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| Text: Global Connections | Replacement Value: \$65.00 | Assigned Text #: _____ |
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COURSE DESCRIPTION:

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.

The entire curriculum document is available from:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

Units of Study:

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| Unit 1 | <p>Introduction to World Issues</p> <ul style="list-style-type: none"> -explain how point of view influences an individual’s perceptions of a place -identify different methods of grouping countries (e.g., by level of development, political or economic affiliation, cultural characteristics) and evaluate the implications of categorizing countries in these ways - identify the social, economic, cultural, political, or environmental components of selected geographic issues – evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., United Nations, World Health Organization, Greenpeace, Oxfam Canada etc...) – explain the different points of view on a geographic issue that are, or might be, held by various stakeholders (e.g., individuals, business organizations, governments, special interest groups) |
| Unit 2 | <p>Demographic Issues</p> <ul style="list-style-type: none"> – explain how human-induced changes in natural systems can diminish their capacity for supporting human activity – outline the factors that influence selected world demographic trends; -explain how economic and cultural considerations (e.g., availability of resources or workers, cultural or religious beliefs about childbearing) influence a country’s population policies (e.g., India, Kerala, China’s “one child” policy etc...) -analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problems (e.g., military spending, natural hazards, the growing of cash crops, foreign monetary intervention); |
| Unit 3 | <p>Economic Issues</p> <ul style="list-style-type: none"> -analyse the causes and effects of economic disparities around the world; - analyse the causes of economic disparity in the local or regional community -identify ways in which countries and regions of the world are becoming increasingly interdependent -analyse the influences that increase the interdependence of countries around the world |
| Unit 4 | <p>Geopolitical Issues</p> <ul style="list-style-type: none"> - analyse the changing spatial distribution of political systems (e.g., democracy, socialism, communism, military dictatorship etc...) around the world; - analyse the causes and consequences of recent events involving refugees and evaluate the effectiveness of national and international policies for dealing with refugees - predict geographic consequences (e.g., changes in boundaries, trade flows, economic development, involvement in international organizations, environmental ethic) of separation or independence for a region or cultural group that is now part of a larger country -analyse the impact on natural and human systems of selected human migrations -explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts (eg: Sudan/Darfur) – describe the structure, membership, and activities of various international economic alliances and agreements (e.g., European Union [EU], African Union [AU], Association of Southeast Asian Nations [ASEAN], North American Free Trade Agreement [NAFTA]); -analyse the economic and environmental effects of colonialism and neocolonialism on selected countries (e.g., Africa: Rwanda etc...) - analyse geopolitical relationships between selected countries and regions (e.g., between countries sharing the waters); – analyse the evolving global geopolitical role of a selected region or country and evaluate how its actions contribute to international cooperation or conflict. – evaluate the perspectives and arguments of various stakeholders on a current issue (e.g., as presented in a round-table discussion or mock hearing) |

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| Unit 5 | <p>Environmental Issues</p> <ul style="list-style-type: none"> -explain how the earth’s natural and human systems are interconnected in multiple, complex ways; - evaluate approaches, policies, and principles relating to the protection and sustainability of the planet’s life-support systems. -evaluate the economic, social, and ecological impact of current practices used in harvesting or extracting a selected -evaluate the effectiveness of various policies and practices that are used to promote sustainable development in selected places and regions of the world -analyse the effects on the environment of various trade policies or agreements (e.g., fair-trade cooperatives, North American Free Trade Agreement) - identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming); -explain how local participation in the development process (e.g., recycling programs) can help build sustainable communities -analyse the impact on natural and human systems of past and current trends in agriculture (e.g., Green Revolution, corporate farming, biotechnology, monoculture, organic farming) -analyse the impact on natural and human systems of some of the side-effects of urbanization and urban growth (e.g., the destruction of wildlife habitat, traffic congestion, land-use conflicts) – evaluate the short-term and long-term economic, social, and environmental effects of efforts to increase the productivity of a selected natural environment (e.g., hydroponic farming, wetland reclamation, hillside terracing, aquaculture) -describe the interdependence of ecology and economics -evaluate the cultural, economic, and environmental impact of changing technology; |
| Unit 6 | <p>Social Issues (Quality of Life)</p> <ul style="list-style-type: none"> -explain why it is important to understand the cultural and religious traditions of others (e.g., roles and status of men and women in different parts of the world) - assess the relative importance of the various factors that influence the quality of life -evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights |
| Unit 7 | <p>Course Culminating Activity- Independent Study Unit</p> <ul style="list-style-type: none"> – conduct and complete an independent inquiry into a selected local, national, or global issue that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, arguments and conclusions supported by evidence). -express opinions, ideas, arguments and conclusions using proper formal essay format -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 -communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques. – gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue; – develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem solving strategies – draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence – communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) – use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources – evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence) |

ASSESSMENT AND EVALUATION:

| Category | Weight |
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| <p>Knowledge/Understanding (KU)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to tests, quizzes and assignments. | 17.5% |
| <p>Thinking/Inquiry (TI)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises. | 17.5% |

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| Application/Connections (AC) <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments. | 17.5% |
| Communication (CO) <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations. | 17.5% |
| Summative (SU) <ul style="list-style-type: none"> • Final Exam (20%) • Course Culminating Project (10%) | 30% |

STUDENT EXPECTATIONS

- Regular attendance is an integral part of learning and assessment; irregular attendance will hinder a student's ability to earn a credit.
- Submit work that is original and represents your own effort. Intellectual dishonesty carries very serious repercussions that could jeopardize your credit.
(Dishonest activity includes submission of someone else's work (in whole or part) as your own; giving work to someone else to be copied and submitted; failing to acknowledge a reference source, plagiarizing; cheating on tests, quizzes, exams and any other activity that makes proper evaluation impossible.)
- Students are responsible for all material studied in class including work missed due to illness, field trips and other excused absences.
- Tests - All students shall write tests on the scheduled dates and at the scheduled times.

Missed tests: If a test is missed while you are absent for an acceptable reason, you must be prepared to write the missed test on the day you return to school. Consult with your teacher before the test is missed (if possible) or as soon as possible in other circumstances.

- Presentations - Time-sensitive presentations will follow the same guidelines as tests. Non-time-sensitive presentations will follow the same guidelines as assignments.
Group work and oral presentations: These are time and/or team sensitive. A zero may be recorded if you do not participate at the specified times. If there are extenuating circumstances (subject to teacher's discretion), alternate arrangements may be made.
- Late assignments: Unless there are extenuating circumstances (accepted at the teacher's discretion), any late assignments may receive a mark of zero. You must present an acceptable reason for the late assignment on the missed due date if a zero is to be avoided and a contract for an alternative assignment/due date may be drawn up. Where possible, present reasons to the teacher prior to the due date.
- Summative Tasks - A student who has an excused absence during a summative evaluation and cannot arrange to complete the summative will have the percent missed added to the weighting of the final examination. Students will receive a mark of "0" in the event of an unexcused absence.
- Exams - All students must write the exam at the scheduled time. In the case of an unexcused absence, the student will receive a mark of "0" for the exam and receipt of the credit may be in jeopardy. In order to be excused, absences must be cleared through the Administration.

I have read and understand the Canadian and World Studies Department Policies.

Student Signature *Parent/Guardian Signature* *Date*