

Unit Title: Sustainable Development- Solomon Islands
Time Frame: 8-10 days
Unit Developer: Cory Keeler
Developed for Course Name and Course Code: Canadian and World Issues: A Geographic Analysis (CGW4U)
<p>Strand(s) and Curriculum Learning Expectations Addressed:</p> <p>Overall Expectations</p> <p>GCV.01 • analyse the influences that increase the interdependence of countries around the world;</p> <p>GCV.03 • evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions</p> <p>UCV.01 • analyse trends and predict changes in the human use of the earth and its resources</p> <p>UCV.03 • evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.</p> <p>SSV.02 • analyse the causes and effects of economic disparities around the world</p> <p>HEV.01 • analyse the impact of selected global trends on people and environments at the local, national, and global level</p> <p>HEV.03 • evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems</p> <p>GIV.01 • use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;</p> <p>GIV.03 • communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques</p> <p>Building Knowledge and Understanding</p> <p>SS1.04 – identify different methods of grouping countries (e.g., by level of development, political or economic affiliation, cultural characteristics) and evaluate the implications of categorizing countries in these ways;</p> <p>SHE1.01 – explain how human-induced changes in natural systems can diminish their capacity for supporting human activity (e.g., over fishing on Canada's East Coast, desertification in the Sahel region of Africa);</p> <p>HE1.02 – outline the factors that influence selected world demographic trends;</p> <p>HE1.03 – explain why people perceive resource use and sustainable development differently at different times and in different places.</p> <p>GC1.01 – identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming);</p> <p>GC1.03 – describe the structure, membership, and activities of various international economic alliances and agreements (e.g., European Union [EU], African Union [AU], Association of Southeast</p>

Asian Nations [ASEAN], North American Free Trade Agreement [NAFTA])

Developing and Practising Skills

UC1.02 – explain how local participation in the development process (e.g., recycling programs) can help build sustainable communities;

UC2.03 – evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., Oxfam Canada, the Grameen Bank in Bangladesh) in promoting sustainable development and responsible resource management

Learning Through Application

SS3.02 – analyse appropriate statistical indicators (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) to assess the quality of life in a variety of developed and developing countries in different parts of the world;

SS3.03 – analyse the causes of economic disparity in the local or regional community;

GC3.01 – assess the relative importance of the various factors that influence the quality of life

Communication

GI3.03 – use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism, anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries

Interpretation and Analysis

GI2.09 – draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence;

GI2.05 – develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem solving strategies;

Research

GI1.02 – gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;

Desired Results

Unit Description:

This unit is linked to the Development and/ or Quality of Life Unit. Students should develop an understanding and awareness of *Sustainable Development Issues*. In addition, the concept of government involvement at all levels (local, state, international) and corporate capital investment will

be addressed. Students will do a project pertaining to Non-Governmental Organizations and other groups (acronyms) before completing the Solomon Islands Development Plan. Various videos, notes, power-point and textual background will be required.

The key assignment that students will develop uses the Solomon Islands of the South Pacific to create a 'Sustainable Development Plan' to be presented to the United Nations Development Programme.

Enduring Understanding/ Learning:

Students will be challenged to apply previous knowledge from the following units; globalization, development/ quality of life, population. They will use this knowledge base to make connections and expand on their understanding of sustainability issues. Students will have to use 'Higher Order Thinking Skills' to critically evaluate and develop solutions to their development dilemma.

Assessment Tasks**Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired**

- ✓ Solomon Islands video organizer (completion mark)
- ✓ International Organizations ('Acronyms of Confusion')
- ✓ Extension activity- Test Question (Development Model)

Assessment Criteria:

See appendix for above

Unit Planning Notes**Prior Learning Necessary:**

- ✓ Students will have completed the following units, or ones similar: Population, Quality of Life/ Standards of Living, Globalization.
- ✓ Students have completed a Development Indicators assignment in order to be able to analyse data.
- ✓ Understanding of debt issues, credit, micro-credit and solutions to these economic problems.
- ✓ Understanding of the disparity of Less Developed Countries (LDC's), Newly Industrialised Countries (NIC's) and, More Developed Countries (MDC's).

Preparation Notes:

- ✓ Book LCD projector and TV and VCR/DVD for viewing power-point review and photocopy appendices.
- ✓ Limiting the time that students have to solve the problem for the Solomon Islands. Most students liked to research and solve the issues, but I stressed that it is a competitive world in which proposals like this are time sensitive and secretive. You can discuss the findings later and debate what does or does not work as an extension.
- ✓ Computer and internet access

Learning Plan**Lesson 1: Introduction to Sustainable Development (1 period)**

- Sustainable Development* - Power point (Appendix) and discussion pertaining to the sustainable development models and key concepts.
- Sustainable Development Terminology Review* (Appendix A). Students are to complete the terms/ concepts page from past knowledge, 'On the Threshold' text and internet/ encyclopaedia search (library booking).

Lesson 2 : (1 Period)

- Review the terms/ concepts from previous day. (30 minutes)
- Watch and discuss video- '*Where to Next?*' (45 minutes)

Lesson 3: 'Acronyms of Confusion' Assignment (2-3 Periods)

- Introduce the '*Acronyms of Confusion*' assignment (Appendix B) and assign acronyms to students. (15 minutes)
- '*Acronyms of Confusion*' project. Internet lab or library required.

Lesson 4:

- Present 'Acronyms' to class. (full period)

Lesson 5: Solomon Islands (3 Periods)

- Hand out Solomon Islands organizer (Appendix D) and show video- *Population, Settlement and Change: A Case Study- The Solomon Islands*'. (30 minutes)
- Post video; students are to 'pair-share' ideas from video. (20-30 minutes)
- Introduce *Solomon Islands Development Plan* (Appendix C). Use past exemplars for reference. (10-15 minutes)

Lesson 6:

- Show video again for review. (25 minutes)
- Begin project.

Lesson 7:

- Work on Solomon Islands Project.

Lesson 8: Extension Activity (1 Period)

- Development Model* (Appendix D) test question. It is the teacher's choice to let the students use their Solomon Islands notes as an 'open book' test or merely a regular test.

Attachments

- Appendix A- *Sustainable Development Terminology Review*
- Appendix B- *'Acronyms of Confusion'* assignment
- Appendix C - *Solomon Islands Development Plan*
- Appendix D - *Solomon Islands Video Organizer*
- Appendix E - *Development Model*

References

<http://web.worldbank.org>

<https://www.cia.gov/library/publications/the-world-factbook/>

Cartwright, Fraser. *On the Threshold*. Toronto, ON: Gage Learning Corporation, 2002.

Video- 'Population, Settlement and Change: A Case Study- The Solomon Islands' (Classroom Video, 1995)

Video- 'Where to Next?' (Canadian Learning, 2006)