 **Preston High School Geography Department**

 ***Canadian and World Issues (CGW 4U)***

 **Course Outline**

 **2013-2014**

*The Primary intent of the Canadian and World Issues course is to provide a global perspective on contemporary issues... to develop student awareness that people in all nations are influenced by events in other parts of the world, even though many of those affected may not be aware of the reasons for many of the changes around them.*

*The world has been shrinking ever since Marshall McLuhan coined the phrase ‘Global Village’ in 1962. In a world growing ever more intricately connected, it is important that students appreciate that people share common physical, intellectual, and psychological characteristics, as well as common needs for water, food, clothing, shelter and energy. Although it has been said that all individuals are part of this “global village”, many do not have equal opportunities to share in the world’s resources nor take part in this global community in a meaningful way.*

*Today humanity uses the equivalent of 1.5 planets to provide the resources we use and absorb our waste. This means it now takes the Earth one year and six months to regenerate what we use in a year. Moderate UN scenarios suggest that if current population and consumption trends continue, by the 2030s, we will need the equivalent of two Earths to support us. And of course, we only have one. It is this ‘playing field’ and the ensuing competition between people and nations that sets the stage for this course.*

**Geography Department Contact Information:**

**Website:** phsgeography.weebly.com

**Emails:** Mr. J. Miller (Department Head) jim\_miller@wrdsb.on.ca

***General Aims***

* To provide some understanding to the issues (Problems) facing human beings presently and those that threaten our future.
* To recognize that when we attempt to deal with these issues we must make choices that are often not “black and white”, but rather a shade of gray.
* To understand that when we attempt to solve issues we must recognize that these solutions often impact on other things to create further problems.
* To develop skills that will help individuals formulate possible solutions to some of the issues they come in contact with
	+ Differentiate between fact and opinion
	+ Critical Thinking
	+ Keeping an Open Mind
	+ Discussion and Questioning
* To prepare you for the further post-secondary study in University and to instill in you a global curiosity of people, places, and events and to ask the questions that need to be asked.

***Teaching and Learning Behaviours***

A variety of different strategies for learning are employed in this course. Certain behaviours and habits are encouraged during the course as well. These include: directed readings, often with questions; lectures, often with slide shows; library research assignments; seminars, teacher and student led; and, videos.  The emphasis is on the student assuming responsibility for your own learning, but in a structured and directed environment.

It is fully expected that students will complete all homework tasks in a timely manner and adhere to deadlines.  Furthermore, it is expected that students will come to class prepared for discussion and be willing to participate.

**Units of Study**

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| **Table 1: Essential Learning** |
| **Unit Name** | **Essential Learning** |
| **INTRODUCTION** | explain how the earth’s natural and human systems are interconnected in multiple, complex ways and compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on global geographic issues. |
| **TOO MANY MOUTHS** | • analyse trends and predict changes in the human use of the earth and its resources and evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions. |
| **THE POWER OF MONEY** | analyse the influences that increase the interdependence of countries around the world;and the causes, effects and trends of economic disparities around the world. |
| **CONFLICT OR** **CO-OPERATION** | • analyse instances of international cooperation and conflict and explain the factors that contributed to each• analyse and interpret data gathered through research and investigation ,a variety of methods and geotechnologies; |
| **EARTH IN BALANCE** | • analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world and analyse and evaluate approaches, policies, and principles relating to the protection and sustainability ofthese natural systems. |
| **SUMMATIVE**  | • evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.communicate the results of geographic inquiries ,using appropriate terms and concepts and a variety of forms and techniques |

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**UNIT 1:    Introduction**

* Understanding the ‘Playing Field’ Countries / Regions
* What is an issue?
* Global Issues.
* Issue analysis and role of Media
* About you. Your perspective and why should you care?
* Major issues facing the world today.
* Geopolitics State, nation, nation-state

**UNIT 2:  Too Many Mouths?**

* Demography
* Population Pyramids
* Demographic Transition
* Economic and social disparity.
* Demographic Divide.
* Hunger
* Migration
* Opinions and theories about population (Malthus, Ehrlich and Simon).
* Quality of Life
* Impacts of urbanization.

