



THAMES VALLEY DISTRICT SCHOOL BOARD



Oakridge Secondary School

Geography Department

COURSE OUTLINE 2017-2018

Course Name:	World Issues: A Geographic Analysis	Course Code:	CGW 4U
Course Type:	Grade 12 University Preparation	Credit Value:	1.0
Teacher(s):	Mr. Letsos		

Course Description:

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and World studies, English, or Social Sciences and Humanities.

Course Overall Expectations:

Strand	Overall Expectations
A. Geographic Inquiry and Skill Development	A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographical thinking when investigating world issues;
	A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset;
B. Spatial Organization: Relationships and Disparities	B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources in various countries and regions (Focus On: <i>Spatial Significance; Interrelationships</i>)
	B2. Population Disparities: analyse relationships between demographic and political factors and quality of life in various countries and regions (Focus On: <i>Interrelationships; Geographic Perspective</i>)
	B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings (Focus On: <i>Spatial Significance; Patterns and Trends</i>)
C. Sustainability and Stewardship	C1. Strategies and Initiatives: analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment (Focus On: <i>Interrelationships; Geographic Perspective</i>)
	C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (Focus On: <i>Spatial Significance; Patterns and Trends</i>)
	C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (Focus On: <i>Interrelationships; Geographic Perspective</i>)

Course Overall Expectations:	
Strand	Overall Expectations
D. Interactions and Interdependence : Globalization	D1. Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (Focus On: <i>Interrelationships; Geographic Perspective</i>)
	D2. Impacts and Management: analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (Focus On: <i>Spatial Significance; Geographic Perspectives</i>)
	D3. Characteristics and Driving Forces: describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (Focus On: <i>Patterns and Trends; Interrelationships</i>)
E. Social Change and Quality of Life	E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change (Focus On: <i>Patterns and Trends; Geographic Perspective</i>);
	E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (Focus On: <i>Interrelationships; Geographic Perspective</i>)
	E3. Continuing Challenges: analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population (Focus On: <i>Spatial Significance; Patterns and Trends</i>)

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments apply according to the school policy.

References: TVDSB *Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.
Student Planner and School Web site

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	17
Thinking/Inquiry	18
Communication	18
Application	17

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70
Final Evaluation	
• Culminating Task: Major Research Presentation (6%) Differentiated Task (7%)	15
• Exam	15

Outline of Course Content: Canadian and World Issues: CGW4U1

(unit titles listed in sequence of delivery, number of classes, hours per unit) total = minimum 110 hours

Strand	Unit Title	Timeline and Major Assessments
A1 B3 B3 A2 A1 A1 A1 A1	Understanding World Issues Chapters 1-3 < Course Outline: expectations for course < The Inquiry Process: A Valuable Tool for World Issues < What is an Issue? Analysis of Current Global Issues < Classifying Regions in the World and using Statistical Data < Mapping Elements: The World Map < Issue Analysis: Questions, facts, and opinions < Geography Specific Vocabulary, documentation, technology < Introduction to Independent Research Paper	15 News Paper Review Classifying Regions Activity Independent Research Presentation
D3 D2 D3 D1	Two Themes for World Issues: Globalization and Sustainability < The Trend Towards Globalization < Impact and Management of Globalization < Characteristics and Driving Forces of Globalization (MNC's) < Selected International Trade Agreements	10 Inquiry Based Case Studies Concept Mapping Activity
C1 C1 C3 B1	Two Themes for World Issues: Globalization and Sustainability < International Agreements in Protecting Natural Environment < Roles and Responsibilities of International Community < The Global Commons: Human Impact and Management < Natural Resource Disparities (distribution, power, ethics)	10 Inquiry Based Case Studies Concept Mapping Activity
B2 B2 C2 E1	Our Changing Global Population < Population Distribution, Density, and Quality of Life < Demographic Issues of Selected Countries < Impacts and Theories of Population Growth on Environment < Government Policies on Population Growth	20 Demographic Analysis of Selected Country
D1 D1 B2	Global Migration < Influence of Immigration < Role of National Immigration Policies < Population Migration and Quality of Life	10 UN Immigration Forum: Case Study
E2 C1	Global Urbanization < Role of Urbanization as an Agent of Change < Building Sustainable Communities	10 Presentations of Major Independent Research Topics
E3 E1 E1 E2 E3	Quality of Life and Social Change < Food Security and Safety < International aid, programs, and policies < Promotion and Protection of Human Rights < Agents of Social Change and Leadership < Disease and Health Care	13 Human Rights Analysis Case Study: United Nations Millennium Development Goals
A1- E5	Culminating Task Exam Review	2 Final Exam

FOR REVIEW OF PARENT/GUARDIAN

I have discussed the course outline with my parent(s)/guardian(s), reviewed the assessment and evaluations used in the course, and have emphasized the importance of attendance and punctuality. I will seek teacher assistance when needed and will strive to work to the best of my ability.

Date _____

Student Signature _____

Parent/Guardian Signature _____

