

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: GEOGRAPHY	COURSE NAME: <u>World Issues: A Geographic Analysis</u>
COURSE CODE: CGW4U	GRADE/LEVEL: 12 (University Preparation)
PREREQUISITE: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities	CREDIT VALUE: 1.00

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.

OVERVIEW

The course has five strands. 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. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

- **Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
- **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

- **Natural Resource Disparities:** analyse relationships between quality of life and access to natural resources in various countries and regions (FOCUS ON: *Spatial Significance; Interrelationships*)
- **Population Disparities:** analyse relationships between demographic and political factors and quality of life in various countries and regions (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Classifying Regions of the World:** explain how various characteristics are used to classify the world into regions or other groupings (FOCUS ON: *Spatial Significance; Patterns and Trends*)

C. SUSTAINABILITY AND STEWARDSHIP

- **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: *Interrelationships; Geographic Perspective*)
- **Population Growth:** assess the impact of population growth on the sustainability of natural systems (FOCUS ON: *Spatial Significance; Patterns and Trends*)
- **Caring for the Commons:** analyse issues relating to the use and management of common-pool resources (FOCUS ON: *Interrelationships; Geographic Perspective*)

D. INTERACTIONS AND INTERDEPENDENCE: GLOBALIZATION

- **Trade and Immigration:** analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **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: *Spatial Significance; Geographic Perspective*)
- **Characteristics and Driving Forces:** describe the major characteristics of globalization, and analyse

E. SOCIAL CHANGE AND QUALITY OF LIFE

- **Leadership and Policy:** analyse the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: *Patterns and Trends; Geographic Perspective*)
- **Agents of Change:** analyse impacts of selected agents of change on society and quality of life (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **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: *Spatial Significance; Patterns and Trends*)

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

Formative Evaluation: (70% of the final mark will be based on evaluations conducted throughout the course)
All four achievement categories/strands do not need to be evaluated in each evaluation task.

Communication (%)	Knowledge/Understanding (%)	Thinking and Inquiry (%)	Application/Making Connections (%)
25	25	25	25

Summative Evaluation: (30% of the final mark will be based on a final evaluation in the form of culminating activities).

Components of Summative Evaluation:

1. IN CLASS TEST/EXAM (10-15%)
2. ENVIRONMENTAL ISSUE ARGUMENT (Presentation/debate) (15-20%)

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following five categories: *Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative*. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.