



The Bishop Strachan School  
Department Name: Canadian, Business and World Studies

**Course Title: World Geography: Human Patterns and Interactions**

**Grade Level: 12**

**Ministry Course Code: CGU4U**

**Teacher's Name: Charlotte Fleming**

**Developed by: Charlotte Fleming and Helena Pereira Raso**

**Date: August 26, 2006**

**Revision Date: September 1, 2009**

**Developed from: The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, Ontario and AP Central, AP College Board**

**Text: Rubenstein, James M. *An Introduction to Human Geography: The Cultural Landscape*. Ninth Edition. Pearson Prentice Hall. 2009**

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

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students 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. Students 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.

Furthermore, the purpose of the Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding of, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Prerequisite: Any university or university/college preparation course in Canadian and World studies, English, or social sciences and humanities.

## Overall Curriculum Expectations

### **Geographic Foundations: Space and Systems**

1. analyse the characteristics of selected ecumenes to explain why they change over space and time;
2. apply concepts of spatial interaction to explain the impact of spatial factors on human systems;
3. explain the influence of social, political, cultural, economic, and environmental factors on human environments and activities.

### **Human-Environment Interactions**

4. explain how humans have modified the natural environment to create particular landscapes;
5. analyse the environments of urban areas to determine the effects on them of large-scale rural-to-urban migration;
6. evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena.

### **Global Connections**

7. evaluate the effectiveness of international organizations in strengthening the links among world peoples;
8. analyse examples of cultural/economic/ecological convergence and divergence to identify their causes;
9. evaluate the effects of the information revolution, technological progress, and global trade on selected world regions.

### **Understanding and Managing Change**

10. explain the causes and effects of human migrations;
11. analyse various types of regional economies to determine the causes of regional economic disparities;
12. assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them.

### **Methods of Geographic Inquiry and Communication**

13. use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography;
14. analyse and interpret data gathered through research and investigation, using a variety of

- methods and geotechnologies;
15. communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

### Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1) Thinking Geographically	3				3
2) Population and Migration	20			1	22
3) Cultural Patterns and Processes	25	3			28
4) Globalization and the Political Organization of Space	17			2	19
5) Our Environment: Cities and Urban Land Use	15	3			19
6) Industrialization and Economic Development	15			1	15
7) Summative	3		2		5
<b>Total</b>	<b>98</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>110 hours</b>

### Unit Descriptions

#### ***Unit 1 – Thinking Geographically***

This unit emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography. Students are also introduced to the importance of spatial organization in the understanding of human life on earth. Geographic concepts including space, place, scale, pattern, regionalization and globalization are studied and applied as an inquiry model to a study of site and situation.

#### ***Unit 2 – Population and Migration***

Students analyze the distribution, density and concentration of the earth's population statistics. Using population and migration forecasting models students learn to explain why population is

growing or declining in some places and not others and explain the processes of global fertility, mortality and migration trends.

### **Unit 3 – *Cultural Patterns and Processes***

In this section of the course, students begin with the concept of culture and how it shapes human-environment relationships. They learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity and gender. Through various case studies and examples, students study cultural diffusion, the evolution of the cultural landscape, and the possibility of global ‘mono-culture.’

### **Unit 4 – *Globalization and the Political Organization of Space***

Students study the political organization of territory at different scales and learn how political patterns reflect ideas about how the Earth’s surface should be organized. Studying impacts of colonization and imperialism form a basis of understanding for this unit. Students study the cause and effect of these relationships including case studies of past (South Africa) and present (Gaza, Kashmir etc) territorial disputes to provide opportunity to apply concepts to current issues.

### **Unit 5 – *Our Environment: Cities and Urban Land Use***

Students will examine and build an understanding of urbanism in our world through the investigation of the origin and evolution of cities, their function and character in our contemporary society, urban planning and internal design of our cities and the impact of agricultural change on our quality of life. In addition, students will examine key issues of global pressures, environmental concerns and the impacts of suburbanization and edge cities.

### **Unit 6 – *Industrialization and Economic Development***

Economic activity has a spatial character influenced by the interaction of several factors, including natural resources, culture, politics and history. By dividing economic activities into key sectors, students can appreciate why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development. Students learn about the geographic elements of industrialization and development. They learn how to model economic development and to assess the contributions of international organizations toward this development.

