



# GEORGE S. HENRY ACADEMY COURSE OUTLINE



## COURSE NAME

<b>COURSE CODE</b>	World Issues: A Geographic Analysis	<b>GRADE</b>	12
<b>TEACHER(S)</b>	CGW4U	<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	Ms. Mah	<b>DEPARTMENT</b>	Social/Global

<b>COURSE DESCRIPTION:</b>	<p>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 analyze 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.</p> <p>Additional information can be found at:  <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html">http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</a></p>
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<b>COMMUNICATION</b>
Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
Global Connections: Canadian and World Issues (\$80.00)	My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
The course uses a variety of geographic resources including maps, globes, graphs, videos, CDs/DVDs, and a variety of print sources.	The course uses a variety of geographic resources including Internet & Web applications – Google Earth, ArcGIS, GPS, Storymaps.
Educational Guest Speakers	

<b>COURSE WORK POLICY</b>
<p>For each evaluation, the teacher will inform students of the <b>due date</b> and the <b>ultimate deadline</b>. The ultimate deadline is the last opportunity for students to submit and assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.</p> <p><b>Strategies to assist students in meeting deadlines include:</b></p> <ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Using the school app</li> <li>• Using a personal agenda</li> <li>• Seeking extra help from teachers</li> <li>• Requesting for assistance with time management and organizational skills</li> <li>• Getting help from parents/guardians</li> <li>• Getting help from a caring adult in the school</li> </ul>

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

### ACHIEVEMENT CHART CATEGORIES

**Knowledge and Understanding (K & U):** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking (T):** The use of critical and creative thinking skills and/or processes

**Communication (C):** The conveying of meaning through various forms

**Application (A):** The use of knowledge and skills to make connections within and between various contexts

### COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
<b>K &amp; U</b>	<b>17.5%</b>	<p><b>Knowledge of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</p> <p><b>Understanding of content</b> (e.g. terminology, vocabulary, information, theories, concepts, skills)</p>
<b>T</b>	<b>17.5%</b>	<p><b>Use of planning skills</b> – (focusing research, identifying a problem, locating and gathering information, organizing an inquiry)</p> <p><b>Use of processing skills</b> – (e.g. analysing, reflecting, integrating, synthesizing, evaluating, detecting point of view and bias; formulating conclusions)</p> <p><b>Use of critical/creative thinking processes</b> (e.g. reading process, inquiry, decision making, research problem solving)</p>
<b>C</b>	<b>17.5%</b>	<p><b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization), in oral, visual, and written forms)</p> <p><b>Communication for different audiences and purposes</b> (e.g. peers, adults) and purposes (e.g. to inform, to persuade) in oral, visual, and written forms</p> <p><b>Use of conventions</b> (e.g. mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms.</p>
<b>A</b>	<b>17.5%</b>	<p><b>Application of knowledge and skills</b> (e.g. concepts, procedures, spatial skills, processes, technologies) in familiar contexts</p> <p><b>Transfer of knowledge and skills</b> (e.g. concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts</p> <p><b>Making connections within and between various contexts</b> (e.g. between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)</p>

### FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	Final Exam	10%
	Summative – Social Action project	20%

### UNITS OF STUDY/COURSE ROAD MAP (subject to change)

**Strand A. Geographic Inquiry and Skill Development: (Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands.)**

- **Geographic Inquiry:** Use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography.
- **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

**Strand B. Spatial Organization: Relationships and Disparities**

- **Natural Resource Disparities:** analyze relationships between quality of life and access to natural resources for various countries and regions
- **Population Disparities:** analyze relationships between demographic and political factors and quality of life for various countries and regions.
- **Classifying Regions of the World:** explain how various characteristics are used to classify the world into regions or other groupings

**Evaluation tasks** may include: Map of World Assignment, Detecting Bias Activity, Political Cartoon Assignment, Debate/Seminars, Multinationals Case Study, Cause Effect Analysis, Unit Test/Quiz

**Strand C. Sustainability and Stewardship**

- **Strategies and Initiatives:** analyze 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
  - **Population Growth:** assess the impact of population growth on the sustainability of natural systems
  - **Caring for the Commons:** analyze issues relating to the use and management of common-pool resources
- Evaluation tasks** may include: Tragedy of the Commons assignment, Model UN debate, Sustainable community presentation, Unit Test/Quiz

**Strand D. Interaction and Interdependence: Globalization**

- **Trade and Immigration:** analyze the influence of trade agreements and immigration policies on global interdependence and the well-being of countries
  - **Impacts and Management:** analyze issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues
  - **Characteristics and Driving Forces:** describe the major characteristics of globalization, and analyze factors that are driving the globalizing process
- Evaluation tasks** may include: Debt and economic development Analysis, Global issues debate, Multinational corporations case studies, Unit test/Quiz

**Strand E. Social Change and Quality of Life**

- **Leadership and Policy:** analyze the influence of governments, groups, and individuals on the promotion and management of social change
  - **Agents of Change:** analyze impacts of selected agents of change on society and quality of life
  - **Continuing Challenges:** analyze issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population
- Evaluation tasks** may include: Human Rights violations case studies, Hunger debate, Social Change research paper, Unit test/Quiz

**LATE & MISSED EVALUATION POLICY**

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

## ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

## SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences and Humanities ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )			1
Cooperative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity