



**Ontario**  
eSecondary School

## Ontario eSecondary School Course Outline 2024-2025

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|---|---|
| <b>Ministry of Education Course Title:</b> World Issues: A Geographic Analysis, University Preparation  |   |
| <b>Ministry Course Code:</b> CGW4U  |   |
| <b>Course Type:</b> University Preparation  |   |
| <b>Grade:</b> 12  |   |
| <b>Credit Value:</b> 1.0  |   |
| <b>Prerequisite(s):</b> Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.   |   |
| <b>Department:</b> English  |   |
| <b>Course developed by:</b><br>Christine Avgeropoulos   | <b>Date:</b> September 1, 2018<br><b>Revised:</b> April 2, 2023 |
| <b>Length:</b><br>One Semester  | <b>Hours:</b><br>110  |
| This course has been developed based on the following Ministry documents:<br>1. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)</i><br>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i><br>3. <i>Learning for All (2013)</i> |   |

## COURSE DESCRIPTION/RATIONALE

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

## OVERALL CURRICULUM EXPECTATIONS

### **Strand A: Geographic Inquiry and Skill Development**

By the end of this course, students will:

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues

A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset

### **Strand B: Spatial Organization: Relationships and Disparities**

By the end of this course, students will:

B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions (FOCUS ON: Spatial Significance; Interrelationships)

B2. Population Disparities: analyse relationships between demographic and political factors and quality of life for various countries and regions (FOCUS ON: Interrelationships; Geographic Perspective)

B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings (FOCUS ON: Spatial Significance; Patterns and Trends)

### **Strand C: Sustainability and Stewardship**

By the end of this course, students will:

C1. Strategies and Initiatives: analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment (FOCUS ON: Interrelationships; Geographic Perspective)

C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (FOCUS ON: Spatial Significance; Patterns and Trends)

C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (FOCUS ON: Interrelationships; Geographic Perspective)

### **Strand D: Interaction and Interdependence:**

By the end of this course, students will:

D1. Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (FOCUS ON: Interrelationships; Geographic Perspective)

D2. Impacts and Management: analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (FOCUS ON: Spatial Significance; Geographic Perspective)

D3. Characteristics and Driving Forces: describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (FOCUS ON: Patterns and Trends; Interrelationships)

### Strand E: Social Change and Quality of Life

By the end of this course, students will:

E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: Patterns and Trends; Geographic Perspective)

E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (FOCUS ON: Interrelationships; Geographic Perspective)

E3. Continuing Challenges: analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world’s population (FOCUS ON: Spatial Significance; Patterns and Trends)

## COURSE CONTENT

| <i>Unit</i>                              | <i>Length</i>    |
|--|------------------|
| Unit 1: Global Population Trends         | 25 hours         |
| Unit 2: Global Disparities               | 25 hours         |
| Unit 3: Health and Disease               | 20 hours         |
| Unit 4: Geopolitics                      | 20 hours         |
| Unit 5: Resource Consumption             | 15 hours         |
| Culminating Activity Unit and Final Exam | 5 hours          |
| <b>Total</b>                             | <b>110 Hours</b> |

## UNIT DESCRIPTIONS

**UNIT 1 – Global Population:** Students will begin looking at current trends in global population. Students will learn the views of population theories, how to interpret and construct population pyramids, analyse the demographic transition model, assess how countries have responded to population challenges, and investigate issues pertaining to migration.

**UNIT 2 – Global Disparities:** Students will investigate how to measure global and regional disparities, current global trends in disparities, how global organisations are trying to address these disparities, and what we can do to reduce economic, health and gender inequalities.

**UNIT 3 – Health and Disease:** Students will investigate current trends in global disease, including how to measure global disease patterns and the different transmission routes of diseases. Students will also investigate examples of communicable and non-communicable disease, including causes, impacts and responses. Finally, students will investigate issues regarding water and sanitation and the importance of this for human health.

