |
| 8. Mixed-wood Plain | _____ | h. highly productive black soil |
| 9. Boreal Plain | _____ | i. cold, coniferous & broadleaf forests, covers most of Ontario |
| 10. Prairie Plain | _____ | j. climate and vegetation varies a great deal |
| 11. Tundra Cordillera | _____ | k. boreal to subarctic climate with tundra & woodlands |
| 12. Boreal Cordillera | _____ | l. boreal to subarctic climate with tundra & woodlands |
| 13. Pacific Maritime | _____ | m. extremely cold & dry (cold desert), little or no soil |
| 14. Montane Cordillera | _____ | n. mix of agriculture, logging and mining |
| 15. Hudson Plains | _____ | o. natural vegetation is largely grasslands |
| | | p. cold and dry, some shrubs and arctic tundra |
| | | q. coniferous and deciduous trees, warm/hot summers, farming |
| | | r. many lakes and wetlands |
| | | s. has temperate rainforests |
| | | t. highest population |

Answers: 1 – l, 2 – d, 3 – p, 4 – g, 5 – k, 6 – i & r, 7 – a & m, 8 – t & q, 9 – c, 10 – h & o, 11 – b, 12 – n, 13 – f & s, 14 – j, 15 – e.

Appendix 4

Background Reading Page and Organizer

Background Reading Page – Hispaniola

Columbus arrived at the island of Hispaniola in 1493 on his westward voyages to Japan. Hispaniola is the second largest island in the Caribbean, after Cuba. The mountainous highlands are especially prominent in the western end, now known as Haiti. Spanish colonizers first settled in the eastern portion, now known as the Dominican Republic.

The gold deposits on the island helped focus attention here. Extracting the gold demanded that people do very difficult labour. Ruling Spanish colonizers were each assigned an area for *encomienda*. People in the area were obliged to make payments of gold or labour. Colonizers founded the town of Santo Domingo as an administrative centre for trade and settlement matters. As the amount of gold ore diminished, the island developed sugar cultivation and refining. Enforced labour was required for these activities as well.

Most of the indigenous population died from abuse or disease by 1550. The colonizers looked for a new labour force on other islands and then the north coast of South America. African slaves were first brought to the island in 1503. The harsh work and poor living conditions killed many Africans, just like the natives before them. African slaves continued to arrive into the nineteenth century. Today, Haiti's population is 95% African-descent and the population is about 73% black.

Sugar cane arrived in the Caribbean in 1493. This resulted in changes to the landscape and land use. Native subsistence farming was pushed to the margins and forest areas were cleared for large-scale planting and grazing areas that required many workers. Initially Spanish, the French took control of the western third of the island, Saint Domingue (now Haiti) in 1697. The Spanish retained the larger eastern Santo Domingo (now Dominican Republic). French colonizers established successful agricultural plantations. In the late eighteenth century, Haiti exported significant amounts of sugar, cacao, and coffee to France. Slave revolts finally succeeded in Haitian independence in 1804. Subsequent unstable political and social situations started a spiral of economic decline.

Continued deforestation in Haiti has made this part of the island a desert. The soil is now too poor to support agriculture. People migrate to urban areas looking for work and food. Industry can exploit their poverty with very low wages. The Dominican Republic is faced with a similar future if people there continue to cut trees for fuel. However, the lower density of population and the fact that tourism is now a significant part of the economy of the Dominican Republic has helped to provide employment in other sectors. Both nations on Hispaniola continue to face large-scale emigration.

Background Reading Organizer

Nation
Location
Physical Features
Colonizer
Primary/Initial Resource
People
Land Use
Urban Centres
Current Economy

Appendix 5

Concept Map Rating Scale

(used in Activity 1.4 and Culminating Activity)

Content (understanding of the issue and ability to draw out the key points)

1 2 3 4 5

Accuracy (there are direct references to the article/case study using specific details)

1 2 3 4 5

Connections (the number of ‘levels’ or extensions out from the centre made showing causes and effects)

1 2 3 4 5

Links (various details and issues are bridged showing the relationships between factors within the Issue)

1 2 3 4 5

Appendix 6

Standard of Living Organizer

Development Status			
Pyramid Shape			
Population			
Birth Rate			
Infant Mortality			
Literacy Rate			
Gross Domestic Product			

Appendix 7

Criteria for Website Evaluation

Accessibility

Dependability

Loading time

Ease of Navigation

Accuracy

Credible source/author

Evidence of bias/believable

Recent and current information

Appropriateness

Effective use of pictures/diagrams

Pictures/diagrams relate and enrich site

Appendix 8

The Americas: A Current Issue/Event

Article title and source:

Author:

Summary Statement (What is the article about? 1 or 2 sentences)

Factors Mentioned (e.g., resources, climate, population, development)

Associated Factors (e.g., colonial history? Cultural realm? Associations?)

3-5 main points with some details

Are there any experts quoted? What did they say?

Is there a point of view or a series of points of view expressed?

Appendix 9

Culminating Activity Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of relationships between concepts	- demonstrates in their concept map and its summary, limited understanding of problems addressed in the article and topics discussed in class	- demonstrates in their concept map and its summary, some understanding of problems addressed in the article and topics discussed in class	- demonstrates in their concept map and its summary, considerable understanding of problems addressed in the article and topics discussed in class	- demonstrates in their concept map and its summary, thorough and insightful understanding of problems addressed in the article and topics discussed in class
Thinking/Inquiry (e.g., applies skills involved in an inquiry process)	- applies few of the inquiry skills to summarize key points from their article, interpret and analyse the issues and supporting facts	- applies some of the inquiry skills to summarize key points from their article, interpret and analyse the issues and supporting facts	- applies most of the inquiry skills to summarize key points from their article, interpret and analyse the issues and supporting facts	- applies all of the inquiry skills effectively to summarize key points from their article, interpret and analyse the issues and supporting facts
Communication Written communication of information and ideas	- communicates with limited effectiveness, in their concept map summary, the supporting facts, viewpoints, and relationships between issues in their article (e.g., relationship between an environmental issue and development)	- communicates with some effectiveness, in their concept map summary, the supporting facts, viewpoints, and relationships between issues in their article (e.g., relationship between an environmental issue and development)	- communicates with considerable effectiveness, in their concept map summary, the supporting facts, viewpoints, and relationships between issues in their article (e.g., relationship between an environmental issue and development)	- communicates with a high degree of effectiveness, in their concept map summary, the supporting facts, viewpoints, and relationships between issues in their article (e.g., relationship between an environmental issue and development)