**UNIT 3: The Power of Money**

* Globalization
* Development and Economics
* Corporations and Responsibility
* World Bank and IMF
* The Global Supply Chain
* International aid and role of N.G.O.’s

**UNIT 4:    Conflict or Co-operation**

* World Power Simulation Game
* Boundaries/Nationalism
* Militarism
* Effectiveness of World Bodies
* Weapons of Mass Destruction
* Terrorism
* Shifting World Power

**UNIT 5:    The Earth in Balance**

* Renewable/non-renewable resources
* Consumption and Production
* Towards Environmental Sustainability
* Stewardship and Citizenship

**UNIT 6:    Summative ISU**

* Argumentative Essay
* Presentation

***Evaluation***

To be successful in this course you **must** be able to demonstrate **all** of the “Essential Learning” listed above Evidence of Learning will be assessed through:

**70% Term Evaluation:**

* Unit 1: Unit Test 14%
* Unit 2: INFOMERCIAL 14%
* Unit 1 & 2 MIDTERM EXAM 14%
* Unit 3: GLOBALIZATION INVESTIGATION 14%
* Unit 4: MIDDLE EAST WATER PROJECT 14%

**30% Summative Evaluation:**

* VISUAL ESSAY 15 % of summative mark
* FINAL EXAM 15 % of summative mark

**Procedures:**

1. Extra Help

If you are having difficulties with the material & assigned homework, seek help early – either during lunch and/or before school. Missed assessments are to be made up during designated lunch periods.

2. Attendance

Attendance in class is an important part of learning and success. When you are absent, a parent/guardian must call the school’s attendance line on the date of absence. You are responsible for getting caught up whenever you are away.

* For short-term absences (sports, clubs, illness, field trips, appointments, etc.) students are expected to obtain notes from a classmate or course web page. Any handouts will be available from me.
* For extended absences (family vacations, school trips, surgeries, etc.) students are expected to make arrangements **prior** to being away. Missed assessment deadlines during this time must be completed within the first five days back at school.

3. Late and Missing Assignments

All of the Essential Learning in Table 1 must be demonstrated through a variety of methods as described in the *Assessment and Evaluation* section and must be completed in order to earn this credit. It is also critically important for students to develop good personal management and planning skills. These skills will be reflected in the **Learning Skills** area of the report card.

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| **Table 2: Learning Skills** |
| **Responsibility** | **Organization** |
| * Fulfills responsibilities and commitments within the learning environment.
* Completes and submits class work, homework, and assignments according to agreed-upon timelines.
* Takes responsibility for and manages own behaviour.
 | * Devises & follows a plan & process for completing work & tasks.
* Establishes priorities & manages time to complete tasks & achieve goals.
* Identifies, gathers, evaluates, & uses information, technology, & resources responsibly to complete tasks.
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| **Independent Work** | **Collaboration** |
| * Independently monitors, assesses, & revises plans to complete tasks & meet goals.
* Uses class time appropriately to complete tasks.
* Follows instructions with minimal supervision.
 | * Accepts various roles & an equitable share of work in a group.
* Responds positively to the ideas, opinions, values, & traditions of others.
* Builds healthy peer-to-peer relationships through personal & media-assisted interactions.
* Works with others to resolve conflicts & build consensus to achieve group goals.
* Shares information, resources, & expertise, & promotes critical thinking to solve problems & make decisions.
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| **Initiative** | **Self-Regulation** |
| * Looks for and acts on new ideas & opportunities for learning.
* Demonstrates the capacity for innovation & a willingness to take risks.
* Demonstrates curiosity & interest in learning.
* Approaches new tasks with a positive attitude.
* Recognizes and advocates appropriately for the rights of self & others.
 | * Looks for & acts on new ideas & opportunities for learning.
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* Approaches new tasks with a positive attitude.
* Recognizes & advocates appropriately for the rights of self & others.
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**4**. Cheating and Plagiarism

It is necessary for students to do their own best work. Most assessments for this class will be done within the classroom, observed by a teacher, and this helps to minimize cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration:

* The student may be required to redo all or part of the assignment or assessment.
* The student may be required to complete an alternate assignment or assessment.
* The student’s work may be treated as a missed assignment which may result in missing an Essential Learning.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school’s Progressive Discipline Process. Parents/guardians will be informed about the infraction and the consequences. Please refer to your student handbook for more details.

**Finally**

All course information, daily updates for homework, assignment due dates, test dates, course print material, readings and special dates and trips are all on our website:

 **phsgeography.weebly.com**

**Check it out and bookmark it!**

# 5. Signatures

Please sign below indicating you have read and understand the requirements for successful completion of this course.

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Student Parent/Guardian

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Date Date

If you are interested in being included on the course email list, please enter your email address below. Our hope is to send you assignment due date information and upcoming test dates so you can help manage your child’s home work habits.

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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