INSTITUTE OF CANADIAN EDUCATION

Course Title: CGW4U – World Issues: A Geographic Analysis, Grade 12
Course Name: World Issues: A Geographic Analysis
Course Code: CGW4U
Grade: 12
Course Type: University Preparation
Credit Value: 1.0
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.
Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 11 & 12 (2015, Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)
Course Developer: Institute of Canadian Education
Department: Canadian and World Studies / Geography
Head of Department: Fatema Patel
Development Date: 2025
Most Recent Revision Date: August 2026

Course Description

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.

COURSE EXPECTATIONS

UNIT	UNIT NAME	UNIT DESCRIPTION	Time Allocated
UNIT 1	Introduction to World Issues and Geography	Students are introduced to geographic thinking and perspectives, exploring global issues arising from a finite planet. The summative task is an elevator pitch on an environmental issue.	25 Hours
UNIT 2	Population and Globalization	Focus on population challenges, government policies, and globalization, including free trade, protectionism, and the role of multinational corporations. Students create a “Google My Map” and annotate bibliography.	24 Hours
UNIT 3	Africa: Inequalities and Human Rights	Examines inequalities, human rights, genocides, health, and food security in Africa. Students complete an infographic and written analysis on an African country.	26 Hours
	Mid Term		2 Hours
UNIT 4	Environmental Sustainability and Immigration	Explores sustainability, water security, immigration policies, and the environmental and social impacts of consumer products. Students produce a magazine or newspaper page analyzing these issues.	24 Hours
UNIT 5	Course Culminating Activity	Students synthesize evidence from previous units to complete a position paper on a chosen world issue.	7 Hours
	Final Exam		2 Hours
TOTAL			**110 Hours**

Overall Curriculum Expectations:

Unit 1: Population Dynamics
By the end of this unit, students will:
A1. Geographic Inquiry: Use the geographic inquiry process and associated geographic concepts to guide their research of geographic issues in world geography.
B1. Demographics: Analyse characteristics of the world's population, population distribution, and various factors that affect them.
B2. Population Trends and Projections: Assess the impact of population growth and trends, and the effectiveness of policies designed to manage them.

Unit 2: Quality of Life and Globalization
By the end of this unit, students will:
A1. Geographic Inquiry: Use the geographic inquiry process and associated geographic concepts to guide their research of geographic issues in world geography.
C1. Quality of Life: Analyse various indicators of quality of life and standard of living, and explain the main causes of disparities in quality of life between countries and regions.
C2. Striking a Balance: Analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues.
C3. Globalization: Analyse the impact of globalization on economic, social, and political structures and conditions around the world.

Unit 3: Sustainability and Natural Resources
By the end of this unit, students will:
A1. Geographic Inquiry: Use the geographic inquiry process and associated geographic concepts to guide their research of geographic issues in world geography.
C1. Quality of Life: Analyse various indicators of quality of life and standard of living, and explain the main causes of disparities in quality of life between countries and regions.
C2. Striking a Balance: Analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues.

Unit 4: Global Geopolitics and Conflict
By the end of this unit, students will:
A1. Geographic Inquiry: Use the geographic inquiry process and associated geographic concepts to guide their research of geographic issues in world geography.
D1. Global Geopolitics: Analyse the geopolitical impacts of various configurations of global power, and evaluate the effectiveness of international frameworks in resolving geopolitical conflicts.

D2. Conflict and Cooperation: Analyse the causes and consequences of selected global conflicts, and evaluate the role of various individuals, groups, and organizations in promoting peace and international cooperation.

Unit 5: Globalization, Sustainability, and International Relations
By the end of this unit, students will:
A1. Geographic Inquiry: Use the geographic inquiry process and associated geographic concepts to guide their research of geographic issues in world geography.
C2. Striking a Balance: Analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues.
C3. Globalization: Analyse the impact of globalization on economic, social, and political structures and conditions around the world.
D1. Global Geopolitics: Analyse the geopolitical impacts of various configurations of global power, and evaluate the effectiveness of international frameworks in resolving geopolitical conflicts.

TEACHING AND LEARNING STRATEGIES

Students will engage in a variety of asynchronous learning activities designed to develop geographic knowledge, inquiry skills, critical thinking, research, and communication.

Presentations, videos, examples, and practice questions introduce key concepts and theories and provide opportunities for independent learning.

Participation activities include Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and the culminating Course Takeaways video. These activities encourage reflection, application of concepts, and active engagement with course content.

Research projects develop geographic inquiry skills as students investigate issues, gather information, evaluate sources, analyse findings, and communicate conclusions. Students apply critical and creative thinking to geographic issues and develop further questions for investigation.

Articles and online readings expose students to current events, real-world geographic issues, and diverse perspectives. Students analyse information to understand the connections between geography, society, the environment, and global development.

Discussion forums allow students to share ideas, consider different perspectives, and provide peer feedback. Teacher communication through email, recorded feedback, and scheduled video conferencing supports discussion, clarification, and ongoing learning.