<p>Application Makes predictions, regarding the path the issue will take in the future in a logical fashion.</p>	<p>- applies concepts skills and procedures to make predictions about the impact of the issue in the future on the country with limited effectiveness</p>	<p>- applies concepts skills and procedures to make predictions about the impact of the issue in the future on the country with moderate effectiveness</p>	<p>- applies concepts skills and procedures to make predictions about the impact of the issue in the future on the country with considerable effectiveness</p>	<p>- applies concepts skills and procedures to make predictions about the impact of the issue in the future on the country with a high degree of effectiveness</p>
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Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 4: Geopolitics in the Americas

Time: 25 hours

Unit Description

Students identify and analyse the impact of international aid on the Americas, the geopolitical role of countries, and the trade patterns and alliances in selected regions of the Americas. Canada has a significant role in developing humanitarian assistance, political dialogue, and economic cooperation with the rest of the countries in the Americas. The backdrop of this unit is the examination of national and international pathways and barriers that countries face in fulfilling their economic, social, and cultural aspirations. Throughout history, the United States has commanded an important economic and geopolitical role in the development of the Americas and students debate the merits of that involvement. The culminating activity of this unit involves students in developing a rationale for a Social Justice and Development symposium, in light of Gospel values and Catholic social teachings. This rationale may include various governmental, non-governmental, and transnational organizations to give a balanced perspective on the issues of social justice and development in the Americas.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Student Tasks
4.1: Foreign Aid in the Americas	200 min	GCV.01, UCV.02, UCV.03, GC1.08, UC1.03, UC1.04, GI2.04; CGE 1d, 2a, 5e, 7h	Knowledge/ Understanding Communication	Aid comparison chart Supported opinion paper
4.2: Case Study: Foreign Aid in Selected Countries of the Americas	200 min	GCV.01, UCV.02, UCV.03, GIV.04, UC1.02, UC1.05, UC2.04, UC3.03, GC1.05, GI2.03; CGE 1e, 2c, 3a, 4d, 7e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Group work Oral presentation
4.3: United States Foreign Policy in the Americas	200 min	GCV.01, GCV.03, GIV.01, GC1.02, GC2.04, GC3.01, GI3.02; CGE 1h, 2b, 3f, 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Group work Mapping Note taking
4.4: The Role of the Transnationals in the Americas	200 min	GCV.01, UCV.02, GIV.02, GC3.01, GC3.04, UC1.05, GI3.02; CGE 2c, 4a, 7g	Knowledge/ Understanding Thinking/Inquiry Communication	Graphing Mapping Supported opinion paper
4.5: Emerging Powers: Statistical Analysis of the Americas	200 min	GCV.03, GCV.04, UCV.01, GIV.02, GC1.02, GC1.06, UC1.05, GI2.03; CGE 2a, 3f	Thinking/Inquiry Application	Group work Statistical analysis
4.6: Trade Alliances: Their Implication and Future	300 min	GCV.03, GCV.04, UCV.01, GC3.02, GC3.05, SS1.04; CGE 3c, 3f, 7f	Knowledge/ Understanding Thinking/Inquiry	Group work Mapping Supported opinion paper Oral presentation

4.7: Culminating Activity/ Symposium on the Americas	200 min	UCV.03, GIV.03, GI2.01, GI2.05, GI3.03, GC3.05, UC1.05; CGE 1g, 1h, 1i, 4c, 5a, 5c, 5d, 5f	Knowledge/ Understanding Thinking/Inquiry	Group work Research process Oral presentation Supported opinion paper
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Activity 4.1: Foreign Aid in the Americas

Time: 200 minutes

Description

This activity allows the student to examine the benefits to Canada of giving foreign aid to underdeveloped countries in the Americas and to evaluate the role and impact of aid programs (e.g., government (CIDA (Canadian International Development Agency) versus NGOs (non-government organization)). This activity allows students to demonstrate an understanding of the difficulties challenging developing countries and the responsibilities Canada and NGOs have to assist them. With this, students can turn to specific countries and evaluate the impact of development projects on the poorest countries in the region (Activity 4.2).

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 5e - respects the rights, responsibilities, and contributions of self and others;

CGE 7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

GCV.01 - evaluate the impact of the global economy on the environment and peoples of the Americas;

UCV.02 - demonstrate an understanding of the problem of underdevelopment and the difficulties of alleviating it;

UCV.03 - describe and evaluate aid programs and their impacts;

GIV.02 - select and use geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively.

Specific Expectations

GC1.08 - describe Canada's responsibilities to the rest of the countries of the Americas;

UC1.03 - explain the role of the Canadian International Development Agency (CIDA) in the Americas;

UC1.04 - describe what is meant by NGOs (non-governmental organizations) and describe their contributions to selected countries of the Americas;

GI2.04 - use maps (e.g., sketch maps, thematic maps, mental maps) effectively at various scales to illustrate geographic patterns.

Prior Knowledge & Skills

- an understanding of the economic and social conditions found in developing countries in relation to the HDI from Unit 3
- an understanding of the role and principles of CIDA and how to write a supported opinion paper from the Grade 9 Canadian Geography course and Grade 10 Canadian History course

Planning Notes

- Book computer lab and Library/Resource Centre.
- Attain a copy of the most recent CIDA annual report.
- Gather concise readings on the different views on aid.