### **Unit 7- *Summative***

Students will design a “Who wants to be a Millionaire” game for a specific chapter in the course. They will design questions that will be used as a study guide for the course. This assignment allows the students to become experts in a particular aspect of Human Geography; the question design is good practice for them to develop higher-order thinking and to be reflective of the sequence of their events.

### Teaching/Learning Strategies

Lecture	Brainstorming	Group critique
Demonstration	Collaborative work	Videotape critique
Reading	Debate	Self assessment
Structured discussion	Seminar	Peer assessment
Practical exercises	Research project	Teacher analysis
Issue Analysis	Conference	Field trip
Case study		Game
Role play		Independent study
		Teacher analysis

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Works sheets	Portfolios	Conferences	Teacher log
Examinations	Presentations	Classroom discussion	Checklists
	Essays	Seminars	Rubrics
	Recitals	Portfolio interview	
	Role playing	Self evaluation	
	Demonstrations	Peer evaluation	
	Diagrams		

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

#### Note:

Each student will be an expert on one of the chapters in the text and put together a 1 hour interactive seminar for the class.

Please note that the assessment and evaluation components of the course are subject to change.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
<b>70%</b> (Note: at some point in the term students will complete a seminar which draws upon all 4 assessment categories.)	1. Geography: Its Nature and Perspectives (3hours)	2, 13, 14, 15	Formative Quiz
	2. Population and Migration (20 hours)	2, 3, 5, 10, 15	Population and Migration Lab (NAIS 20/20 Global Challenge) Test
	3. Cultural Patterns and Processes (28hours)	2, 4, 8, 9, 13, 14, 15	Formative Quizzes Toronto's Cultural Landscape Test
	4. Agriculture and Rural Land Use (10 hours)	2, 14, 5, 6, 15	Formative Quizzes Test
	5. Globalization and the Political Organization of Space (19 hours)	2, 7, 8, 9, 15	Case Study: Nationalism persuasive paper Test
	6. Industrialization and Economic Development (13 hours)	2, 7, 11, 12, 15	Research report on International Economic Blocks Quiz
	7. Cities and Urban Land Use and (12 hours)	2, 3, 15	Field Study: Danforth Ave. Area and Gentrification Novel Study on Stewardship
	8. Summative (5 hours)	1-15	<i>Millionaire Game</i> <i>Final Exam</i>

## Course Resources

### **Texts:**

Rubenstein, James M. *An Introduction to Human Geography: The Cultural Landscape*. Ninth Edition. Pearson Prentice Hall. 2009

Student Companion Guide website: [www.wiley.com/college/deblij](http://www.wiley.com/college/deblij)

Teacher Companion Guide website: [www.wiley.com/college/deblij](http://www.wiley.com/college/deblij)

Kuby, Michael, Harner, John, Gober, Patricia. *Human Geography in Action*. John Wiley and Sons. 2002

Rubenstein, James M. *An Introduction to Human Geography: The Cultural Landscape*. Eighth Edition. Pearson Prentice Hall. 2005

### **Videos:**

Frontline: PBS Media: [www.pbs.org](http://www.pbs.org)

CBC News in Review

Discovery Channel Educational Media: [www.instreammedia.com](http://www.instreammedia.com)

Power Of Place videos: Annenberg Media: [www.learner.org](http://www.learner.org)

Accompanying videos to the text *An Introduction to Human Geography The Cultural Landscape*

Wal-town – The Film. The National Film Board of Canada. 2006

The Name Sake. Based on the novel by Jhumpa Lahiri; screenplay by Sooni Taraporevala. 2007

### **Novels:**

Rischard, Jean Francois. *High Noon: 20 Global Problems, 20 Years to Solve Them*. 2003

Shiva, Vandana. *Earth Democracy*. South End Press. 2005

Friedman, Thomas. *The Lexus and the Olive Tree*. First Anchor Books Edition. April 2000

Ondaatje, Michael. *In the Skin of a Lion*. Vintage Canada. 1985

Ignatieff, Michael. *Blood and Belonging: Journeys into the New Nationalism*. BBC Books; 1993.

### **Additional Resources:**

Current Newspaper and Magazine Articles

Online Databases and Websites

Academic Journals - National Council for Geographic Education. *Journal of Geography* and *Readings in Human Geography*, *Focus Magazine*

ArcGIS software

### Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness