



NIAGARA ACADEMY

COURSE OUTLINE

COURSE:	Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)
SCHOOL:	Niagara Academy
DEVELOPED BY:	S. Jeffreys, 2013
REVISED BY:	R. Gabriel, 2016
COURSE TITLE:	Canadian and World Issues: A Geographic Analysis
COURSE TYPE:	University Preparation
COURSE GRADE:	Twelve
COURSE CODE:	CGW4U
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, Canadian and World Studies, 2015, Website: http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf
PREREQUISITE:	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
COURSE DURATION:	110 hours
COURSE VALUE:	1.0 credits
COURSE TEXT:	Global Connections: Canadian and World Issues, Clark, Bruce, and John Wallace. Pearson Education Canada, 2003

COURSE DESCRIPTION

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

OVERALL EXPECTATIONS

A. Geographic Inquiry and Skill Development By the end of this course, students will:	
A1.	Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues
A2.	Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.
B. Spatial Organization: Regional Similarities and Differences By the end of this course, students will:	
B1.	Economic Disparities: analyse interrelationships between social conditions, access to natural resources, government policies, and economic disparities within and between countries or regions (FOCUS ON: Interrelationships; Geographic Perspective)
B2.	Resources and Human Systems: analyse global patterns of natural resource and population distribution and their interrelationship with human networks and systems (FOCUS ON: Patterns and Trends; Interrelationships)
B3.	Characteristics of World Regions: classify and compare countries and regions of the world, using appropriate criteria and statistical measures (FOCUS ON: Spatial Significance; Patterns and Trends)
C. Sustainability and Stewardship By the end of this course, students will:	
C1.	Environmental Stewardship: analyse the role of individuals, the local community, and governments in achieving sustainability, and assess opportunities for personal stewardship and involvement in sustainability initiatives (FOCUS ON: Interrelationships; Geographic Perspective)
C2.	Resource Use and Sustainability: analyse selected resource uses and sustainability practices in a variety of countries (FOCUS ON: Interrelationships; Geographic Perspective)
C3.	Managing the Global Commons: explain the meaning and significance of the global commons, and analyse issues associated with the use and sustainability of its various elements (FOCUS ON: Spatial Significance; Patterns and Trends)

D. Interactions and Interdependence: Globalization	
By the end of this course, students will:	
D1.	Managing Globalization: assess responsibilities for managing the impacts of globalization, and describe ways in which these impacts can be moderated (FOCUS ON: Interrelationships; Geographic Perspective)
D2.	Multinational Corporations: analyse issues related to the operations of multinational corporations in the global economy (FOCUS ON: Spatial Significance; Geographic Perspective)
D3.	Globalization – Characteristics and Impacts: analyse the principal characteristics and major impacts of globalization (FOCUS ON: Interrelationships; Geographic Perspective)

E. Changing Societies	
By the end of this course, students will:	
E1.	Urbanization: analyse trends in urbanization in both economically developed and developing regions of the world, and assess the impacts of these trends (FOCUS ON: Spatial Significance; Patterns and Trends)
E2.	Population Growth and Demographic Change: analyse global and regional population trends, and assess their impacts on society, the economy, and the ability of societies to meet basic human needs (FOCUS ON: Patterns and Trends; Geographic Perspective)
E3.	Human Rights and Quality of Life: analyse impacts of a variety of factors on human rights and quality of life in selected countries (FOCUS ON: Interrelationships; Geographic Perspective)

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement

Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 20013, <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>.

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement), and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student's capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success, or page 8 of this document)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

Seventy per cent of the grade will be based on evaluations 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 should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.

Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

COURSE CONTENT AND EVALUATION

All units will include the following skills: Knowledge/Understanding 25%, Thinking 25%, Communication 25%, Application 25%. The following will be included in course work evaluation: notebooks, journals, discussion, observation-conversation, case studies, reports, end of unit assignments, tests, inquiry tasks, map-reading, planning designs.