Teaching/Learning Strategies

1. The teacher leads students in a brainstorming exercise answering the following questions:
What are the characteristics of developed and underdeveloped countries?
What criteria from the HDI could effectively measure the degree of development in a poor nation?
2. The teacher shows the video entitled *Water, Land, and Survival*. Using an organizer designed in class, students in small groups identify the causes and effects of underdevelopment in Third-World Countries, using Brazil as the focus country.
3. Using the Human Development Index choropleth map from Unit 3, Activity 2, students should analyse the patterns of high, medium, and low human development. Students should answer the following question “Which countries should be the focus of Canada’s aid priorities?”
4. The teacher introduces Canada’s responsibility for humanitarian assistance to poor countries by reintroducing the role of CIDA and NGOs in the Americas.
5. With the aid of the World Wide Web, students investigate the impact that CIDA and NGOs have on selected countries in the Americas (e.g., Honduras, Haiti, and Peru). A chart should be used to enable students to record and compare aid programs, the priorities (goals), types of aid and the impact of aid programs. Using the chart, students answer the following questions (be sure to provide specific examples using the same country to make the comparison): What are the differences and similarities in the goals and type of aid given to poor nations by both aid organizations? How effective are aid programs by the CIDA when they are compared to NGOs? (e.g., impact on HDI)
6. Students should read the articles entitled *A Handout Instead of a Hand up: Where Foreign Aid Fails* and *The World Can’t Survive Poverty Gap*, for homework, and highlight in their notes both views of the issue. The teacher should lead a discussion on the pros and cons for Canada giving foreign aid.
7. The teacher has students read a brief excerpt entitled *Justice and Solidarity Among Nations* from the *Catechism of the Catholic Church* (versus 2437-2440). Given the position of the Catholic Church, students are invited to reflect on the reading and write a one to two-page supporting opinion paper on the following question: “Should Canadian society continue to provide aid to poor nations?”

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of the aid comparison chart for completion and accuracy (Knowledge/Understanding, Thinking/Inquiry)
- Formative teacher assessment of the supported opinion (Appendix 4.1.1)

Accommodations

- For enrichment, the following extension exercise could be added to Strategy 5. Students develop an aid program that will have the greatest positive impact on HDI. Each aid program must first establish its priorities, two short-term and two long-term aid strategies. In both situations, students must provide rationale for each of their aid programs and assess their strengths and weaknesses.
- The teacher should review individual IEP to determine the reading level of the student in order to determine the difficulty of the reading to be assigned to him/her.
- If a student’s writing skills are weak then he or she may communicate the research orally.

Resources

Catechism of the Catholic Church. Ottawa: Publications Service, 1994.

Crane, D. "The World Can't Survive Poverty Gap," *The Toronto Star*. September 24, 2000.

A Handout Instead of a Handup: Where Foreign Aid Fails –

<http://www.frasierinstitute.ca/publications/pps/30/>

CIDA Americas Branch – <http://www.acdi-cida.gc.ca/america-e.htm>, http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/america_e.html

Institute of the Americas – <http://www.iamericas.org>

World Accord – <http://www.accord.org/Programming/international/international.htm>,

<http://www.accord.org/programming/update/eventupdates.html>

Water, Land, and Survival. "Brazil Series". BBC Productions, 1995. 50 min.

Canadian Council of International Cooperation – <http://fly.web.net/ccic/devpolicy.htm>

Appendix 4.1.1

Rubric for Supported Opinion Paper

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of concept	- demonstrates a limited understanding of the concepts	- demonstrates some understanding of the concepts	- demonstrates a considerable understanding of the concepts	- demonstrates a high degree of understanding of the concepts
Thinking/ Inquiry Use of critical thinking skills	- applies creative thinking skills in writing of opinion paper with limited effectiveness	- applies creative thinking skills in writing of opinion paper with moderate effectiveness	- applies creative thinking skills in writing of opinion paper with considerable effectiveness	- applies creative thinking skills in writing of opinion paper with a high degree of effectiveness
Communication Communicates information through writing	- illustrates concept through writing of the opinion paper with limited effectiveness	- illustrates concept through writing of opinion paper with some effectiveness	- illustrates concept through writing of opinion paper with clarity	- illustrates concept through writing of opinion paper with a high degree of clarity
Application Application of concept	- demonstrates difficulty in applying the concepts	- demonstrates some ability in applying the concepts	- clearly able to apply the concepts	- applies the concepts effectively

Overall Level:

Comments:

Areas to Review:

Student Name:

Strengths:

Next Steps:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 4.2: Case Study: Foreign Aid in Selected Countries of the Americas

Time: 200 minutes

Description

This activity allows students to research, write a report, and present the impact that foreign aid has on selected countries in the Americas. Emphasis is placed on Canada's role and the impact on individual countries: in areas of the economy, on local environments, and on Indigenous peoples.

An evaluation of CIDA and NGO programs, their impacts, and limitations is done.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1e - speaks the language of life...” recognizing that life is an unearned gift and that a person Entrusted with life does not own it but that one is called to protect and cherish it” (Witness to Faith);

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE 4d - responds to, manages, and constructively influences change in a discerning manner;

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

GCV.01- evaluates the impact of the global economy on the environment and peoples of the Americas;

UCV.02 - demonstrates an understanding of the problem of underdevelopment and the difficulties of alleviating it;

UCV.03 - describes and evaluates aid programs and their impacts;

GIV.02 - selects and uses geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively.

Specific Expectations

GC1.05 - describe various ways in which individuals, multinational corporations, and governments participate in the international relations of the countries of the Americas;

UC1.02 - describe how development projects in a country affect local environments and economies, indigenous peoples, and other countries;

UC1.05 - identify national and international obstacles that make it difficult for various countries to fulfill their economic, social and cultural aspirations;

UC2.04 - analyse the positive and negative impacts of international aid on the poorest countries of the Americas;

UC3.03 - evaluate Canada's international aid programs as applied to one of the countries of the Americas;

GI2.03 - use geographic technologies and resources effectively (e.g., Internet) to gather, process, and synthesize information related to geographic issues.

Prior Knowledge & Skills

- an understanding of the role of transnational corporations from Unit 3 and the Grade 9 Canadian Geography course; executing Internet searches for research from Units 1, 2 and 3

Planning Notes

- Book computer lab and Library/Resource Centre.
- Provide students with a list of the poorest countries in the Americas.
- Provide students with a variety of sources from electronic data bases and other websites.

Teaching/Learning Strategies

1. The teacher introduces a report/presentation activity of a country in the Americas. A list should be provided from which students in small groups may select a country for their case study. The teacher acts as a facilitator whereby Internet sources and databases are given to direct students in their research.
2. Students are instructed to find information that answers the following questions:
 - What are the economic and social conditions challenging their selected country?
 - What are the priorities and responsibilities of CIDA in terms of aid in this country?
 - What is the role of other organizations (e.g., NGOs, transnational corporations, environmental groups, and educational institutions) and what impact have they had on addressing the development concerns of this country?
 - What has been the impact of development projects on the economy, local environment, and indigenous people of the selected country?
 - How does government (CIDA) aid differ in approach versus NGOs? Are there any differences/similarities in their programs?
 - What are the limitations facing the aid programs from the CIDA and NGOs?
 - Does the aid given to the selected country address the issues of social justice as discussed in Activity 1? Provide examples.
3. Students are allotted 3-5 minutes to make a brief presentation of their selected country. The rest of the class takes notes on each presentation, highlighting the organizations involved in aid, their goals, the impact, and their limitations.

