

Environmental Awareness 30 – Distance Education

GENERAL INFORMATION

- i. Environmental Awareness 30 – 2017/2018
- ii. Instructor – Rene Cannon
- iii. Contact Information
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COURSE DESCRIPTION

- i. Each group of students that passes through our system is a hope for the future of our Earth. Indeed, many of the environmentalists of our time try to engage youth as they are seen as the largest group of minds yet to be completely tainted by a society built upon consumption at any cost. Therefore, this course requires student action in each unit of study so that the course content positively affects the students and the environment.

Environmental Awareness 30 is an opportunity for students to apply the skills of dialectic reasoning and logic that they have developed in their Social Sciences classes to the most important issue facing life on Earth. Each unit of study will culminate with a progress report on each of the topics studied. The students will also offer their own progress reports as they explain the positive impact their projects have had on the environment.

- ii. Prerequisite – N/A

STUDENT LEARNING OUTCOMES

Learning Outcomes/Areas of Study from the Environmental Awareness 30 Curriculum include:

UNIT ONE: CLIMATE CHANGE

- a. Determine if the climate is a commodity or a part of the common wealth and what constitutes use or abuse of the resource that is our climate.
- b. Understand the process of ozone depletion, regeneration, and human action that has impacted our ozone layer both negatively and positively.
- c. Determine what are acceptable levels of air pollution

UNIT TWO: FOOD SUPPLY

- a. Determine what food supply, farm and land ownership system best serves people, nations and life on Earth.
- b. Decide if food is a commodity like any other.
- c. Decide what should be the purpose and function of food.

UNIT THREE: WATER SUPPLY

- a. Understand the importance of water as a critical resource.
- b. Decide what distribution method should be used for this critical, limited resource
- c. Describe how a renewable resource can be locally in short supply due to overuse
- d. Explain how and why water pollution has occurred historically and is still permitted to occur
- e. Determine the most effective method for waste water reclamation
- f. Explain various water protection and conservation programs aimed at preserving this critical resource

UNIT FOUR: MATERIALISM AND MARKET ECONOMY

- a. Decide if there is more value in material goods or the environment.
- b. Determine which socio-economic developmental paradigm is best suited for a sustainable lifestyle
- c. Inquire as to the impacts of private ownership and common wealth on our environment
- d. Understand that consumerism can be used as a positive tool for environmental change

UNIT FIVE: ENVIRONMENTAL CHOICES

- a. Understand that human activity on Earth has led to every living system going into a marked decline
- b. Determine if there is value in life other than human life, and should the planet therefore be shared with other species

TEACHING STRATEGIES

- i. Environmental Awareness 30 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
 - a. Discussion Forums
 - b. On-line Presentations
 - c. Research Projects
- ii. Sample deadlines
 - a. Semester One
 - September 5 - September 22: Unit One – Climate Change
 - September 25 – October 27: Unit Two – Food Supply
 - October 30 - November 17: Unit Three – Water Supply
 - November 20 - December 1: Unit Four – Materialism and Market Economy
 - December 4 - January 5: Unit Five – Environmental Choices
 - January 8 - January 19: Final Project
 - b. Semester Two
 - February 1 - February 16: Unit One – Climate Change
 - February 19 - March 23: Unit Two - Food Supply
 - March 26 - April 20: Unit Three – Water Supply
 - April 23 - May 18: Unit Four – Materialism and Market Economy
 - May 22 - June 1: - Unit Five – Environmental Choices
 - June 4 - 15: Final Project

There will not be a final exam in this course. Your final project will serve as your final assessment.

COURSE MATERIALS

- i. Any readings will be provided by the instructor through Moodle (either in print or audio version)
- ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for Environmental Awareness 30 are divided within the main units/modules and will be assessed in the following way throughout the course:

Major Module Assignments and Projects – 40%

- In the different units, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

Portfolio of Classwork – 30%

- Many of the lessons will have assignments to check for understanding of key concepts and ideas. These assignments will be smaller and take less time than the Unit Projects. Assignments in this category will come throughout a module and will be used to check for understanding for formative assessment purposes.

Student Responses – 10%

- Periodically, I will post links, articles, questions for you to discuss with other members of the class. Alternatively, you may be asked to select an article and pose a question for your classmates to answer. These activities will be assessed out of ten, based on your responses to the prompts provided.

Final Project – 20%

- The final project will be an agreement between the teacher and the student. Students may choose whichever medium(s) they would like and will be provided with an assessment pertinent to that medium prior to beginning the final project.

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.