Unit	Unit Description	Evaluation	Hours
Unit One	<p>World Issues:</p> <ol style="list-style-type: none"> 1. Understanding World Issues: 'Issues' Understanding and Use, Case Study: Poverty in Africa 2. World Population: Change and Challenge: World Populations- The Numbers, Rate of Growth, Impacts of Rapid Population Growth. Regional Differences, Slow Growth and Decline, World Fertility Rates, Life Expectancy and Aging, Population Growth: Differing Opinions 3. Population Analysis: Population Growth, Case Study: Comparing Population Challenges 4. Rich World, Poor World: What is Poverty? Levels of Development, Global Patterns of Poverty, Causes of Poverty, Staircase of Development: From Rich to Poor, Helping Hands: Foreign Aid, Problems With Foreign Aid, The Debt Trap 5. Global Migration: Voluntary Migration, Involuntary Migration, Two Theories of Migration, World Migration Patterns: Regional Summaries, Realities of Migration, Human Trafficking, Canada's Immigration Policy 	17.5%	27.5 hrs
Unit Two	<p>Resource Issues:</p> <ol style="list-style-type: none"> 1. Global Resources: What is a Resource, Sustainability, Consumption, Ecological Footprint, The Tragedy of the Commons, Case Study: Resource Exploitation-Over fishing 2. Feeding the World: Chronic Persistent Hunger, Famine, and Obesity, The Future of Food: Coping with Billions More, The Green Revolutions, Integrated Pest Management 3. Fresh Water: A Thirsty World: Fresh Water is Scarce, Fresh Water Around the World, Water's Unique Properties, Case Study: The Aral Sea, Case Study: The Canadian Story 4. The Fragile Forests: Forest Loss, Canada's Forests: A Vital Resource, Tropical Rainforests: Shared Peril 5. Global Energy: The World's Needs and Future: Who uses the Most Energy? Who Will Need the Most Energy? How Is All the Energy Used? How much Energy Is There? Energy Sensitive Issues, New Directions in Energy Production and Consumption, Canada's Energy Future 	17.5%	27.5 hrs
Unit Three	<p>Political and Environmental Issues:</p> <ol style="list-style-type: none"> 1. A Geopolitical World: What is Geopolitics?, States and Nations, Global Conflict Today 2. Global Warming: The Gaia Concept, The Environmental Movement, Factors Influencing the Earth's Temperature 3. Oceans Around the World: The World's Oceans, Empty Nets: Global Over fishing 4. Urbanization and Global Cities: The Greatest Human Migration 5. Economic Globalization: What is Globalization?, Development of Global Economics, A Defence of Globalization, Alternative Global Movements 	17.5%	27.5 hrs

Unit Four	Social Issues: 1. Gender Issues in Different Parts of the World: The State of the World Population-Report: Gender Inequality, The Geography of Gender Inequality, Striving for Gender Equality 2. Global Infectious Diseases: Global Infectious Diseases, Case Study: HIV/AIDS- An Emerging and Deadly Disease 3. The State of the World's Youth: Different Perspectives on Youth Issues, Population Divide, Issues and Trends 4. Global Tourism Issues: How much Tourism?, Tourism Issues, Issue: Tourism and the Developing World 5. Global Issues-Final Report	17.5%	27.5 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity Final Exam	10% 20%	
	FINAL MARK	100%	

TEACHING AND LEARNING STRATEGIES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts are and what they are not. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, what they learn continues to be guided by the curriculum expectations and remains the same for all students.

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Appropriate adaptations may be used such as modification of subject expectations, the use of a variety of instructional strategies, such as visual clues, a variety of learning resources, such as simplified text and use of assessment accommodations, such as granting of extra time and the use of oral interviews. Information and communications technologies, such as the Internet, word processing programs will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

RESOURCES:

Canadian and World Issues: A Geographic Analysis, Ontario Educational Communications Authority, 2007