

 <p>OTTAWA CATHOLIC SCHOOL BOARD</p>	<p>Grade 12 World Issues: A Geographic Analysis CGW4U</p>	<p>Inspired Education. Inspiring Students.</p>
---	--	--

Teacher: **Teacher Name**

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

Description and Overall Expectations: 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 analyse 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.

Geographic Inquiry And Skill Development: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues; 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.

Spatial Organization: Relationships And Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions; analyse relationships between demographic and political factors and quality of life for various countries and regions; explain how various characteristics are used to classify the world into regions or other groupings.

Sustainability And Stewardship: 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; assess the impact of population growth on the sustainability of natural systems; analyse issues relating to the use and management of common-pool resources.

Interaction And Interdependence: Globalization: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries; analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues; describe the major characteristics of globalization, and analyse factors that are driving the globalizing process.

Social Change And Quality Of Life: analyse the influence of governments, groups, and individuals on the promotion and management of social change; analyse impacts of selected agents of change on society and quality of life; analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population.

Course Resources: Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

- | | |
|---------------------|--|
| 1. Responsibility | fulfills responsibilities and commitments (<i>e.g. accepts and acts on feedback</i>) |
| 2. Organization | manages time to complete tasks and achieve goals (<i>e.g. meets goals, on time</i>) |
| 3. Independent work | uses class time appropriately to complete tasks (<i>e.g. monitors own learning</i>) |
| 4. Collaboration | works with others, promotes critical thinking (<i>e.g. provides feedback to peers</i>) |
| 5. Initiative | demonstrates curiosity and an interest in learning (<i>e.g. sets high goals</i>) |
| 6. Self-Regulation | sets goals, monitors progress towards achieving goals (<i>e.g. sets, reflects goals</i>) |

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In CGW4U, the summative evaluation will consist of a rich summative assessment task (15%) and a final exam (15%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____