



**THAMES VALLEY DISTRICT SCHOOL BOARD
LONDON CENTRAL SECONDARY SCHOOL**



COURSE OUTLINE 2018-2019

Course Name:	World Issues: A Geography Analysis	Course Code:	CGW 4U1
Course Type:	Grade 12 University Preparation	Credit Value:	1.0
Teachers(s):	H. Dencev		
Course Description:			
<p>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.</p> <p>Prerequisite: Any University or University/College Preparation course in Canadian and world studies, English, or social sciences and humanities.</p> <p>http://www.edu.gov.on.ca/eng/curriculum/secondary/2015CWS11and12.pdf</p>			
Course Overall Expectations:			
Strand	Overall Expectations		
A: Geographic Inquiry and Skill Development	<p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation, and identify careers in which a background in geography might be an asset</p>		
B: Spatial Organization: Relationships and Disparities	<p>B1. Natural Resource Disparities: analyze relationships between quality of life and access to natural resources for various countries and regions</p> <p>B2. Population Disparities: analyze relationships between demographic and political factors and quality of life for various countries and regions</p> <p>B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings</p>		
C: Sustainability and Stewardship	<p>C1. Strategies and initiatives: analyze 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</p> <p>C2. Population Growth: assess the impact of population growth on the sustainability of natural systems</p> <p>C3. Caring for the Commons: analyze issues relating to the use and management of common pool resources</p>		
D. Interaction and Interdependence: Globalization	<p>D1. Trade and Immigration: analyze the influence of trade agreements and immigration of policies on global interdependence and the well- being of countries</p> <p>D2. Impacts and Management: analyze issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues</p> <p>D3. Characteristics and Driving Forces: describe the major characteristics, and analyze factors that are driving the globalizing process</p>		
E. Social Change and Quality of Life	<p>E1. Leadership and Policy: analyze the influence of governments, groups, and individuals on the promotion and management of social change</p> <p>E2. Agents of Change: analyze impacts of selected agents of change on society and quality of life</p> <p>E3. Continuing Challenges: analyze issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population</p>		

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (may include major evaluations)
UNIT 1: Spatial Organization: Relationships and Disparities Resource and Population Disparities Classifying Regions of the World	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i>
UNIT 2: Sustainability and Stewardship Sustainable Environmental Practices Caring for the Commons	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i>
UNIT 3: Interaction and Interdependence: Globalization Impacts of Globalization Trade and Immigration	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i>
UNIT 4: Social Change and Quality of life Challenge and Change to the quality of life of the world's population	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i> Note: Evaluations are varied and may include response writing, quizzes, tests, projects, map creation, oral presentations, and debates. Process work needs to be done in a timely way to be of value to the student and evaluated by the teachers.
Course Culminating Activity: April -June	Major evaluation (20%)
Exam: January	Major evaluation (10%)

Assessment and Evaluation Categories and Weightings:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	30%
Thinking/Inquiry	25%
Communication	25%
Application	20%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation	30%
ISP	20%
Exam	10%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (E.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*