

Global Issues: Citizenship and Sustainability 40S

Credit Value: One Credit

McCreary School

Course Code: 1128

Global Issues: Citizenship and Sustainability 40S

Semester 1

Teacher: Mr. Billett

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Room 10

Prerequisites – Acquisition of Geographic Issues of the 21st Century 20F and/or History of Canada 30F is recommended.

Course Description/Overview: Global Issues: Citizenship & Sustainability

This course explores the complex, interconnected global challenges facing humanity today, with a focus on ecological sustainability, social justice, and responsible citizenship. Students will examine how human actions and decisions impact the environment, economies, and societies at local and global levels. Key themes include the unsustainability of overconsumption, the influence of media, the role of power in political and economic systems, and the value of Indigenous knowledge. Through critical inquiry, learners will develop an understanding of their roles and responsibilities as global citizens and explore ways to contribute to a more just, equitable, and sustainable future. Through this process students think globally and equitably to acquire Enduring Understandings related to the following themes:

1. Climate Change
2. Consumerism
3. Intro to the Environment
4. Gender
5. Health and Biotechnology
6. Media
7. Modern Slavery
8. Oppression
9. Peace and Conflict
10. Poverty, Wealth, and Power
11. Social Justice and Human Rights
12. Sustainable Agriculture

Focus and Purpose

Global Issues: Citizenship & Sustainability is designed to engage students in critical inquiry about the most pressing challenges facing our world today—environmental degradation, social injustice, economic inequality, and political imbalance. The course encourages students to explore the interdependence of human and natural systems, and to develop a deep understanding of how personal and collective decisions impact the sustainability of life on Earth. Its purpose is not only to inform but also to empower students to become active, ecologically literate citizens who recognize their role in shaping a just and sustainable future. Through interdisciplinary study, ethical reflection, and meaningful action, students will learn to navigate complexity, think critically, and act responsibly in the face of global issues that affect all of humanity.

With respect to *Global Issues: Citizenship & Sustainability* 40F enables students to:

1. Critically examine the state of the planet and understand the historical and ongoing impact of human activity on Earth's ecosystems, biodiversity, and sustainability.
2. Develop ecological literacy, gaining the knowledge and mindset needed to understand environmental systems and our interdependence with the natural world.
3. Analyze the interconnectedness of global environmental, social, economic, and political systems, and explore how these relationships influence quality of life and sustainability.
4. Explore and apply the United Nations Sustainable Development Goals (SDGs) as a framework for addressing global challenges such as climate change, poverty, inequality, and environmental degradation.
5. Understand and advocate for human rights and social justice, recognizing the role of active citizenship in promoting equity, dignity, and sustainable development for all people.
6. Build skills for ethical decision making, critical media literacy, and civic engagement, empowering students to question dominant narratives and make informed, responsible choices.
7. Participate in experiential, inquiry-based learning, including the planning and implementation of an action-research project focused on real-world sustainability issues in their community or school.
8. Recognize the power of education in social change, and embrace their role as informed, hopeful, and active citizens capable of contributing to a more just and sustainable future.

Objectives

Global Issues: Citizenship & Sustainability 40F is grounded in the belief that education must prepare students to be lifelong learners and active contributors to a sustainable and just world. Drawing on the UNESCO framework of the four pillars of learning—*learning to know, to do, to be, and to live together*—this course fosters the knowledge, skills, values, and attitudes necessary for informed and engaged citizenship. Students will explore the complex interdependence of social, political, environmental, and economic systems, while developing ecological literacy and critical consciousness. The course encourages learners to question dominant narratives, reflect on their identities and responsibilities, and engage meaningfully in collective efforts for positive change. Through inquiry, action, and reflection, students will examine real-world global issues—such as climate change, consumerism, inequality, Indigenous rights, and social justice—and will be empowered to act with empathy, integrity, and purpose in their local and global communities.

Students will acquire skills, knowledge and experiences through reading, viewing, discussing, debating, and reflecting upon the following *Global Issues: Citizenship & Sustainability 40F* areas of Inquiry.