Assessment & Evaluation of Student Achievement

- Formative assessment of group work
- A presentation rubric, designed and discussed by the class to assess the presentations (Appendix 4.2.1)

Accommodations

- Review individual IEP to determine the reading level of the student in order to determine the difficulty of reading assigned to them.
- Limit the number of resources required for the exercise.
- Arrange for a peer to assist with the use of technology.

Resources

CIDA Americas Branch – <http://www.acdi-cida.gc.ca/america-e.htm>

CIDA and the Americas – http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/america_e.html

Institute of the Americas – <http://iamericas.org/>

World Accord – <http://www.worldaccord.org/Programming/international/international/htm>

<http://www.worldaccord.org/programming/update/eventupdates.html>

United Nations Development Programs – <http://www.undp.org/popin/regional/latam/lac.htm>

North American Congress of Latin America – <http://www.nacla.org/>

Caza Alianza – <http://www.casa-alianza.org/EN/index-en.html>

Americas Canada: The Cyber Hemisphere – <http://www.ameriquescanada.org>

Davis, Shelton and William Partridge. *Promoting the Development of Indigenous People in Latin America*. New York: Finance and Development (International Monetary Fund & World Bank), 1994, pp. 38-40.

Development and Peace – <http://www.devp.org/testA/overseas.htm>, <http://www.devp.org/testA/public/globalvillagevoicev24n2.htm#peru>, <http://www.devp.org/testA/news.htm>

Appendix 4.2.1

Presentation Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- demonstrates limited knowledge of relevant facts and terms, understanding of relevant concepts, understanding of how concepts are related	- demonstrates some knowledge of relevant facts and terms, understanding of relevant concepts, understanding of how concepts are related	- demonstrates considerable knowledge of relevant facts and terms, understanding of relevant concepts, understanding of how concepts are related	- demonstrates thorough knowledge of relevant facts and terms, understanding of relevant concepts, understanding of how concepts are related
Thinking/ Inquiry	- demonstrates limited awareness of points of view when presenting information - responses are unclear and may lack appropriateness	- demonstrates some awareness of points of view when presenting information - responses are somewhat clear and appropriate	- takes into account points of view when presenting information - responses are clear and appropriate	- skilfully acknowledges points of view when presenting information - responses are clear, appropriate, and insightful
Communication	- opening lacks clarity - information is presented with significant lapses in logic - conclusion lacks clarity - use of visuals may be ineffective	- opening introduces topic - information is presented with some lapses in logic - conclusion partially clear - use of visuals is effective to some degree	- opening clearly introduces topic - information is presented in a logical sequence - conclusion is clear and effective - use of visuals is effective	- opening is engaging and thought-provoking - information is presented in a logically and insightfully - conclusion is clear, effective, and insightful - visuals are used in highly effective ways

Communication (Language)	- majority of the language used is hard to follow and understand: questions are formulated with limited focus	- some of the language used is difficult to follow and questions are formulated with some focus	- most of the language, terms, and questions used are easy to follow and understand	- language, terms, and questions used are well chosen, easy to follow and understand
Application and Making Connections	- shows limited insight in applying findings to other situations	- shows some insight in applying findings to other situations	- demonstrates good insight in applying findings to other situations	- clearly and creatively shows insight in applying findings to other situations

Overall Level:

Student Name:

Strengths:

Areas to Review:

Next Steps:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 4.3: United States' Foreign Policy in the Americas

Time: 200 minutes

Description

Students examine the military and political impact the United States has on various countries in the Americas. Students identify factors that lead to military alliances and analyse examples using selected countries.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE 2b - reads, understands, and uses written materials effectively;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Global Connections, Methods of Geographic Inquiry

Overall Expectations

GCV.01 - evaluate the impact of the global economy on the environment and peoples of the Americas;

GCV.03 - analyse the economic and geopolitical implications of trading blocs and agreements such as the North American Free Trade Agreement (NAFTA) and Mercosur (Brazil, Argentina, Uruguay, Paraguay, and Chile), multilateral organizations such as the Organization of American States (OAS), and selected bilateral agreements and alliances;

GIV.01 - use planning, forecasting, decision-making and problem solving techniques appropriately to interpret and analyse trends and issues.

Specific Expectations

GC1.02 - identify factors that lead to the grouping of nations for military and economic purposes;

GC2.04 - analyse key aspects of the geopolitical role played by the United States in the Americas throughout its history;

GC3.01 - identify and analyse selected examples of relationships that have developed between regions because of environmental problems, resource needs, and border conflicts;
GI3.03 - demonstrate an understanding of different points of view on an issue.

Prior Knowledge & Skills

- an understanding of reasons for military alliances; in particular, the North Atlantic Treaty Organization (NATO) and the North American Aerospace Defence Agreement (NORAD) from Grade 10 History
- Canada's changing relationship with the United States especially in support for American foreign policy initiatives in the Americas (e.g., US invasion of Grenada and Panama) and being punished for continued trade with Cuba under the Helms-Burton bill, introduced in Grade 10 History

Planning Notes

- Book the Library/Resource Centre or computer lab.
- Gather statistical, military, and historical data for selected countries of the Americas, including the United States. This may include newsmagazines, newspapers, textbooks, maps, almanacs, electronic encyclopaedias, and other reference materials.
- Prepare brief readings on specific military events involving the US and other Latin American countries.

