



Canadian and World Issues: A Geographic Analysis



Course Code & Details: CGW4U1, Grade 12, University Preparation

Description/Rationale

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

Strands of Study and Overall Expectations include:

STRAND A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT:

- Use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography.
- Apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset.

STRAND B. SPATIAL ORGANIZATION: RELATIONSHIPS AND DISPARITIES:

- Analyse relationships between quality of life and access to natural resources in various countries and regions.
- Analyse relationships between demographic and political factors and quality of life in various countries and regions.
- Explain how various characteristics are used to classify the world into regions or other groupings

STRAND C. SUSTAINABILITY AND STEWARDSHIP

- 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
- Assess the impact of population growth on the sustainability of natural systems
- Analyse issues relating to the use and management of common-pool resources

STRAND D. INTERACTION AND INTERDEPENDENCE: GLOBALIZATION

- Analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries
- Analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues
- Describe the major characteristics of globalization, and analyse factors that are driving the globalizing process.

STRAND E. SOCIAL CHANGE AND QUALITY OF LIFE

- Analyse the influence of governments, groups, and individuals on the promotion and management of social change
- Analyse impacts of selected agents of change on society and quality of life
- Analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population

Evaluation Structure

Categories:

<i>Knowledge & Understanding</i>	25%
<i>Thinking, Inquiry, & Problem-Solving</i>	25%
<i>Communication</i>	25%
<i>Application</i>	25%

These are evaluated in both term and summative work:

TERM WORK – 70%

SUMMATIVE WORK – 30%

Culminating Project (10%) & Final Written Exam (20%)

Resources:

The course uses a variety of resources including videos, CDs/DVDs, Internet & Web applications, and a variety of print sources.

A textbook will be provided to students for in-class use as needed throughout the course.

Textbook Title:

Global Connections: Canadian & World Issues.
Pearson Publishing

Replacement Cost: \$115.25 + tax

Evaluation Rubric & Policies

Students will be assessed & evaluated according to the work produced & skills displayed. Student marks will be determined by teacher observations, teacher/student interviews & student product according to 4 categories & 4 levels. Please see the chart below for specific criteria and descriptors used to determine student competency in the different categories.

Categories	Level 1 50 – 59%	Level 2 60 – 69%	Level 3 70 – 79%	Level 4 80 – 100%
Knowledge/Understanding: <ul style="list-style-type: none"> ▪ Knowledge of facts & terms ▪ Understanding of concepts & relationships 	Limited evidence of: - knowledge and understanding	Some evidence of: - knowledge and understanding	Considerable evidence of: - knowledge and understanding	Superior evidence of: - knowledge and understanding
Thinking, Inquiry, Problem-solving: <ul style="list-style-type: none"> • planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project) • processing skills 	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes
Communication: <ul style="list-style-type: none"> ▪ The conveying of meaning through various oral, written, and visual forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages) 	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms
Application: <ul style="list-style-type: none"> ▪ Applications in familiar contexts ▪ Transfer of concepts to new contexts ▪ Use of technology 	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts
Working independently, group work, organization, work habits and homework, and initiative will be assessed but will not be included as part of the student's term mark. Communication of student achievement of these learning skills will be via one of the following letter grades: E –Excellent G – Good S – Satisfactory N - Needs Improvement				

- **LATE ASSIGNMENTS:** Due dates for major assignments will be clearly articulated by the teacher when the task is assigned. Various strategies will be implemented to ensure assignments are not submitted late. Once these strategies have been tried and the student continues to submit late assignments marks may be deducted up to and including the full value of assignment. Once marked assignments have been returned students will not be allowed to submit that assignment if doing so would give the student an unfair academic advantage.
- **MISSED TESTS:** Teachers will give ample advanced notice for tests. It is the responsibility of the student to make arrangements for an alternative assessment date (which may not be during class time) with the teacher before the scheduled time for the test. If a test is missed due to a legitimate reason, verification (to be handed in on the day of the student's return) from a parent/guardian must be given to the subject teacher indicating that the parents are aware the student has missed a test. **If a test is missed as a result of truancy, a mark of zero will be assigned with no opportunity for a re-write.**
- **PLAGIARISM** in any form reflects academic dishonesty and will result in a mark of zero for the assignment in question.
- **ATTENDANCE:** It is the responsibility of each student to be punctual and in attendance, with proper materials, at all classes and scheduled activities. Students who miss classes may put their credit in jeopardy. **It is the student's responsibility to catch up on missed work when absent.**

Refer to the relevant pages of the Student Agenda for further details about these and other policies.