Teacher demonstrations and recorded instructions guide students through research methods, geographic concepts, and relevant skills. Individual activities and assignments allow students to practise and consolidate learning at their own pace.

Teachers provide ongoing feedback and appropriate accommodations based on students' learning needs, including IEP accommodations. These strategies promote independent learning, inquiry, and the practical application of geographic knowledge.

Assessment

ASSESSMENT ACTIVITIES

Students will demonstrate their learning through the following assessment activities:

- Homework assignments
- Individual conference meetings
- Diagnostic tests and writing tasks
- Free-writing journals
- Outlining and planning sheets
- Completed templates and graphic organizers
- Editing checklists
- Reflections and self-assessments
- Oral presentations and active listening activities
- Creative writing and story development
- Unit tests and final examination
- Essay writing
- Research projects and evaluations

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	25%

Attendance and Participation	10%

Final Examination Breakdown

- 15% written exam
- 10% culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students complete the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Students complete the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Students submit the required original response and complete assigned peer responses.

CONSIDERATIONS FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Teachers support students with special education needs through differentiated instruction, appropriate assessment strategies, and accommodations identified in Individual Education Plans (IEPs). Guided by Learning for All (2013), teachers recognize individual learning needs and provide opportunities for all students to succeed. The asynchronous learning environment offers flexibility through extended time, breaks, assistive technology, and opportunities to review course materials.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Teachers support English language learners through clear instructions, visual and multimedia resources, opportunities to review lessons, additional time where appropriate, and feedback that develops academic English. Curriculum expectations remain unchanged, while appropriate instructional and assessment accommodations support student achievement.

ENVIRONMENTAL EDUCATION

Environmental education is integrated throughout the course. Students examine relationships between human activities and the natural environment, including sustainability, resource management, climate change, and land use. They develop geographic awareness and are encouraged to make environmentally responsible decisions.

EQUITY AND INCLUSIVE EDUCATION

The course promotes an inclusive learning environment where all students are respected and supported. Learning materials reflect diverse backgrounds, experiences, and perspectives. Students are encouraged to consider different viewpoints, recognize bias, and participate respectfully in discussions and learning activities.

FINANCIAL LITERACY EDUCATION

Students explore the economic dimensions of geographic issues, including the costs and benefits of resource development, production and consumption patterns, and the financial implications of environmental decisions. These activities develop critical thinking and informed decision-making skills.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Where appropriate to the curriculum expectations, students explore First Nations, Métis, and Inuit histories, cultures, perspectives, and contributions. Learning resources promote accurate

and respectful understanding of Indigenous knowledge, contemporary experiences, and the importance of reconciliation.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology supports instruction, research, communication, assessment, and independent learning. Students use the learning management system, digital resources, online discussions, and productivity tools to access materials and present their learning. Students are expected to practise digital citizenship, evaluate online sources critically, protect personal information, and maintain academic integrity.

CAREER EDUCATION

Students explore career and postsecondary pathways related to urban and regional planning, environmental management, geographic information systems (GIS), resource industries, public policy, and related fields. Research activities and practical applications help students connect geographic knowledge with future education and employment opportunities.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Where available and appropriate, students may connect course learning with experiential opportunities, including job shadowing, work experience, and cooperative education. These experiences help students explore careers, apply geographic knowledge to real-world situations, and develop workplace skills. Students may consult guidance staff to discuss available opportunities.

HEALTH AND SAFETY

Health and safety are important considerations in the online learning environment. Students are encouraged to maintain proper posture, take regular breaks, balance screen time, and support their physical and mental well-being. Students are also expected to maintain respectful online communication and follow school expectations for privacy and safety.

ACCOMMODATIONS

Accommodations are determined in consultation with parents or guardians, teachers, administration, and relevant educational assessment reports, as appropriate. Instructional and assessment accommodations are provided in accordance with students' IEPs and individual learning needs.

Examples of accommodations include:

- Providing clear, step-by-step instructions.
- Using visual aids, multimedia resources, and assistive technology.
- Providing graphic organizers and planning sheets.
- Allowing additional time for assignments and assessments where appropriate.
- Offering appropriate oral, written, or recorded response options.
- Providing reading materials in advance when appropriate.
- Offering alternative formats for reading and writing tasks.
- Providing opportunities for enrichment and extension.

Required Software, Equipment, Textbooks

- Adobe Acrobat Reader
- Macromedia Flash Player
- OSAPAC software (as required)
- Internet access for research and submission
- Digital tools for media submissions (video, infographic, Google My Maps, etc.)

Policies

- **Assignment Submission:** Submit online by deadlines. Alternate methods require teacher approval.
- **Plagiarism & Cheating:** Forbidden; incidents reported to administration.
- **Online Conduct:** Expected to behave appropriately; communications may be monitored.
- **Grading:** Progress monitored using multiple assessment tools; feedback provided regularly.
