Department: Canadian and World Studies
Course Development Date: November 2017
Course Title: Canadian and World Issues
Grade: 12
Course Type: University preparation
Ministry Course Code: CGW4U
Credit Value: 1.00
Hours: 110

Ministry Curriculum Policy
The Ontario Curriculum Grades 11-12 Canadian and World Studies, Revised 2005

Prerequisite: Any university or university/college preparation Issues: course in Canadian and world studies, English, or social sciences and humanities

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

OVERALL EXPECTATIONS

Geographic Foundations: Space and Systems

By the end of 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.

Human-Environment Interactions

By the end of this course, students will:

- 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.

Global Connections

By the end of this course, students will:

- 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

Understanding and Managing Change

By the end of this course, students will:
• 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.

Methods of Geographic Inquiry and Communication

By the end of this course, students will:
• 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.

Outline of Course Content

Unit 1: Introduction to Canadian and World Issues and the World’s Disparity – 25 hours
(Online components: 17 hours; Offline components: 8 hours)
Unit 1 provides a foundation for understanding the terminology and key issues presented in the remainder of the course. This unit familiarizes the students with the issues relating to human and environmental geography and introduces them to the skills and technology used in geographic study. Students use issues analysis as a means to break down complex issues, cartoon interpretation to gain insight about how the media influences public perceptions of world issues and statistical and mapping techniques to understand global patterns. They also begin to contemplate how our world became a place of inequity using Jared Diamond’s Guns, Germs and Steel.

Unit 2: Demography – 25 hours
(Online components: 17 hours; Offline components: 8 hours)

The unit begins with an examination of the terminology and basic tools of demography, including: population trends world-wide, evolutionary patterns of world population growth, population projections and policies. From there students will account for the rising volume of international migration around the world in recent years, the types and incidence of migration flows, impacts of international migrant flows, and international migration issues occurring in the world. After these examinations of growth and mobility the unit will focus on the third of these attributes of human population: distribution. In particular students will learn about the phenomenon of urbanization, and megacity population concentration.

Unit 3: The Earth’s Resources – 25 hours
(Online components: 17 hours; Offline components: 8 hours)

This unit studies the role of humanity as an agent of environmental change in an attempt to help students appreciate the nature, scope and seriousness of human-induced environmental deterioration around the globe; to provide them with some historical perspective on the present status of the planetary environment; to give students opportunities to analyze specific environmental quality issues and to familiarize them with the ideas and practices of managing
resources and environments according to the principles of sustainable development.

**Unit 4: Geopolitics and Constructing our Reality – 25 hours**
(Online components: 17 hours; Offline components: 8 hours)

In this unit, students examine the many differences in the world and the challenges posed by increasing global integration. Students are introduced to the study of geopolitics and the importance of homelands to cultural groups. Statistical analysis of economic variables in Canada and worldwide help students to see the varying levels of economic opportunity in a global context. As natural resources are distributed unequally around the globe, access to and ownership of them may determine economic disparity. The impact of these disparities based on historical and geopolitical factors, in combination with strong cultural needs and wants, have resulted in global conflict hot spots.

**Unit 5: Culminating Activity – 10 hours**
(Online components: 7 hours; Offline components: 3 hours)

Students must complete the course culminating task, “The _________ World Tour,” to meet the expectations and requirements of Canadian and World Issues – CGW4U. This report is worth 15% of the final course evaluation. The collection of data and the report will be assessed using a rubric.

**Assessment and Evaluation**

The assessment techniques used in this course are diagnostic, formative, and summative. Their purpose is to gauge prior knowledge, on-going learning, and the extent to which the instructional strategies have been successful in facilitating the acquisition of the skills described in the Ministry of Education’s curriculum expectations for each unit. Assessment tools include but are not limited to:

- Group and individual presentations; essays and research reports; quizzes and written tests; journals; self-/ peer evaluation; student-teacher conferences;
formal/informal teacher observation and on-going verbal feedback; oral presentations; role-plays; wiki entries, checklists; marking schemes; rating scales; rubrics; anecdotal comments; portfolio presentation; novel studies; visual essays, online posters, blogs and more.

70 per cent of the grade will be based on formative assessments and evaluations conducted throughout the course.

30 per cent of the grade will be based on a summative evaluation in the form of a final examination, performance, essay, or other type of culminating assignment which the teacher deems appropriate given the themes of the course.

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<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tests</td>
<td>15%</td>
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<tr>
<td>Case Studies</td>
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<tr>
<td>Major Assignments</td>
<td>40%</td>
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<tr>
<td>Independent Assignment</td>
<td>15%</td>
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<tr>
<td>Exam</td>
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Assessment For Learning (Growing Success) will implement the use of diagnostic assessments to determine the students’ readiness skills for the ensuing lessons and skills required. Formative assessments will take place in an ongoing and frequent manner to assure students’ are acquiring and practicing skills.

Assessment As Learning (Growing Success) will be monitored to ascertain that students’ are developing the ability to self-correct and to determine individual skills that are required for success and in determining individual learning styles.

Assessment of Learning (Growing Success) will be done upon completion of the course to convey the success of the students’ achievement of the content and concepts learned.
**Teaching/Learning Strategies**

- Brainstorming
- Reflective journals
- Essays
- Teacher read-alouds
- Direct teaching/Socratic method
- Graphic organizers
- Think/pair/share
- Worksheets
- Viewing and responding to advertisements and videos
- Questionnaires
- Oral presentations
- Independent and group research projects
- Self- and peer assessment
- Case study
- Current news/media
- Self- and peer editing
- Report writing
- Summarizing
- Debating

**Resources**

Newspapers: The Globe and Mail; The Toronto Star; The National Post; The Toronto Sun etc.

Various YouTube video/news segments

Census of Canada

http://www12.statcan.gc.ca/census-recensement/index-eng.cfm

World Factbook CIA


Global Connections Textbook