**UNIT 4 – Geopolitics:** Students will investigate current and historical trends in geopolitics, including both global and national examples of genocides. Students will investigate the causes, impacts and responses to a range of contemporary global conflicts.

**UNIT 5 – Resource Consumption:** Students will learn about current global trends regarding energy security, trends in energy supply and demand, risks to energy security, how countries are exploring the use of new energy resources to meet their needs, and sustainable energy policies.

### Independent Study Unit

The Independent Study Project is designed to be an opportunity to conduct a systematic investigation into an issue or problem of a geographic nature. You will choose a topic, conduct research, determine a thesis, produce a convincing essay, and present your ideas to the class. Your report will argue the merits of one side of an issue or problem, but you will also be expected to explain or refute the validity of other viewpoints related to your topic.

## TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Cases** are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Practical extension and application of knowledge** are integrated throughout each lesson. The goal is to help students to make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. The goal is to make learning come alive as a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Brainstorming, charts and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Diagnostic tests and writing tasks
- Free-writing journals
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

## TERM WORK EVALUATIONS (70%)

| Evaluation Item                           | Description   | Category   | Weight |
|---|---|------------|--------|
| Unit 1 Populations and Demographic Change | Students will compare the populations of two distinct nations over the course of the last century and use some inference to glimpse into the future. They will prepare a short report, no more than 4 pages (including maps and diagrams), which should include the population pyramids from both locations over the period of your investigation | K, T, C, A | 15     |
| Unit 1 Populations and Migration          | Students will create a case study of the current European Migrant Crisis.   | K, T, C, A |        |
| Unit 1 Migration Essay                    | Students will respond to the following statement in the format of an essay: "We should have an open borders policy for migrants."   | K, T, C, A |        |
| Unit 2 Zimbabwe Disparities               | Students will be able to explain disparities and inequities that occur within countries resulting from ethnicity, residence, parental education, income, employment (formal and informal) and land ownership. Students will be putting  | K, T, C, A | 15     |
| Unit 2 Global Goals                       | Students will choose one of the Global Goals. Their task is to create a poster that will raise the awareness of the importance of your Global Goal.   | K, T, C, A |        |
| Unit 2 Urbanization Essay                 | Students will be asked to take a stance on impacts of urbanization. In order to prepare for this, students will conduct in-depth research on their topic and prepare an essay. They will need a bibliography in APA format with at least 3 different sources.   | K, T, C, A |        |
| Midterm Test                              | Students will test their knowledge from material covered within the first two units of the course. This also marks the midpoint of course. It will be 2 hours in length.  | K, T, C, A | 5      |
| Unit 3 Health and Disease                 | Students will learn about the different types of diseases by responding to a series of questions.   | K, T, C, A | 10     |
| Unit 3 Water Conflicts                    | Students will demonstrate an understanding of issues of scarcity and pollution surrounding global water sources and create a handout detailing a particular water conflict.   | K, T, C, A |        |
| Unit 4 Contemporary Geopolitics           | Students will demonstrate an understanding of contemporary conflicts and how they are used. They will research the conflict given to them and present the information in a format of their choice.  | K, T, C, A | 10     |
| Unit 4 Terrorism Debate                   | Students will demonstrate an understanding of the contentious issue of terrorism in the 21st Century.   | K, T, C, A |        |

|                                 |   |            |    |
|---------------------------------|---|------------|----|
| Unit 5 Canada’s Energy Pathways | Students will demonstrate an understanding and give them the opportunity to explore the construction of two current energy pathways in Canada   | K, T, C, A | 15 |
| Unit 5 Production Hotspots      | Students will be able to describe the geopolitical relations between a named production hotspot and other energy consuming countries (i.e., Saudi Arabia, Russia, Venezuela, Iraq, Nigeria). They will construct a geopolitical figure using photographs or news clippings on one side and text on the reverse. | K, T, C, A |    |