Teaching/Learning Strategies

1. The teacher should lead the class in a brief review exercise answering the following question: "What is the definition of foreign policy?" (Foreign policy is a collection of goals and objectives which one government tries to obtain in its relations with other countries.) Reach a class consensus on the definition and place it on the board.
2. Have students construct a timeline, from 1776 to the present, of American foreign policy events using various references (one can be constructed for them prior to this lesson to conform to time constraints). Instruct each student to identify one major event in US history and determine what the goals of the US foreign policy were at the time of the event. Have students compare their responses and help them note changes in American foreign policy over the years.
3. Have students read an article such as "Current Issues in Global Education" and discuss specific foreign policies, such as isolationism, imperialism, containment, and Manifest Destiny.
4. Instruct students to choose one of the above policies and direct them to relate those policies to specific crises in Latin America (Isolationism?-Falkland Islands War; Monroe Doctrine-1823-independence movements in Mexico, Venezuela, Cuba, Panama, Nicaragua; Big Stick Policy-1900-American business interests in Cuba, Dominican Republic and Panama; Dollar Diplomacy-1910 to 1930-American business interests; Good Neighbour policy-1930s-Mexico controlled foreign businesses; Organization of American States (OAS)-1948; Alliance for Progress-1960s-fostering democracy and promoting economic development; Containment of Communist Revolutions-1970s and 1980s-Supply arms to Honduras, El Salvador, Nicaragua, and invasions of Grenada, Haiti and Panama). Students should take notes that address the following: policy, countries involved, when and why did it occur, and historical background of the period. Do not allow students to become bogged down in overly complex analysis of US foreign policy. Limit their research time accordingly.
5. Using a blank map of the Americas, students label the countries where the crisis occurred. Students identify countries within the US sphere of influence. Terms like 'fight or flight zones', 'Domino Theory', and Cold War Era may be introduced.
6. Use class time to share and discuss who makes US foreign policy, describe how policy is formulated, and describe changes in US foreign policy throughout history.

-
7. Conclude by using the series of questions listed below, to spark a discussion in which students speculate on future US foreign policy.
 - How will the US maintain its position in the world without what were once thought to be critical military-presence sites (e.g., the Panama Canal Zone)?
 - Will Cuba continue to be defiant towards the American pressure to become democratic?
 - Will Latin America remain stable or be destabilized by civil wars and revolutions?
 - How can the US perform in what has become its customary way with a downsized military?
 - What should be the role of the US in the highly discussed New World Order?
 8. Possible extensions are a Human Interactive Outline to diagram a hypothetical crisis on the board. Illustrate a continuing escalation of violence (may involve drug cartels or guerrilla insurgency and have students determine the scope of US involvement at each step and generate alternatives for defusing the crises.

Assessment & Evaluation of Student Achievement

- Roving conferences to ensure students stay on track (Learning Skills)
- Formative teacher assessment of completion and accuracy of notes (Knowledge/Understanding)
- Formative teacher assessment of maps using the Map Scoring Tool (Appendix 4.3.1)

Accommodations

- Accommodations should be made for students who have difficulty recording and/or synthesizing information. Individuals with these special needs could be grouped with students who are able to assist with their needs.
- Provide a summary of notes or a scribe for students with visual, copy, or output problems.
- Preview specific vocabulary with students or provide a glossary of terms for reference.
- For enrichment, the extension exercise in Strategy 8 should be used.

Resources

Fryer, Wesley A. *Mexican Security*, (24 August/93) – <http://wtvi.com/wesley/mexicansecurity.html>

Griffith, Ivelaw L. *Caribbean security on the Eve of the 21st Century*. McNair Paper54. Washington, D.C. (October 1996). – <http://www.ndu.edu/ndu/inss/mcnair/mcnair54/m54cont.html>

Just the Facts: A Civilian Guide to the US Defence and Security Assistance to Latin America and the Caribbean. The Latin America Working Group and Centre for International Policy.
<http://www.cipoline.org/facts/>

Jefferson, Carolyn, et al. “Current Issues in Global Education,” The Centre for Learning, 1998. Villa Maria, PA. 16155

Kagan, Robert, “There to Stay: The US and Latin America,” *The National Interest*. Washington, DC. Spring 1990.

Kennedy, Edward M. “The Panama Invasion,” *Congressional Record*. 23 January, 1990, pp. S12-S14.

Lee Van Cott, Donna. *Defiant Again: Indigenous Peoples and Latin American Security*. McNair Paper 53. Washington, DC: October 1996. – <http://www.ndu.edu/ndu/inss/mcnair/mcnair53/m53cont.html>

Zelinski, Draper, Quinlan, and McFadden. *Twentieth Century Viewpoints: An Interpretive History*. Toronto: Oxford University Press, 1996.

Appendices

Appendix 4.3.1 – Map Scoring Tool

Appendix 4.3.1

Map Scoring Tool

Map Topic: _____ Name: _____

Checklist	Description	Score
Title	printed neatly, located at the top of the page, clearly reflects the topic	2
Legend	positioned in an appropriate place, quality construction, accuracy of labels and symbols, useful to reader	2
Labels	printed neatly, aligned carefully, conventions followed, correct spelling, features labelled	2
Direction Indicator	positioned in an appropriate area, quality construction, printed neatly, aligned carefully	2
Scale	positioned in an appropriate area, quality construction, printed neatly, accurate	2
Border	drawn neatly, aligned carefully, conventions followed	2
Appearance	- effective use of colour, shading and/or ruler	4
Features Mapped	- accuracy of features mapped	6

Activity 4.4: The Role of the Transnational in the Americas

Time: 200 minutes

Description

Students identify and evaluate the role of a selected transnational corporation in several countries in the Americas. Students identify obstacles, both national and international, that make it difficult for these countries to fulfill their economic, social, and cultural goals.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

GCV.01 - evaluate the impact of the global economy on the environment and the peoples of the Americas;

UCV.02 - demonstrate an understanding of the problem of underdevelopment and the difficulties of alleviating it;

GIV.02 - select and use geographic skills, methods, and technologies to gather, interpret, analyse, evaluate, and communicate information effectively.

Specific Expectations

GC3.01 - identify and analyse selected examples of relationships that have developed between regions because of environmental problems, resource needs, and border conflicts;

GC3.04 - evaluate the role played by a selected transnational corporation in the economic development of a region in the Americas;

UC1.05 - identify national and international obstacles that make it difficult for various countries to fulfill their economic, social, and cultural aspirations;

GI3.02 - demonstrate an understanding of different points of view on an issue.

Prior Knowledge & Skills

- an understanding of how Canada's trade and investment affects Latin America from Unit 3
- an understanding of how world trade impacts on Latin America from Unit 3
- graphing and mapping skills from the Grade 9 Canadian Geography course

Planning Notes

- Gather statistical trade data for selected transnational corporations and selected countries.
- Prepare brief readings on each of the selected transnational corporations and selected countries.

