

Assignment 20

File Name: 9ssA20

Total Marks: /32 = %

Part A: Use the information from the pages you have read in the textbook **and** course pages of this workbook to answer the following questions. Type the letter of the **best** answer in the space provided.

- _____ 1. What is the meaning of the term *ecological footprint*?
- A. It refers to the amount of water and air pollution generated by each nation from various industries each year.
 - B. It refers to the impact on the environment of each human being on Earth.
 - C. It refers to the consumption of natural resources by human beings on Earth.
 - D. It refers to the increasing human population on Earth and the strains this increase puts on the environment.
- _____ 2. What is a **main** concern of the Students for Environmental and Social Advocacy?
- A. Reducing GHG emissions by encouraging people in the community to car pool and use alternative methods of transportation
 - B. Educating people about the benefits of Alberta's oil sands to the economy and to their standard of living
 - C. Showing people that renewable energy is viable and that it has a place in the community and in society
 - D. Increasing the level of participation in recycling programs by people in the community

3. Which of the following statements about the *Students for Environmental and Social Advocacy* is **false**?
- A. The founding members of the group wanted to get as many people as possible involved in their cause.
 - B. The group believes that government needs to step back and let people make their own choices about environmental issues.
 - C. The group produced a school newsletter and created information booths at school events to raise awareness about the issue.
 - D. The group raised funds to install solar panels on their school.

Read the information about Alberta's oil sands below and answer the question that follows.

Statement 1: "Oil sands plants will not have to cut greenhouse-gas emissions for three years – a move the government hopes will result in a rapid expansion of oil sands development."

Statement 2: "... the rapid pace of oil sands development has put too much strain on the quality of air, land, health, and the economy in Alberta's communities."

Statement 3: "An overheated economy means high inflation and a shortage of health care professionals, affordable housing and workers for critical infrastructure projects."

Statement 4: "... in 2006, one in every four new jobs in Canada was created in Alberta and that unemployment was the lowest in any Canadian province in the last 30 years."

Statement 5: "Out-of-control tar sands development has made Alberta the pollution capital of Canada; greenhouse gas emissions from this industry now represent the fastest growing source of Canada's global warming pollution."

4. Which of the statements are **most supportive** of continued economic development of Alberta's oil sands?
- A. Statements 2 and 5
 - B. Statements 1 and 4
 - C. Statements 1, 3, and 4
 - D. Statements 2, 3, and 5

5. Review the views of Premier Stelmach on **page 324** of the textbook. Answer the following question.

Considering Premier Stelmach's views on the role of government in the economy, which location on the economic continuum below identifies **best** the position of his government?



- A. Point A
- B. Point B
- C. Point C
- D. Point D

/5

Part B: Answer the following questions in complete sentences unless directed otherwise in the instructions. Type your responses in the space provided.

1. Identify the three topics you chose to investigate in **Activity 1 of this workbook** for ways to reduce your ecological footprint. For **each** of the three topics, identify **two** things you can do to reduce your global footprint. (3 marks)

2. What should the role of the government (federal, provincial, or both) be in addressing the environmental topics you investigated? Why should the government perform this role? (4 marks)

3. In a **paragraph**, explain how taking the actions you identified in Question 1 would improve **your** quality of life. (5 marks)

→ Be sure to include **two or three** specific examples of how these actions will improve your quality of life.

Read the scoring criteria below to ensure your understanding of how this question will be evaluated.

Scoring Criteria:

You have . . .	Relevance of Information
5 Excellent	<ul style="list-style-type: none">• provided thoughtful ideas and thorough explanations• provided specific, relevant, and accurate support for your ideas• demonstrated comprehensive understanding of how reducing one's global footprint improves quality of life• written clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none">• provided meaningful ideas and appropriate explanations• provided relevant and appropriate support for your ideas• demonstrated thorough understanding of how reducing one's global footprint improves quality of life• written in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none">• provided straightforward ideas and general explanations• provided general and adequate support for your ideas• demonstrated appropriate understanding of how reducing one's global footprint improves quality of life• written satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none">• provided limited ideas with simplistic or unrelated explanations• provided obvious and/or irrelevant support for your ideas• demonstrated superficial or ambiguous understanding of how reducing one's global footprint improves quality of life• written unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none">• provided few or no ideas• provided superficial, irrelevant, or incomplete support for your ideas• demonstrated little or no understanding of how reducing one's global footprint improves quality of life• written unclearly with disorganized ideas (Many errors interfere with the message.)

4. Use the following steps to prepare a plan of action for an environmental issue of your choosing.
(15 marks)

At any time in your preparations, you may consult the “Skills Centre 9” beginning on page 339 of your textbook, *Issues for Canadians*, for assistance.

Step 1: Select an environmental issue that you would like to influence or on which you would like to speak.

Be as specific as possible. For example, if you choose the Alberta oil sands as a topic, you would focus on the effect on one of the following: Fort McMurray, First Nations groups, wildlife, or air quality.

My issue:

Step 2: Research how the environmental issue you have chosen affects the quality of life of Canadians today.

Gather information from legitimate groups and organizations concerned about the issue.
Research various sources (such as news media, library, Internet, films/DVDs, government).

Be sure to research **two or three** sources.

List **5** specific details or facts about your environmental issue that are significant and require action.

Research notes:

Cite your sources: Construct a bibliography to cite your research sources.

Read *Citing Sources* in the **Toolkit** to review the appropriate format for your bibliography.

Bibliography:

Step 3: Identify your method for taking action and explain the reasons you believe this is the best way to influence political and economic decision-making on your issue.

Consider the **best way** to influence political and economic decision-making on your issue. Some examples include public service announcement, petition, demonstration/protest, or a letter-writing campaign.

Method:

Explanation:

Step 4: Create a step-by-step plan that outlines how you would implement your method to bring about change.

Identify all of the following in your plan:

- who needs to be involved
- materials needed
- timelines for getting things done
- intended audience
- intended goal
- key information that you will communicate to your audience

Plan:

Read the scoring criteria below to know how this question will be evaluated.

Adapted from Patricia Lychak et al., *Issues for Canadians: Student Resource* (Scarborough: Nelson Education Ltd., 2008). 328.
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Scoring Criteria: (15 marks)

You have . . .	Quality of Information (x2)	Research
5 Excellent	<ul style="list-style-type: none">• developed a well-thought plan of action that clearly identifies and promotes your position on the issue• demonstrated thorough and strong understanding of an environmental issue	<ul style="list-style-type: none">• accessed and retrieved significant and pertinent information
4 Proficient	<ul style="list-style-type: none">• developed a clear plan of action that identifies and promotes your position on the issue• demonstrated suitable and clear understanding of an environmental issue	<ul style="list-style-type: none">• accessed and retrieved meaningful and relevant information
3 Satisfactory	<ul style="list-style-type: none">• developed an adequate plan of action that begins to identify and promote your position on the issue• demonstrated adequate and straightforward understanding of an environmental issue	<ul style="list-style-type: none">• accessed and retrieved general and appropriate information
2 Limited	<ul style="list-style-type: none">• developed a simple action plan that struggles to identify and promote your position on the issue• demonstrated superficial understanding of an environmental issue	<ul style="list-style-type: none">• accessed and retrieved vague and trivial information
1 Poor	<ul style="list-style-type: none">• not developed an action plan, or the action plan is incomplete and does not promote your position on the issue• not demonstrated an understanding of an environmental issue	<ul style="list-style-type: none">• not accessed and retrieved information or the information retrieved is irrelevant and incomplete

Total Assignment: /32 = %

Submit your completed assignment for marking.