## FINAL EVALUATIONS (30%)

| Evaluation Item        | Description  | Category   | Weight |
|------------------------|--|------------|--------|
| Independent Study Unit | The Independent Study Project is designed to be an opportunity to conduct a systematic investigation into an issue or problem of a geographic nature. You will choose a topic, conduct research, determine a thesis, produce a convincing essay, and present your ideas to the class. Your report will argue the merits of one side of an issue or problem, but you will also be expected to explain or refute the validity of other viewpoints related to your topic. | K, T, C, A | 15     |
| Final Exam             | An exam to cover the major units studied through this course. This will be 3 hours in length.  | K, T, C, A | 15     |

| Weight                      |           |
|-----------------------------|-----------|
| <b>Course Work</b>          | <b>70</b> |
| Knowledge/Understanding (K) | 17.5      |
| Thinking/Inquiry (T)        | 17.5      |
| Communication (C)           | 17.5      |
| Application (A)             | 17.5      |
| <b>Final</b>                | <b>30</b> |
| Exam (4K, 4.5T, 2.5C, 4A)   | 15        |

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: Global Population

| AAL                                      | AFL                                | AOL                         |
|--|------------------------------------|-----------------------------|
| 1.2.2 Statistics Canada Discussion Forum | 1.1.2 Overpopulated                | 1.3.2 Power of the Pyramids |
|  | 1.5.2 Population Theorist Research | 1.9.2 Case Study            |
|  | 1.7.2 The Ageing Ratio             | 1.10.3 Migration Essay      |

### Unit 2: Global Disparities

| AAL   | AFL                                | AOL                        |
|---|------------------------------------|----------------------------|
| 2.7.2 Gender Inequalities Discussion Forum          | 2.1.2 Global Disparities           | 2.2.3 Zimbabwe Disparities |
| 2.8.2 A Generation of Change Discussion Forum       | 2.4.5 Sustainability               | 2.5.2 The Global Goals     |
| 2.9.2 Introduction to Urbanization Discussion Forum | 2.8.3 Tackling Health Inequalities | 2.10.2 Urbanization Essay  |
|   |                                    | <b>2.11 MIDTERM TEST</b>   |

### Unit 3: Health and Disease

| AAL   | AFL   | AOL                      |
|---|---|--------------------------|
| 3.7.2 Global Distribution of Type 2 Diabetes Discussion Forum | 3.3.2 The Global Pattern of Communicable Diseases         | 3.2.2 Health and Disease |
| 3.9.2 Water Statistics Discussion Forum                       | 3.6.2 Examples and Patterns of Non-Communicable Diseases  | 3.10.2 Water Politics    |
|   | 3.9.3 Comparing the Water Poverty Index for Two Countries |                          |

### Unit 4: Geopolitics

| AAL   | AFL                       | AOL                            |
|---|---------------------------|--------------------------------|
| 4.4.2 Canada's Residential School History Graphic Organizer | 4.4.3 Residential Schools | 4.2.2 Contemporary Geopolitics |
| 4.5.2 Women's Rights Discussion Forum                       | 4.8.2 Impacts of Conflict | 4.10.2 Terrorism Debate        |
| 4.9.2 Human Rights Discussion Forum                         |                           |                                |

### Unit 5: Resource Consumption

| AAL | AFL | AOL |
|-----|-----|-----|
|     |     |     |

|  |  |                                |
|--|--|--------------------------------|
| 5.5.2 Threats to Energy Pathways Discussion Forum                          | 5.4.2 Energy Dependency                        | 5.2.2 Canada's Energy Pathways |
| 5.7.2 OPEC Discussion Forum  | 5.7.3 Energy TNCs Key Players Discussion Forum | 5.10.4 Production Hotspots     |
| 5.9.2 Radical Policies/Energy Management and Conservation Discussion Forum |  |                                |

**Finals**

|                        |
|------------------------|
| <b>AOL</b>             |
| Independent Study Unit |
| Final Exam             |

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ❑ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❑ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❑ Provide step-by-step instructions.
- ❑ Help students create organizers for planning writing tasks.
- ❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❑ Permit students a range of options for reading and writing tasks.
- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.