

# World Issues: A Geographic Analysis

## CGW4U

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Grade 12, University Preparation: Credit Value 1.0

Geography and Social Sciences Department □ Malvern C.I. □ Toronto District School Board

Course Instructor: Luke Hartley

Email: Luke.Hartley@tdsb.on.ca

Assistant Curriculum Leader: Nalini Graham

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### Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

### **Course Content**

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<b>Description</b>	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.
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<b>Prerequisite</b>	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
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<b>Resource Materials</b>	<ul style="list-style-type: none"><li>● Individual subject binder, loose leaf paper and writing utensils</li><li>● <i>Global Connections</i>, McGraw-Hill Ryerson (in-class text)</li><li>● Brightspace Website (updated daily)</li></ul>
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<b>Major Units</b>	Unit 1 : Intro to World Issues Unit 2 : Conflict, Relationships and Disparities Unit 3 : Demographics and Sustainability Unit 4 : Environment and Quality of Life Unit 5 : Culminating Assignment
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<b>Overall Goals / Expectations</b>	<b>Research and Inquiry Skills</b> Throughout this course, students will: <ul style="list-style-type: none"><li>- use the geographic inquiry process and the concepts of geographic thinking when investigating world issues.</li><li>- 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.</li><li>- analyse relationships between quality of life and access to natural resources for various countries and regions.</li><li>- analyse relationships between demographic and political factors and quality of life for various countries and regions.</li><li>- explain how various characteristics are used to classify the world into regions or other groupings.</li></ul>
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**Overall Goals /  
Expectations  
(continued)**

- 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.
  - 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.
  - 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.
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**Assessment, Evaluation and Reporting**

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- Strategies**
- Students will be evaluated on content and skills throughout the year
  - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
    - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and a formal research essay
  - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.
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**Achievement Category  
Weightings**

Knowledge / Understanding	Thinking	Communication	Application
25%	25%	25%	25%

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- Term Grades  
throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course.
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- Course Work  
70%**
- 70% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
  - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.
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- Course-Culminating &  
Exam  
30%**
- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations will be a Culminating Activity (research-based) over 2 weeks followed by an exam.
  - All students must take part in the culminating activities.
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<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>● Students will also be assessed for development in a variety of learning skills: <ul style="list-style-type: none"> <li>○ Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation</li> </ul> </li> <li>● Learning skills play a critical role in the achievement of curriculum expectations and student success.</li> </ul>
<b>Learning Skills (continued)</b>	<ul style="list-style-type: none"> <li>● Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.</li> <li>● Academic Integrity: See School Evaluation Policy</li> <li>● Attendance is crucial for satisfactory achievement. <b>Regular attendance and active participation are expected.</b> Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged and may not be possible.</li> </ul>
<b>Rules for Tests, Quizzes, and Assignments</b>	<ul style="list-style-type: none"> <li>● <b>Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late.</b></li> <li>● All assignments are expected to be handed in on their assigned due dates. <b>Extenuating circumstances should be discussed with the teacher in advance of due dates.</b> Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they are only for students achieving &lt; 50%, and missed work can still result in a mark of zero.</li> <li>● <b>Should serious illness or extenuating circumstances (i.e.: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible and have a parent or legal guardian call into the school to report the absence.</b></li> <li>● <b>Note:</b> The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43).</li> <li>● <b>The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.</b></li> </ul>
<b>Plagiarism</b>	<p>Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult your student agenda.</p>

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## Communication

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**Consultation**

Students, parents and guardians are asked to contact the course instructor using the information below.

**Office Location:** Canadian and World Studies (3<sup>rd</sup> floor, Room 302A)

**Phone:** 416-393-1480 ext. 20075

**Email:** Luke.Hartley@tdsb.on.ca

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**Help**

Extra help is available by contacting the course instructor directly.

Daily posts on Brightspace will show up at the end of the day.

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