

Important Concepts . . .

Preview Review



Social Studies Grade 9

W3 - Lesson 5: The Environment

Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 Citizenship, Government, and Identity
W1 - Lesson 2 Making Laws in Canada and the Role of the
..... Media
W1 - Lesson 3 Youth Criminal Justice
W1 - Lesson 4 The Charter of Rights and Freedoms
W1 - Lesson 5 The Charter and the Workplace
W1 - Quiz

W2 - Lesson 1 Collective Rights
W2 - Lesson 2 Collective Rights of the French and Métis
W2 - Lesson 3 Immigration Issues
W2 - Lesson 4 Immigration
W2 - Lesson 5 Review
W2 - Quiz

W3 - Lesson 1 Market and Mixed Economies
W3 - Lesson 2 The Roles of Government, Labour, and
..... Consumers in the Economy
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy
W3 - Lesson 4 Social Programs and Political Parties
W3 - Lesson 5 The Environment
W3 - Quiz

Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9

Version 6

Preview/Review W3 - Lesson 5

1-894894-82-0

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Preview/Review Concepts for Grade Nine Social Studies



Week 3 – Lesson 5:

The Environment

OBJECTIVES

By the end of this lesson, you should

- understand how government decisions on environmental issues impact quality of life

GLOSSARY

biodiversity – the different types of plants and animals living in an area or on the planet

carbon tax – a tax levied on the use of fossil fuels to discourage the production of carbon dioxide

climate change – a change of climate, which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere

emissions – pollutants released into the air

environment – includes all living and non-living things occurring naturally on Earth

greenhouse gases (GHG) – the gases that contribute to the warming of the atmosphere

Kyoto Protocol – an international environmental treaty that has the goal of stabilizing greenhouse gas concentrations in the atmosphere

Week 3 – Lesson 5: The Environment

Reading 1: The Environment

In recent years, people have become concerned about issues that affect the **environment**. Since the early 1970s, Canada and the United States have worked to reduce the amount of **emissions** factories were sending into the atmosphere causing acid rain. Today, a major concern is **climate change** and the amount of carbon dioxide that humans add to the atmosphere and how climate change affects global warming and Earth's **biodiversity**.

Depending on an individual's viewpoint, his or her perspective on an environmental issue may differ from that of his or her neighbour. How environmental concerns are dealt with by individuals and governments will depend largely on the perspective of individuals and how their political party's philosophy reflects their point of view.

To understand how people can develop different perspectives and how governments are influenced by economics when making decisions that affect the environment, read pages 303 to 304 in your textbook, *Issues For Canadians*. Then complete Activity 1.



Activity 1: The Environment

To complete Activity 1, fill in the blanks for each of the following sentences by writing the correct word or phrase on the lines provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Environmental issues arise because of human _____ that change the _____ world.
2. _____ change can occur when factories release toxins and other pollutants into the air or water.
3. Environmental issues affect _____ peoples because their _____ ways connect to the land and wildlife.
4. Environmental issues affect _____ and the types of jobs that will be available.
5. _____ and their demand for products and services can have an _____ on environmental issues.
6. _____ affect the _____ of our environment.
7. _____ decisions involve using _____ of the natural world.
8. _____ makes consumers a powerful force in the _____.
9. Aboriginal peoples have _____ rights connected to the _____.

Reading 2: Climate Change and Greenhouse Gases

For several years scientists from all over the world have noticed that Earth's weather has been changing. Storms have increased in number and intensity. Many areas have seen a drop in rainfall while other areas have noted an increase in moisture levels. Scientists have noted that the glaciers of the world are decreasing at an increasing rate. With the use of weather balloons, rockets, and satellites, scientists have noted an increase in **greenhouse gases** (GHGs) in the atmosphere.

Many scientists have attributed climate change to the increase of greenhouse gases (GHGs) in the atmosphere. Most GHGs come from the emissions of burning fossil fuels. These fossil fuels include natural gas, coal, oil, and gasoline. People drive cars, factories produce goods, and families heat their homes, which all contribute to the emissions of GHGs.

In 1997, many countries signed the **Kyoto Protocol**. Under the Protocol, 37 industrialized countries agreed to the reduction of the most harmful greenhouse gases.

To understand how climate change could affect Canada, the level of CO₂ emissions Canada produces, and Canada's commitment to the Kyoto Protocol, read pages 308 and pages 310 to 317 in your textbook, *Issues For Canadians*. Then complete Activity 2.



Activity 2: Climate Change and Greenhouse Gases

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How do greenhouse gases affect Earth?

2. Identify **three** possible consequences on Earth of climate change.

3. According to the map on page 310 of your textbook, *Issues For Canadians*, which area of Canada will see the largest shift in temperature by 2099? Which areas will experience the smallest shift?