1. **Area of Inquiry: Media**
2. **Area of Inquiry: Consumerism**
3. **Area of Inquiry: Environment**
4. **Area of Inquiry: Poverty, Wealth and Power**
5. **Area of Inquiry: Indigenous Peoples**
6. **Area of Inquiry: Peace and Conflict**
7. **Area of Inquiry: Oppression and Genocide**
8. **Area of Inquiry: Health and Biotechnology**
9. **Area of Inquiry: Gender and Identity**
10. **Area of Inquiry: Social Justice and Human Rights**

Resources

- Global Issues: Chapter Handouts
- World Atlas

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

Global Issues: Citizenship & Sustainability 40F Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

September	<p>Area of Inquiry: Environment</p> <ol style="list-style-type: none"> Sustainable Resource Use – Analyze issues of limited resources, responsible extraction, energy efficiency, and alternative energy. Climate Change and Politics – Understand the global politics and economics of climate change, including international agreements and responsibilities. Urbanization and Sustainability – Explore solutions for sustainable cities, transportation, and urban planning in the face of population growth and migration. Human Impact and Environmental Degradation – Investigate the causes and consequences of environmental disasters, pollution, and habitat loss. Systems Thinking and Stewardship – Emphasize ecological interconnectedness, the Gaia hypothesis, and the ethical stewardship of natural resources. <p>Area of Inquiry: Consumerism</p> <ol style="list-style-type: none"> Consumer Culture and Economic Systems – Understand the foundations of capitalism, free markets, and consumer-based economies. Corporate and Citizen Responsibility – Evaluate ethical decision-making by corporations and consumers in relation to sustainability and social justice. Media and Marketing Manipulation – Investigate how advertising, branding, and product placement influence consumer behavior and identity. Environmental and Health Impacts – Explore how overconsumption leads to waste, resource depletion, and health issues (e.g., obesity, allergies, sedentary lifestyles). Social and Ethical Issues – Examine global consequences like sweatshops, petro-politics, planned obsolescence, and commodification of cultures. 	<ol style="list-style-type: none"> Introduction to Global Issues and Sustainability Chapter 1 – 3 - Climate Change Chapter 4 - 6 – Consumerism
October	<p>Area of Inquiry: Environment</p> <ol style="list-style-type: none"> Sustainable Resource Use – Analyze issues of limited resources, responsible extraction, energy efficiency, and alternative energy. Climate Change and Politics – Understand the global politics and economics of climate change, including international agreements and responsibilities. Urbanization and Sustainability – Explore solutions for sustainable cities, transportation, and urban planning in the face of population growth and migration. Human Impact and Environmental Degradation – Investigate the causes and consequences of environmental disasters, pollution, and habitat loss. Systems Thinking and Stewardship – Emphasize ecological interconnectedness, the Gaia hypothesis, and the ethical stewardship of natural resources. <p>Area of Inquiry: Gender and Identity</p> <ol style="list-style-type: none"> Gender Roles and Feminism – Study the evolution of gender roles, feminism, and the intersection of gender with power and economics. Global Gender Inequities – Examine issues such as access to education, reproductive rights, and gender-based violence worldwide. Cultural Practices and Human Rights – Debate cultural relativism in practices like FGM, honor killings, and dress codes versus universal human rights. LGBTQ+ Rights and Identity – Explore issues of heteronormativity, same-sex marriage, and the fight against homophobia. Sexualization and Media Influence – Investigate how media, pornography, and consumer culture influence body image and human relationships. <p>Area of Inquiry: Health and Biotechnology</p> <ol style="list-style-type: none"> Science and Ethics in Health – Explore the ethical challenges of genetic research, biotechnology, and medical interventions. Global Health Inequities – Examine disparities in access to health care, medications, and maternal and child health. Pandemic Response and Public Health – Analyze global responses to epidemics and the role of immunization and disease prevention. Corporate Influence and Health – Investigate the role of the pharmaceutical industry in marketing, testing, and health access. Alternative and Traditional Practices – Consider the role of alternative medicine, food safety, and wellness in diverse health systems. 	<ol style="list-style-type: none"> Chapter 7 – 9 - Intro to the Environment Chapter 10 – 12 - Gender Chapter 13 – 15 - Health and Biotechnology
November	<p>Area of Inquiry: Media</p> <ol style="list-style-type: none"> Media Ownership and Power – Explore how concentration of ownership and profit motives shape media content, perspectives, and access to information. Bias, Propaganda, and Censorship – Analyze how media can be biased, manipulated, or censored to control public perception and behavior. Marketing and Consumer Influence – Examine the pervasive role of advertising, product placement, and consumer messaging in shaping values and identities. Media Representation and Stereotypes – Investigate how media portrays gender, race, and culture, and the psychological impacts of objectification and violence. Citizen Journalism and Alternative Media – Consider the role of the public in holding media accountable and promoting diverse voices and social justice. <p>Area of Inquiry: Poverty, Wealth, and Power</p> <ol style="list-style-type: none"> Global Inequality and Disparity – Explore the root causes of inequality in wealth, resources, and access to basic needs. Globalization and Corporate Power – Investigate how economic globalization, multinational corporations, and trade policies shape global poverty. Measuring and Understanding Poverty – Distinguish between forms and causes of poverty (absolute, relative, political, economic, natural). Impacts of Poverty – Examine how poverty affects health, education, employment, and overall quality of life. Solutions and Global Justice – Assess strategies like fair trade, debt relief, democratic development, and community-based efforts to reduce poverty. 	<ol style="list-style-type: none"> Chapter 16 – 19 - Media Chapter 20 – 22 - Modern Slavery Chapter 23 – 25 - Oppression

