|  | **Course Outline and Evaluation Summary**Course Code: CGW4U Title of Course: World Issues: A Geographic AnalysisDepartment: Social Science | **2022-2023**416-395-3210x 20075 |
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| **Course Description** |
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| 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. |

| **Course Evaluation** |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | **Summative****Evaluation:** | **Marked summative tasks which assess your learning on the entire course** |
| 70% | 30% | Knowledge & Understanding | 30% | 15% | Culminating Task |
| 35% | Thinking & Inquiry |
| 20% | Application | 15% | Final Exam  |
| 15% | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).**Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.**Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.**Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.**Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| Course Assessment Tasks |
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| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Unit 1: Understanding World Issues | * An introduction to World Issues and Geography
* Focus will be on geographic thinking concepts and geographic perspectives as we investigate issues that arise from a global commons on a finite planet
* Looking at different ways we classify the world will help you to understand the importance of location in making sense of the world in which we live.
 | * Test
* World issue elevator pitch & written paragraph
 | Approximately 15 to 20 classes, over 4 weeks in a regular semester schedule |
| Unit 2:  | * Concentrate on specific world issues that affect many countries
* Focus on population issues and examine areas of the world that are growing too quickly, areas that are at risk and areas experiencing population decline.
* A look at government response to these issues and ask ourselves if a government has the right to regulate the size of a population through its policy.
* focus will then shift to globalization: free trade; protectionism; and the role multinational corporations play in the political, economic, environmental and social characteristics of a country.
 | * Test
* Google my maps
 | Approximately 15 to 20 classes, over 4 weeks in a regular semester schedule |
| Unit 3:  | * Focus on are many inequalities between and within countries in and we will investigate who bears the responsibility of these inequalities
* A look at genocides that have occurred, as well as human rights abuses.
* Health and food security will also be examined as these are pressing issues in many countries
 | * Test
* Infographic with written analysis
 | Approximately 15 to 20 classes, over 4 weeks in a regular semester schedule |
| Unit 4:  | * examine global issues with a focus on environmental sustainability
* focus on how our choices affect people living in LEDC countries
* focus then shifts to water issues and the greatest challenge to achieving global water security.
* Moving on to immigration we explore the implications to refugees and immigrants when countries close their borders.
* Emphasis then shifts to sustainability and its importance for our global community
 | * Test
* Magazine Article
 | Approximately 15 to 20 classes, over 4 weeks in a regular semester schedule |
| Culminating Task(s) | A written activity will be completed that reflects on the major issues that have been discussed throughout this course. A final exam will be completed that reflects major concepts covered in the course. |  |