



Ontario eSecondary School Course Outline 2020-2021

Ministry of Education Course Title: World Issues: A Geographic Analysis	
Ministry Course Code: CGW4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.	
Department: Canadian and World Studies	
Course developed by: I. Baig	Date: August 2, 2017 Revised: September 27, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015 Revised</i>	

COURSE 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.

OVERALL CURRICULUM EXPECTATIONS

Geographic Inquiry and Skill Development

By the end of this course, students will:

1. Use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
2. 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.

Concepts of Geographic Thinking

1. Analyse relationships between quality of life and access to natural resources for various countries and regions (Focus on: Spatial Significance; Interrelationships);
2. Analyse relationships between demographic and political factors and quality of life for various countries and regions (Focus on: Interrelationships; Geographic Perspective);
3. *Explain how various characteristics are used to classify the world into regions or other groupings (Focus on: Spatial Significance; Patterns and Trends).*

Sustainability and Stewardship

1. 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);
2. Assess the impact of population growth on the sustainability of natural systems (Focus on: Spatial Significance; Patterns and Trends);
3. Analyse issues relating to the use and management of common-pool resources (Focus on: Interrelationships; Geographic Perspective)

Interaction and Interdependence: Globalization

1. Analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries;
2. Analyse issues relating to national and globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (Focus on: Spatial Significance; Geographic Perspective);
3. Describe the major characteristics of globalization, and analyse factors that are driving the globalization process (Focus on: Patterns and Trends; Interrelationships).

Social Change and Quality of Life

1. Analyse the influence of governments, groups, and individuals on the promotion and management of social change (Focus on: Patterns and Trends; Geographic Perspective);
2. Analyse impacts of selected agents of change on society and quality of life (Focus on: Interrelationships; Geographic Perspective)
3. 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).

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: What is Geography?	18 hours
Unit 2: Disparities and Inequalities	24 hours
Unit 3: Sustainability and Stewardship	23 hours
Unit 4: Globalization	21 hours
Unit 5: Social Change	22 hours
Culminating Activity	5 hours
Final Exam	3 hours
Total	110 hours

UNIT DESCRIPTIONS

UNIT 1: WHAT IS GEOGRAPHY?

This unit focuses on the basic ideas and issues that are fundamental to democratic government, to democratic decision making and to democratic citizenship. Students will explore the use of power, needs and wants, conflict resolution and other concepts pertaining to citizenship.

UNIT 2: DISPARITIES AND INEQUALITIES

This unit is designed to help students take an in-depth look at the marvelous people they are and can be. No matter what students end up doing, it will still be them doing it. So, the more students know about themselves, the better choices they will make; and the better choices they make, the happier they will be doing whatever they decide in their lives and work. From multiple intelligences, to learning styles, to skills and values students will finish the unit with a deeper understanding of who they are and therefore where they are heading.

UNIT 3: SUSTAINABILITY AND STEWARDSHIP

The unit looks at the goal of reaching sustainability. Sustainability of the consumption of resources to the way we treat our environment. Also, we look at NGO's and individuals who are pushing to reach a sustainable environment.

UNIT 4: GLOBALIZATION

This unit looks into the distribution of the political system around the world and the concept of Globalization. We then look into international cooperation with trade and foreign policy. Also, we study about the individuals and organizations aiming to improve the world.

UNIT 5: SOCIAL CHANGE

The unit starts with studying quality of life, human rights and world religions. In addition, national population policies are looked into. Also, we go into the topic of social change.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- Online Homework assignments
- Individual conference meetings
- Online Seminar meetings
- Online Discussion Forums

- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Online Reflection Forums
- Exam
- Essay Writing
- Evaluations

EVALUATION

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Culminating Activity	15
Final Exam	15

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
Unit 1 Mapping Skills Assignment	- Application of mapping skills learned throughout the unit	K,I,C,A
Unit 1 End of Unit assignment	- Overall Assessment	K,I,C,A
Unit 2 Income Inequality Seminar	- Seminar completed online with instructor via Apear.in session. Topic will be related to global income inequality	KT,C,A
Unit 2 Refugee Crisis	- Complete a narrative case study on the	K,I,C,A

Case study	Turkey-Syria Refugee crisis	
Unit 2 End of Unit assignment	- Overall Assessment	K,I,C,A
Unit 3 Peak Oil Seminar	- Seminar completed online with instructor via Appear.in session. Topic will be related to oil consumption and climate change.	K,I,C,A
Unit 3 End of Unit assignment	- Overall Assessment	K,I,C,A
Unit 4 Globalization Radio Broadcast Assignment	- Radio broadcast on how whether globalization is good or bad. Provide successful and sound arguments to support your stance during radio broadcast	K,I,C,A
Unit 4 End of Unit assignment	- Overall Assessment	K,I,C,A
Unit 5 End of Unit assignment	- Overall Assessment	K,I,C,A

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Culminating Task	- World Issues Analysis and Solutions Essay	K,I,C,A
Final Exam	- Overall Course Examination	K,I,C,A

AFL/AAL/AOL Tracking sheet:

Unit 1: Examining Geographical Issues – 18 hours

AAL	AFL	AOL
Lesson 1.2 Tools for Geographic Analysis Forum	Lesson 1.1 Geography and Scales Forum	Lesson 1.4 World Map Assignment
Lesson 1.5 Interactive Voice Response on Globalization	Lesson 1.2 Mapping and Data Exploration Activity	Unit 1 Test
	Lesson 1.3 Top 9 World Issues Assignment	

Unit 2: Disparities and Inequalities – 24 hours

AAL	AFL	AOL
Lesson 2.2 Tapped Documentary Forum	Lesson 2.1 Water and Quality of Life Activity	Lesson 2.8 Income Inequality Online Seminar
Lesson 2.4 Refugee Stories Worksheet Assignment	Lesson 2.3 Megacities, Population Size and Density, and Quality of Life Assignment	The Refugee Crisis in Turkey – Narrative Case Study
Lesson 2.5 Structural Adjustment Policies Assignment	Lesson 2.7 Indicators and Top World Issues Forum	Unit 2 Test

Lesson 2.8 Income Inequality Forum		
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Unit 3: Sustainability and Stewardship – 23 hours

AAL	AFL	AOL
Lesson 3.1 Effective Climate Forum	Lesson 3.2 Greenwashing Forum	Lesson 3.9 Peak Oil Documentary Seminar
Lesson 3.3 Climate Activism and the Trans Mountain Pipeline Forum	Lesson 3.5 Food Desserts Forum	Unit 3 Test
Lesson 3.4 Bike Lanes on Bloor Forum	Lesson 3.8 Response to Documentary Forum	
Lesson 3.6 Urban Heat Islands Assignment	Lesson 3.9 Peak Oil Forum	
Lesson 3.7 The Demographic Transition Model, I=PAT, and Affluence Forum		

Unit 4: Globalization – 21 hours

AAL	AFL	AOL
Lesson 4.1 Terms Forum	Lesson 4.2 Trans-Pacific Partnership Assignment	Unit 4 Globalization Radio Broadcast RANT Assignment
Lesson 4.5 Fair Trade Certification Forum	Lesson 4.4 Toronto’s 3 Cities Forum	Unit 4 Test
	Lesson 4.6 Commodity Chain Analysis Forum	
	Lesson 4.8 Cultural Homogenization Forum	

Unit 5: Social Change – 22 hours

AAL	AFL	AOL
Lesson 5.1 Population Pyramid in Japan Forum	Lesson 5.2 Response to Nelson Mandela Documentary Forum	Unit 5 Test
Lesson 5.3 National Security Association and Edward Snowden Forum	Lesson 5.4 Disruptive Technologies Forum	
Lesson 5.6 Rights of Women and Children in Canada Forum	Lesson 5.7 Blood Diamonds Forum	
Lesson 5.8 Agricultural Land in Africa Forum	Lesson 5.9 Global Impact of COVID-19 Forum	

Finals

AOL
Culminating Project
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.