December	<p>Area of Inquiry: Peace and Conflict</p> <ol style="list-style-type: none"> Causes of Conflict – Analyze sources of conflict, including ideology, religion, competition for resources, and demands for self-determination. Forms and Impacts of War – Study the effects of various forms of conflict on civilians, economies, and environments. Weapons, Militarism, and Ethics – Explore issues around arms sales, nuclear deterrence, and ethical dilemmas in warfare. Conflict Resolution and Peacebuilding – Examine the roles of diplomacy, humanitarian law, peacekeeping, and reconciliation in global conflict resolution. Alternatives to Violence – Consider non-violent strategies such as economic sanctions, civil disobedience, and international cooperation. <p>Area of Inquiry: Poverty, Wealth, and Power</p> <ol style="list-style-type: none"> Global Inequality and Disparity – Explore the root causes of inequality in wealth, resources, and access to basic needs. Globalization and Corporate Power – Investigate how economic globalization, multinational corporations, and trade policies shape global poverty. Measuring and Understanding Poverty – Distinguish between forms and causes of poverty (absolute, relative, political, economic, natural). Impacts of Poverty – Examine how poverty affects health, education, employment, and overall quality of life. Solutions and Global Justice – Assess strategies like fair trade, debt relief, democratic development, and community-based efforts to reduce poverty. <p>Area of Inquiry: Indigenous Peoples</p> <ol style="list-style-type: none"> Cultural Survival and Identity – Understand the ethno-diversity of Indigenous peoples and the ongoing threat of cultural loss and assimilation. Colonialism and Reconciliation – Examine the legacy of colonization, the need for restitution, and efforts toward reconciliation and resurgence. Impact of Globalization – Explore how development and globalization contribute to cultural homogenization and the displacement of Indigenous communities. Indigenous Rights and Governance – Investigate international rights frameworks and the work of Indigenous organizations advocating for sovereignty and development. Knowledge and Representation – Address the commodification, misrepresentation, and preservation of Indigenous worldviews, languages, and knowledge. 	<ol style="list-style-type: none"> Chapter 26 – 27 - Peace and Conflict Chapter 28 – 31 - Poverty, Wealth, and Power
January	<p>Area of Inquiry: Social Justice and Human Rights</p> <ol style="list-style-type: none"> Universal Human Rights – Understand the foundations of human rights and challenges faced by marginalized communities. Activism and Civic Engagement – Explore forms of activism, from protests to digital mobilization, and the role of individuals in social change. Access to Essentials – Examine disparities in access to food, water, healthcare, education, and safe living conditions. Labour and Economic Justice – Investigate workers’ rights, unionization, and the economic impacts of unjust labour practices. Environmental and Ethical Responsibility – Link social justice to environmentalism, animal rights, and responsible governance through NGOs and global cooperation. <p>Area of Inquiry: Environment</p> <ol style="list-style-type: none"> Sustainable Resource Use – Analyze issues of limited resources, responsible extraction, energy efficiency, and alternative energy. Climate Change and Politics – Understand the global politics and economics of climate change, including international agreements and responsibilities. Urbanization and Sustainability – Explore solutions for sustainable cities, transportation, and urban planning in the face of population growth and migration. Human Impact and Environmental Degradation – Investigate the causes and consequences of environmental disasters, pollution, and habitat loss. Systems Thinking and Stewardship – Emphasize ecological interconnectedness, the Gaia hypothesis, and the ethical stewardship of natural resources. 	<ol style="list-style-type: none"> Chapter 32 – 34 - Social Justice and Human Rights Chapter 35 – 36 Sustainable Agriculture
	Preparing for final exam.	Writing final exam.

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and **Global Issues: Citizenship & Sustainability 40F** activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK!

Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects)	70%
Final Exam/Project (A final exam or Project which covers the outcomes studied in Global Issues: Citizenship & Sustainability 40F)	30%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

**The course outline may be changed due to unforeseen circumstances. **

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____