



PORT CREDIT S.S. COURSE OVERVIEW



World Issues: A Geographic Analysis

DEPARTMENT: Social Science

COURSE CODE: CGW4U0

TEXTBOOK: Clark, B. & Wallace, J. (2003) *Global Connections* Toronto: Pearson Canada.

TEXTBOOK REPLACEMENT COST: \$115

PREREQUISITE: Grade 11 Social Science or English

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.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
- ✓ 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
- ✓ analyse relationships between quality of life and access to natural resources in various countries and regions analyse relationships between demographic and political factors and quality of life in various countries and regions
- ✓ explain how various characteristics are used to classify the world into regions or other groupings
- ✓ 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
- ✓ assess the impact of population growth on the sustainability of natural systems
- ✓ analyse issues relating to the use and management of common-pool resources
- ✓ analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries
- ✓ analyse issues relating to national and global impacts of globalization
- ✓ from a geographic perspective, and assess responsibilities and approaches for managing these issues
- ✓ describe the major characteristics of globalization, and analyse factors that are driving the globalizing process
- ✓ analyse the influence of governments, groups, and individuals on the promotion and management of social change
- ✓ analyse impacts of selected agents of change on society and quality of life
- ✓ analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks	

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- * **Responsibility**
- * **Collaboration**
- * **Organization**
- * **Initiative**
- * **Independent Work**
- * **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____