



DR. G. W. WILLIAMS SECONDARY SCHOOL
(York Region District School Board)

GEOGRAPHY DEPARTMENT

Subject Head: Mrs. L. Mulrine-Gorman



Ministry of Education Curriculum Document: *Canadian and World Studies, 2005*

GRADE 12: CANADIAN AND WORLD ISSUES (University)

Teacher: Mrs. L. Mulrine-Gorman

Course Code: CGW4U1

Credit Value: 1 credit

Prerequisite:

Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Courseware developed by Mrs. L. Mulrine-Gorman (2005-2008)

Course reviewed by Mrs. L. Mulrine-Gorman (2010-2011)

COURSE DESCRIPTION

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and the world that is interdependent and constantly changing.

Overall Expectations:

In this course, students will...

- explain how the earth's natural and human systems are interconnected in multiple, complex ways;
- analyse the causes and effects of economic disparities around the world;
- compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues;
- analyse the impact of selected global trends on people and environments at the local, national, and global level;
- analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;
- evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems;
- analyse the influences that increase the interdependence of countries around the world;
- analyse instances of international cooperation and conflict and explain the factors that contributed to each;
- evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions;

- analyse trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level;
- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

UNITS OF STUDY

Unit 1: World Views, World Issues

Unit 2: Interdependence

Unit 3: Challenges of Diversity and Disparity

Unit 4: Towards a Sustainable Global Community

Unit 5: Culminating Activity: Independent Study

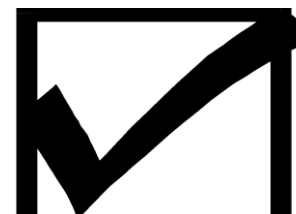


INSTRUCTIONAL STRATEGIES

- Mapping Skills (i.e., How to read and create maps)
- Technological Literacy (i.e., Internet Research, Power Point Presentations)
- Career Exploration (i.e., Geo-Jobs)
- Cooperative Learning (i.e., Placemats, Jigsaws, Debate, Oral Presentations)
- Note-Taking Skills
- Media Analysis (i.e., Videos, Artwork, Editorial Cartoons)
- Numeracy (i.e., Averages, Graphing, Statistics)
- Connecting Ideas and Concepts (i.e., Mind Mapping, Flow Charts, Cause and Effect)
- Making Connections to Other Subject Areas (i.e., History, Law, Politics, Economics)
- Literacy (i.e., Paragraph Writing, Essay Writing, Developing a Thesis, Research, Sourcing)
- Authentic Tasks (i.e., Creating a Portfolio, Reporting on Current Events, Role Play)
- Environmental Literacy (i.e., Calculating Ecological Footprint, Assessing Waste Disposal Practices)
- Global Citizenship (i.e., Culture, Travel, Economy, Politics)

ASSESSMENT AND EVALUATION

Knowledge and Understanding	20%
Thinking	20%
Communication	15%
Application	15%
Culminating Activity: ISU	15%
Final Exam	15%



- In establishing a final grade for the report card, 70% of the overall grade will be determined by assessment information that has been recorded throughout the semester.
- Learning skills will be monitored and recorded and could influence student performance. As such, it is important for students to maintain good work habits and organizational skills.

- Please review the following Learning Skills chart to see the criteria for each skill.

LEARNING SKILLS AND WORK HABITS (Behaviours/Descriptors from *Growing Success*, 2010)

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> • completes and submits class work, homework, and assignments according to agreed-upon timelines • takes responsibility for and manages own behaviour 	<ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks • establishes priorities and manages time to complete tasks and achieve goals 	<ul style="list-style-type: none"> • uses class time appropriately to complete tasks • follows instructions with minimal supervision 	<ul style="list-style-type: none"> • responds positively to the ideas, opinions, values, and traditions of others • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions 	<ul style="list-style-type: none"> • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning 	<ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed

- Late assignments will be accepted for assessment and evaluation up to the final deadline in each unit of study. Student work accepted after the final deadline, will be used to provide student feedback to the student **but will not** earn a grade value. Students may receive a Completion Contract to monitor outstanding work.
- Students are required to demonstrate completion of the required expectations through course work throughout the semester. Failure to demonstrate completion of expectations may result in a zero marking for reporting periods.
- The following conversion chart shows how the four levels of achievement are aligned with percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59
3	73-76	1	53-56
3-	70-72	1-	50-52

The final summative assessment is valued at 30% and occurs toward the end of the course. This assessment consists of a combination of an exam and an ISU research project. *“There will be no exemptions from the final evaluation”* (Guide to the Provincial Report Card, Grades 9-12, 1999, page 9). Therefore, all students are required to participate in a final summative assessment. If a student misses or does not complete the final summative assessment(s), a zero may be assigned for the portion(s) missed and this will be used in determination of the final grade.

COURSE RESOURCES

1. On the Threshold: Analysing Canadian and World Issues. Fraser Cartwright, Kim Earle, and Kingsley Hurlington. Toronto: Gage Learning Corporation, 2002.
2. Oxford University School Atlas, 7th Edition, 1998.
3. Navigating A New World: Canada’s Global Future. Lloyd Axworthy. Toronto: Alfred A. Knopf Canada, 2003.

Please arrive for class each day prepared with the following items:

- a) your textbook and notebook/binder
- b) pen(s) and pencils
- c) black felt tip pen (for mapping)

d) eraser, ruler, and pencil crayons

e) a calculator

Items (b) – (e) are recommended, not required.

Please Note: Calculators cannot be shared during quizzes, tests, or the final exam.

CLASS EXPECTATIONS

- It is important to be on time. Persistent lates will result in a phone call home and/or referral to the office.
 - **RESPECT** is the key word. Be respectful to the teacher and to other students in the class.
 - Be polite. One speaker at a time, and please raise your hand when you want to speak.
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ATTENDANCE

- If you know in advance that you will be away for a test or an assignment, please talk to your teacher in advance and make alternate arrangements.
 - If you are absent for any reason, you are responsible for all missed work. Have a friend get copies of handouts and complete with your friend's help. If you do not understand the work, see the teacher to get assistance.
 - If there is a quiz or test the day you are absent, you are expected to write the quiz or test within 48 hours (**outside of class time**).
 - Skipping classes will result in referral to the office and a phone call home.
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QUESTIONS, COMMENTS, EXTRA HELP

If you have any questions or comments regarding materials covered in class or in an assignment, please see your teacher. Your teacher will be available for extra help before and after school or at lunch if arrangements are made. If you wish to see him/her, let him/her know in advance, or you can come by the Geography Department Office.



If you are having problems with the course material, it is important that we address them right away so that you can get the most out of the course.

Accessing Course Outlines and Curriculum Policy Documents:

1. School Website: <http://www.drqwilliams.ss.yrdsb.edu.on.ca/>
2. Ontario Ministry of Education: <http://www.edu.gov.on.ca/>
3. Print Resource: Canadian and World Studies, Grades 11 and 12, 2005, Ontario Ministry of Education