



**The Bishop Strachan School**

**Department Name: Canadian, Business and World Studies**

**Course Title: Canadian and World Issues: A  
Geographic Analysis**

**Grade Level: 12**

**Ministry Course Code: CGW4U**

**Teacher's Name: Elizabeth Woolley**

**Developed by: Charlotte Fleming and Elizabeth Woolley (with previous material from Kathy Bell and Jenny Wright)**

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**Developed from: The Ontario Curriculum Grades 11 and 12,  
Canadian and World Studies 2005  
Canadian and World Issues: A Geographic Analysis  
Course Profile 2002**

**Text: Global Connections: Canadian and World Issues, Second Edition  
Bruce Clark and John Wallace  
Pearson Prentice Hall 2009**

**Prerequisite: Any university or university/college preparation course in  
Canadian and World Studies, English, 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.

## Overall Curriculum Expectations

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

1. explain how the earth's natural and human systems are interconnected in multiple, complex ways;
2. analyze the causes and effects of economic disparities around the world;
3. 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**

4. analyze the impact of selected global trends on people and environments at the local, national, and global level;
5. analyze geographic issues that arise from the impact of human activities on the environment in different regions of the world;
6. evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems.

### **Global Connections**

7. analyze the influences that increase the interdependence of countries around the world;
8. analyze instances of international cooperation and conflict and explain the factors that contributed to each;
9. 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**

10. analyse trends and predict changes in the human use of the earth and its resources;
11. evaluate the cultural, economic, and environmental impact of changing technology;
12. 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**

13. use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
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

<b>Course Content Unit</b>	<b>Classroom Hours</b>	<b>Field Trips Hours</b>	<b>Exam Hours</b>	<b>Independent Study/Student Teacher Conference</b>	<b>Total</b>
1. Introduction to Studying Issues: Issues Approach	<b>4</b>				<b>4</b>
2. Interdependence - Quality of Life : United Nations, Quality of Life Indicators, Population, Food & Hunger, Global Poverty	<b>38</b>				<b>38</b>
3. Interdependence—Canada's Global Connections: Development & Foreign Aid, Organizations that Cause Change, International Agreements, Globalization	<b>15</b>	<b>4.5 hours</b>			<b>20.5</b>
4. Challenges to Diversity: Geopolitics, Terrorism	<b>19</b>				<b>20</b>
5. Towards a Sustainable Global Community	<b>19</b>				<b>20</b>
6. Culminating Activity: UN Analysis	<b>3</b>				<b>3</b>
			<b>2.5</b>		<b>2.5</b>
<b>Total</b>	<b>98</b>	<b>4.5</b>	<b>2.5</b>		<b>110</b>

## Unit Descriptions

### **Unit 1 – Introduction to Studying Issues: Issues Approach**

Unit 1 provides a foundation for understanding the terminology and key issues presented throughout the course. This unit familiarizes the students with social, political, economic, political and environmental issues. Students use the issues analysis approach as a means to break down complex issues. A current event case study is examined to apply the issues analysis approach.

### **Unit 2 – Interdependence - Quality of Life: United Nations, Quality of Life Indicators, Population, Food & Hunger, Global Poverty**

Students will investigate the role of the UN in global issues. Quality of Life indicators are identified and applied. The AIDS pandemic provides a case study. Through the study of demographics the changing status of women is analyzed. Students will all investigate the causes of hunger and determine viable solutions. Students will explore the historical failed solutions to global poverty and examine the current viable solutions.

### **Unit 3 - Challenges to Diversity: Geopolitics, Terrorism**

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. 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 4 – Interdependence—Canada’s Global Connections: Development & Foreign Aid, Organizations that Cause Change, International Agreements, Globalization**

Unit 3 looks at world interdependence at all scales; international, national, regional and local. The challenges and opportunities created by our increasingly integrated planet are identified and the organizations and individuals that cause change are examined.

### **Unit 5 – Towards a Sustainable Global Community**

This unit introduces students to the concepts and terms associated with sustainability. Through the use of a number of activities such as surveys, examination of statistics and graphs, analysis of case studies and role-playing, students examine how different social, economic and cultural differences can influence people's attitudes towards resource sustainability. Students research individuals and community groups who have contributed to sustainable community projects.

### **Unit 6 – Culminating Activity: UN Analysis**

This culminating activity allows the students to explore the accomplishments and challenges faced by the UN since it was created. Students determine whether the UN is achieving its goals as stated in the UN charter. Students select evidence to persuasively argue the future of the UN as an organization. Students also suggest areas for UN reform.

## Teaching/Learning Strategies

Lecture	Brainstorming	Group critique
Discovery	Group work	Videotape critique
Reading	Committee	Self analysis
Structured discussion	Debate	Peer analysis
Practical exercise	Forum	Independent Study
Conference	Panel	Teacher analysis
Case study	Seminar	Field trip
Role play	Research Project	

## Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Seminars	Teacher anecdotal records
Works sheets	Mind Map	Conferences	Teacher log
Examinations	Presentations	Classroom discussion	Checklists
	Essays	Self Assessment	Rubrics
	Reports	Peer Assessment	
	Role playing		
	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.

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
70%	1. Introduction to Studying Issues: Issues Approach (4 hours)	1,4,8	Issue Analysis Chart (Assessment only)
	2. Interdependence - Quality of Life : United Nations, Quality of Life Indicators, Population, Food & Hunger, Global Poverty (38 hours)	2, 12-15	Issues Analysis #1 & 2
			Photo Exhibit Assignment Quality Of Life Map Assignment
	3. Challenges to Diversity : Geopolitics, Terrorism (24 hours)	3, 8, 12	Issues Analysis #3 Reflection Geopolitics Hotspots Presentations
	4. Interdependence— Canada’s Global Connections: Development & Foreign Aid, Organizations that Cause Change, International Agreements, Globalization (13.5 hours)	5, 7-8	Test #3 Documentary Reflection
	5. Towards a Sustainable Global Community (18 hours)	1,5-6, 9-11	Sustainable Development Mind Map
30%	6. Final Summative Culminating Activity: Opinion Article & Exam (12.5 hours)	1-8, 12-15	Opinion Article 10%
			Exam 20%

## Course Resources

*Global Connections: Canadian and World Issues 2<sup>nd</sup> edition.* Bruce Clark and John Wallace: Pearson Prentice Hall, 2009

Articles from the *Globe and Mail*, *The Toronto Star*, *The National Post*, *The Economist*, *National Geographic* and other news sources

CBC News in Review videos

Webquest links

Access SIRS and EbscoHost

Hacker, Diana. (n.d.). Research and Documentation Online. Retrieved September 1, 2009, from <http://www.dianahacker.com/resdoc/>

**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