Teaching /Learning Strategies

1. Students create a line graph showing the "Foreign Direct Investment to Latin America and the Caribbean from 1980-1999". Students identify the increase in foreign investment in Latin America and the Caribbean.
2. Students create a proportional map (isotransnational map) showing the share of transnational subsidiaries in Latin America. Once this map is been created, the next step is to shade in the countries using the chloropleth technique. The chloropleth shade classes are based on the "Share of Gross National Product Exported as Payment on Foreign Direct Investment." (Data source: United Nation Commission on Transnational Corporations, 2000.)
3. Students should notice trends and patterns (e.g., certain countries have a large export of hard currency to foreign countries). Students are to brainstorm the effects of this movement of money on those countries most affected.
4. For homework, students read four short articles indicating the benefits and consequences of allowing transnational corporations in a developed country. The articles "FDI by Transnationals May Top US\$1 Trillion This Year: UNCTAD," *Asia Pulse*, 10-04-2000 and "Trade-Latam: Record growth in Foreign Direct Investment," *Inter Press Service News Wire*, 10-05-2000 show the benefits of having transnational corporations and the next two articles, "Economy: Latin America Takes One Step Forward, One Step back," *Inter Press Service English Wire*, 05-08-2000 and "Earth Predators (transnational corporations)," *Dollars and Sense*, 07-17-1998, pp. 7 (1), show the consequences. Students then develop a benefit/consequence organizer for transnational corporations.
5. Once students complete the organizer, the teacher aids students to synthesis the responses in the organizer. Then the teacher hands out articles on a specific transnational corporation for homework. Students create a list of the accomplishments and drawbacks that this corporation has exhibited in economic development of a developed country.
6. Once the case study is complete, students read excerpts from the *Catechism of the Catholic Church* on economic activity and social justice (verses 2426 to 2463) and write a 200- to 300-word, supported opinion paper on the topic – "Are transnational corporations good for Latin American countries?"

Assessment & Evaluation of Student Achievement

- Summative assessments using the opinion paper rubric. (4.1.1) (Thinking/Inquiry, Communication)
- Formative assessment of graphs (Appendix 4.4.1) maps (Appendix 4.3.2), and organizer.

Accommodations

- Review student's IEP and determine if particular accommodations are required.
- Provide individual support in locating countries, creating map, and graphs.

-
- For students who are gifted or academically talented the following extension exercise could be added to Strategy 6. As an extension, students develop a multimedia approach that would encourage transnational corporations to become good corporate citizens providing rationale for their position.

Resources

Bouabid, Ihsan. "Indigenous people fight globalization" *Terraviva: Inter Press Service Daily Journal*, Vol. 8 No. 95. Thursday, May 25, 2000. <http://www.millenniumforum.org/html/news/tv052500.pdf>

Catechism of the Catholic Church. Doubleday, 1995.

"Earth Predators. (transnational corporations)," *Dollars and Sense*, 07-17-1998, pp. 7 (1).

Economic data – <http://sima-ext.worldbank.org>

"Economic Justice For All." US National Conference of Catholic Bishops, 1995.

"Economy: Latin America Takes One Step Forward, One Step back." *Inter Press Service English Wire*, 05-08-2000.

"FDI by Transnationals May Top US\$1 Trillion This Year: UNCTAD. *Asia Pulse*, 10-04-2000.

Guinness, P. and G. Nagle. *U.S. Geography: Concepts and Cases*. Hodder & Stoughton, 2000, pp. 291-294

"In praise of the family firm: it persists for good reasons." *The Economist*, Vol. 338, 03-09-1996, pp. 16 (1).

Korten, David C. "Corporate Accountability: Playing by The Market Rules." UN Commission on Sustainable Development, Panel on Corporate Accountability, 1999.

<http://www.ngos.net/globaloney.html>

Rojas, Robinson. "Transnational corporations and developing countries." The Robinson Rojas Archive Libraries. 2001. <http://www.rrojasdatabank.org/capital6.htm>

Sandrasagra, Mithre J. "Development: FDI to exceed 1 trillion dollars." *Inter Press Service English Wire*, 10-03-2000.

"Trade-Latam: Record growth in Foreign Direct Investment." *Inter Press Service News Wire*, 10-05-2000.

"World Investment Report 2000." United Nations Conference on Trade and Development, New York and Geneva, 2000.

Appendices

Appendix 4.4.1 – Graphing Checklist

Appendix 4.4.1

Graphing Checklist

1. Descriptive Title which answers		
- What? Where? When?	Yes	No
2. Axis Labels		
- Both axes labelled	Yes	No
- Numbers with units	Yes	No
3. Bar Graph		
- Bars drawn with ruler	Yes	No
- Appropriate colours	Yes	No
3. Line Graph		
- Smooth curve drawn	Yes	No
- Data dots are inconspicuous	Yes	No
3. Divided Circle Graph		
- Calculations are correct	Yes	No
- Divisions drawn with a ruler	Yes	No
- Appropriately shaded	Yes	No
4. Attention to Detail		
- Data plotted accurately	Yes	No
- Ruler used for axes	Yes	No
- Neatness	Yes	No
- Graph centred on the page	Yes	No

Activity 4.5: Emerging Powers: A Statistical Analysis of the Americas

Time: 200 minutes

Description

Students examine why countries group together to form trading blocs, alliances, and other organizations. Students determine what criteria can be used to classify a country as emerging.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

GCV.03 - analyse the economic and geopolitical implications of trading blocs and agreements such as the North American Free Trade Agreement (NAFTA) and Mercosur (Brazil, Argentina, Uruguay, Paraguay, and Chile), multilateral organizations such as the Organization of American States (OAS), and selected bilateral agreements and alliances;

GCV.04 - assess the roles of current and emerging major powers in the Americas;
UCV.0 - demonstrate an understanding of how change (e.g., political, economic, social and technological) affects physical and human environments in the Americas;
GIV.02 - select and use geographic skills, methods, and technologies to gather, interpret, analyse.

Specific Expectations

GC1.02 - identify factors that lead to the grouping of nations for military and economic purposes;
GC1.06 - identify criteria that can be used to characterize emerging powers (e.g., literacy rates, gross national product (GNP), and other social and economic indicators, military strength, population);
UC1.05 - identify national and international obstacles that make it difficult for various countries to fulfil their economic, social, and cultural aspirations;
GI2.03 - use geographic technologies and resources effectively (e.g., remote sensing data, geographic information systems, Internet resources) to gather, process, and synthesize information related to geographic issues.

Prior Knowledge & Skills

- an understanding of reasons for military alliances; in particular, NATO and NORAD from the Grade 10 Canadian History course
- an understanding of emerging powers and the human development index from Unit 3

Planning Notes

- Reserve the Library/Resource Centre or computer lab.
- Prepare brief reading on each of the major organizations of the Americas.

Teaching/Learning Strategies

1. The teacher leads the class in a brief brainstorming exercise answering the following question: “Why do countries form organizations, alliances, or group together?” A brainstorming web should be used to record student responses. Some of the reasons that countries form alliances could be: foreign aid, increase in trade, military security, cultural ties, political ideology, historical considerations, geographic settings, environmental beliefs, economic and social status, etc.
2. Using the web, the class identifies groups/organizations/alliances that match each of their reasons (e.g., trade–Mercosur, military security–NORAD, cultural and trade–Caribbean Common Market (Caricom)).
3. The teacher reviews the concept of emerging powers and HDI from Unit 3.
4. In small groups of three or four, students answer the following questions:
 - What characteristics determine whether a country can be considered an emerging power?
 - Looking at percentage change ($B-A/A \times 100$) over time, will an increase or decrease indicate a country is emerging?

A student in each group is given the responsibility to record, on the chalk board/chart paper, the different characteristics identified by each group. A teacher-directed class discussion could then be used to generate a list of most significant characteristics (e.g., infant mortality, GNP, GNP per capita, HDI (life expectancy, educational attainment, real GNP per capita)).

-
5. Using student-gathered data that reflects the characteristics discussed in Strategy 4, groups of three or four complete the chart, Statistics for Selected Countries of the Americas. Two copies of the chart may be needed depending on the number of characteristics agreed on by the class. It should be noted that to complete the chart, groups must:

- calculate percentage change from year to year for each of the characteristics;
- rank all countries within each of the characteristics;
- add a country's ranking in each characteristic to determine an overall ranking.

Ask the class to explain any patterns or anomalies they notice (e.g., Canada, the United States, and Brazil). Which country or countries should Canada continue to or initiate trade with? Why?

Assessment & Evaluation of Student Achievement

- Formative assessment of group dynamics
- Formative teacher assessment for completion and accuracy of the chart

Accommodations

- Review student's IEP and determine if particular accommodations are required.
- Organize groups so that students with strong skills can complement other students.

Resources

Economic data – <http://sima-ext.worldbank.org>

Human Development Index – <http://www.undp.org/hdro>

Morici, P. "An architecture for free trade in the Americas," *Current History*. February 1996, pp. 59-64

Socio-economic data – <http://www.lanic.utexas.edu/project/aid/aid96>

Swanson, L.D. "Making regional marketplaces international," *Montana Business Quarterly*. V. 32, June 22, 1994, pp. 8, 10

Appendices

Appendix 4.5.1 – Statistics for Selected Countries of the Americas

Appendix 4.5.1

Statistics for Selected Countries of the Americas

Country														Final Rank
	Year	Year	%	Rank	Year	Year	%	Rank	Year	Year	%	Rank		
Argentina														
Barbados														
Bolivia														
Brazil														
Canada														
Chile														
Colombia														
Costa Rica														
Cuba														
Ecuador														
El Salvador														
Guatemala														
Haiti														
Honduras														
Jamaica														
Mexico														
Nicaragua														
Paraguay														
Peru														
Trinidad and Tobago														
USA														
Uruguay														
Venezuela														

% – represents percentage change from one year to the next

Rank – represents the rank for that particular characteristic

Activity 4.6: Trade Alliances: Their Implication and Future

Time: 300 minutes

Description

Students are given an opportunity to examine the implications and the future of selected trade alliances (e.g., NAFTA, Mercosur). The extension activity allows students to write a proposal that would establish a new trade alliance focusing on Chile.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

GCV.03 - analyse the economic and geopolitical implications of trading blocs and agreements such as the North American Free Trade Agreement (NAFTA) and Mercosur (Brazil, Argentina, Uruguay, Paraguay, and Chile), multilateral organizations such as the Organization of American States (OAS), and selected bilateral agreements and alliances;

GCV.04 - assess the roles of current and emerging major powers in the Americas;

UCV.01 - demonstrate an understanding of how change (e.g., political, economic, social and technological) affects physical and human environments in the Americas.

Specific Expectations

SS1.04 - describe trade patterns within and between selected economic regions of the Americas and explain the factors that have influenced them;

GC3.02 - evaluate the feasibility of expanding existing trade alliances (e.g., Mercosur) in the Americas;

GC3.05 - analyse the evolution and evaluate the current international status of a selected South American emerging power (e.g., Brazil), using data on military strength and social and economic development.

Prior Knowledge & Skills

- cartographic conventions from the Grade 9 Canadian Geography course
- how to write a supported opinion paper from the Grade 10 Canadian History course

Planning Notes

- Obtain reading resources for each of the trading blocs.
- Obtain and photocopy a map of the Americas.