4. Using the information on pages 312 to 314 of your *Issues For Canadians* textbook, answer the following questions.

a. Which **two** provinces of Canada have the highest emissions of CO₂?

b. What factors contribute to their emission output?

c. What percentage of global CO₂ emissions does Canada contribute?

5. Why do international negotiations on climate change focus on developed countries to reduce greenhouse emissions?

6. What is the Kyoto Protocol? Why did the United States refuse to sign it?

7. Why did Canada change its response to the Kyoto Protocol?

8. Identify **two** examples of actions taken by government to reduce GHG emissions (in place in 2007).

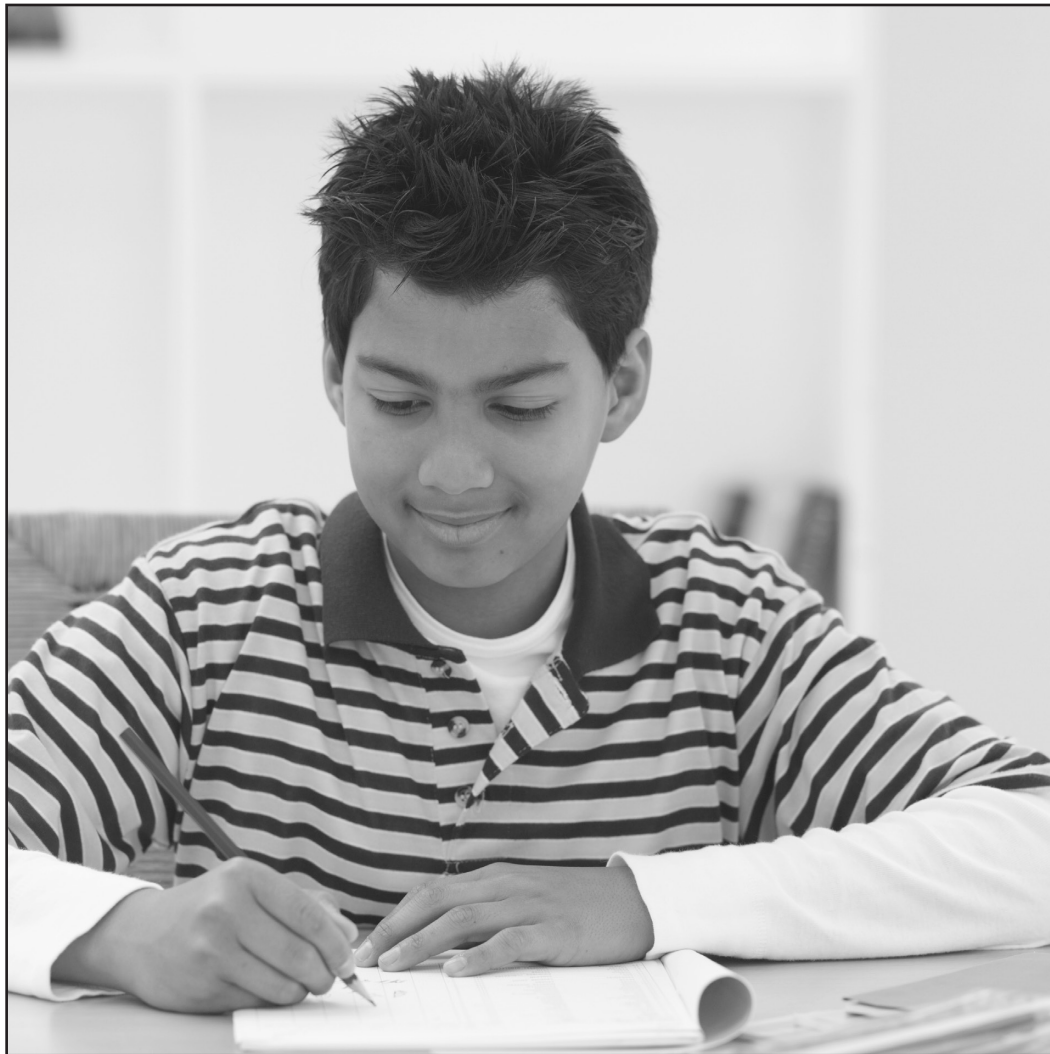
9. How might government decisions about environmental issues affect your quality of life? Include **two** or **three** specific examples in your responses.

The completion of Activity 2 concludes Week 3 – Lesson 5.

To complete your study of Week Three, you will write a quiz that includes material from the five lessons.

REVIEW

If time permits, review concepts covered in Week 3 – Lessons 1 to 5 before you write the Week 3 Quiz.



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