Teaching/Learning Strategies

1. Using Mexico, Chile, and Brazil as examples of emerging powers, the teacher can then run a jigsaw activity whereby groups (homogeneous in nature) research only one country and share their findings with classmates (in heterogeneous groups) who have researched the other two countries. The focus of the research is to determine why these countries are considered emerging. With that in mind, the teacher should conduct a class discussion of what material needs to be researched in order to declare a country emerging (e.g., history, economic history, changes in economic systems, economic problems, trade relations, etc.). Once the heterogeneous groups are finished their discussion, they should be asked to answer the following: “Would the criteria discussed today have been useful in determining a definition of emerging countries in Unit 3? If not, what criteria would you now use?”
2. Students are encouraged to design an organizer that lists several of the major bilateral and multilateral pacts/organizations found in the Americas. The organizer should include the name of the pact/organization, the member states, and why the pact was established. A sample of these pacts/organizations include: NAFTA, Organization of American States (OAS), the Group of Three (G-3), Central American Common Market (CACM), Caribbean Common Market (Caricom), Andean Pact, Southern Cone Common Market (Mercosur).
3. Using their organizer, students draft a map showing the various pacts/organizations. (Students are encouraged to use cartographic conventions when designing their map.) The teacher should conduct a brief class discussion on the best way to identify countries that are part of more than one pact/organization (e.g., a blend of colour and shading patterns may work best). The teacher may ask students to make general statements about their map noting geographical characteristics of the pacts/organizations, social and economic considerations, and any deviations from their generalization (e.g., Chile is a part of NAFTA and Cuba is not a part of OAS).
4. Trade alliances in the Americas are always being re-evaluated (e.g., NAFTA has added a new member since its inception and the Mercosur is experiencing grave problems). Students are invited to select one of the trade alliances discussed and write a one-page supported opinion paper that answers the following questions:
 - What are the problems facing the trading bloc?
 - Can these problems be solved? If they can, how could it be done?
 - What are the future plans for the trade alliance? (Are the member states planning to abandon the alliance or are they planning to increase the number of member states?)
5. As an extension exercise, the teacher divides the class into small groups. Students, in the groups, act as highly respected international trade consultants and address the following scenario: “Your consulting firm has been asked by the president of Chile to write a report on the feasibility of establishing a new trading bloc within the Americas. Your study must have at least four member countries beside Chile. Keep in mind that Chile has a strong, growing economy and as such has no wish to undermine its growth potential. The proposal must include: a name for the new trading bloc, the names of the member states, reasons for the selection of these states, any foreseeable problems to its creation, and the future prospects of the new trading bloc. The study should be short and concise. The group makes a three- or four-minute presentation to the class on key aspects of the feasibility study.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of group work
- Formative teacher assessment of map using map scoring rubric (Appendix 4.3.2)
- Formative teacher assessment of supported opinion paper (Appendix 4.1.1)
- Formative teacher assessment of the presentation (Appendix 4.2.1)

Accommodations

- The teacher should review individual IEP and match the reading level of student in to the difficulty of the reading to be assigned to them.
- If a student's writing skills are weak, they may orally communicate the research information to their heterogeneous group once the teacher has reviewed the information.
- If students are gifted or academically talented, they could be directed to use the Heritage Foundation Internet site and the Ecologist magazine as sources to complete Strategy 4.

Resources

Foreign Trade Information System, Organization of American States – <http://www.sice.oas.org/>

Government of Canada, NAFTA, and Chile –

<http://www.parl.gc.ca/english/senate/com-e/fore-e/31ev-e.htm>

Heritage Foundation – <http://www.heritage.org/library/keyissues/latinamerica/>

Inter-American Development Bank – <http://www.iadb.org/exr/speeches/s30999e.htm>

Latin American Economic System – <http://lanic.utexas.edu/project/sela/english.htm>

Mercosur Economic Research Network – <http://www.redmercosur.org.uy/english/project/project2.html>

NAFTA Secretariat – <http://www.nafta-sec-alena.org/english/index.htm>

NAFTA and Chile – <http://www.msu.edu/~bilesjam/cge.htm>

Activity 4.7: Culminating Activity-Symposium on the Americas

Time: 200 minutes

Description

The culminating activity of this unit has students developing a rationale for a Social Justice and Development symposium, which may include various governmental, non-governmental, and transnational organizations in order to give a balanced perspective on the issues of social justice and development in the Americas. Students orally present various perspectives on social justice issues and then a report that discusses a rationale for creating a theoretical symposium.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;

CGE1i - integrates faith with life;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE5a - works effectively as an interdependent team member;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5d - finds meaning, dignity, fulfillment, and vocation in work that contributes to the common good;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

UCV.03 - describe and evaluate aid programs and their impacts;

GIV.03 - plan and produce an independent study that applies appropriate knowledge, skills, and methods to a selected geographic issue dealing with the Americas.

Specific Expectations

GI2.01 - use decision-making and problem-solving techniques effectively to interpret and analyse geographic issues;

GI2.05 - evaluate the accuracy and reliability of information obtained from various sources;

GI3.03 - demonstrate an understanding of different points of view on an issue;

GC3.05 - analyse the evolution and evaluate the current international status of a selected South American emerging power, using data on military strength and social and economic development;

UC1.05 - identify national and international obstacles that make it difficult for various countries to fulfill their economic, social, and cultural aspirations.

Prior Knowledge & Skills

- development of supportive opinion paper, thesis writing, supporting paragraphs, and oral presentations from the Grade 9 Geography course and Grade 10 History course
- steps in organizing data and developing a decision-making matrix from the Grade 9 and 10 courses
- Internet and Library/Resource Centre research skills
- knowledge and understanding of social justice concepts from the Grade 10 Religion course

Planning Notes

- Introduce this activity at the beginning of the unit to allow development of symposium rationale.
- Book computer lab and Library/Resource Centre.
- Review components of a supportive opinion paper and oral presentation.

Teaching/Learning Strategies

1. The teacher outlines the process for development of the symposium, including dates for formative assessment (working bibliography, thesis, and outline) and conferencing.
2. The class will brainstorm a list of groups/organizations/countries under the following categories, transnational corporations, governments and other groups involved in the Americas.
3. Each pair of students researches the chosen item. They develop a one-page synopsis and present their findings to the class in a 5-minute oral presentation that may include posters/charts/data sheets. The synopsis should include why the group is involved in the Americas, the group's perspective on the Americas, their accomplishments, and role in the Americas.
4. Students complete a data organizer, based on the criteria in Strategy 3, on all groups presented.
5. Once students have accumulated all necessary data, they develop a decision-making matrix to aid in the choosing of speakers. They then develop a rationale of who would be the ideal speakers at a social justice symposium on the Americas. In their decisions, they incorporate the following: Who is going to participate? Why have you chosen this group? What is their perspective on the development of the Americas? Detail specific examples of achievements, production levels, or development role in the Americas.

Assessment & Evaluation of Student Achievement

- Formative assessment of group dynamics
- Formative teacher assessment for completion and accuracy of the working bibliography, thesis and outline of oral presentations
- Summative assessment of oral presentation (Appendix 4.2.1)
- Summative assessment of the symposium rationale using supportive opinion paper rubric (Appendix 4.1.1)

Accommodations

- Review student's IEP and determine if particular accommodations are required.
- Organize groups so that students with strong skills can complement other students.
- Provide non-threatening environments for presentations or provide electronic medium for presentations.

Appendices

Appendix 4.1.1 – Supportive Opinion Paper Rubric

Appendix 4.2.1 – Oral Presentation Rubric