**Course Overview**

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.

**Course Outcomes**

1. Explain how the earth’s natural and human systems are interconnected in multiple, complex ways
2. Analyse the cause and effects of economic disparities around the world
3. Analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world
4. Consider and propose approaches, policies, and principles relating to the protection and sustainability of the planet’s life support systems
5. Analyse instances of international cooperation and conflict and explain the factors that contributed to each
6. Evaluate the effectiveness of short-term and long-term solutions to geographic issues at local, national and world levels
7. Use methods and tools of geographic inquiry to locate, gather, evaluate and organize information
8. Analyze and interpret data demonstrating an awareness of power of language in media and governmental communication
9. Communicate the results of inquiry using appropriate terms and concepts and a variety of forms and techniques.

**Major Units of Study**

* Reading critically, and thinking globally
* Environmental Issues
* Quality of Life Issues
* Peace and Conflict Issues

**Current Events**

Every Monday students will meet in the upstairs computer lab. We will watch the news headlines and then research the stories in further detail, with students reporting back to their peers.

**Assessment Strategies**

Students will be assessed both individually and in group contexts. Students will have opportunities to display their learning orally, visually and in written text form. An emphasis on mind-mapping to capture the complex nature of issues will be embedded throughout the course.

**Independent Research Project**

Students will work through the semester on an independent research project on a topic agreed upon with the teacher. The final project will involve a research binder which displays extensive research on the topic as well as an action and a presentation to the class.

**Mark Breakdown**

Tests and Quizzes 20% Map Labs 5% Final Exam 20%

Assignments 20% Current Events 10% Observation/Conversation 10%

Major Research Project 15%

**Incomplete and Missing Work**

Students may be asked to complete the work on their noon hour, a phone call may be made to home, and if the issue continues, students may be referred to the office. It is important for students to stay on top of their work. Because the course relies heavily on group work, students will need to be able to count on their fellow students to attend class and be responsible for their share of the work.

The research project and final exam are compulsory components of the course. Students will not receive credit for the course without their completion.

**Missed Tests and Assignments**

Once work has been marked and returned to the class, students will not be able to complete the same test or assignment for value. If a student misses a test, they must bring a note with the reason for absence to the teacher in order to be able to write the test and have it count.

**Materials Required**

There is no assigned textbook for this course. Students are expected to maintain a binder or duo-tang. Pencil crayons and poster making supplies will be used throughout the course.

**Behavioural Expectations**

As a student once summarized it to me, it comes down to this:

* Try your best
* Come to school everyday
* Do good/Be kind

School policies are available electronically or in hard copy from the office by request.

A bottle of water is allowed in class. Other food and drinks are to be consumed at break/noon.

**Respect for Difference of Opinion**

This is a course that will examine many controversial and emotional issues. It is absolutely necessary that all students feel safe. If a student does something to disrupt the learning, they will be asked to leave and need to meet with Ms. Christie before returning to the classroom in order to clarify the expectations. If the behavior continues it will be referred to the office.

**Videos**

* Students will be watching the BBC news headlines weekly.
* Students will be watching documentaries on a variety of issues as they arise in the news.
* Students may watch some or all of the following videos:
	+ Hans Rosling: Global population growth, box by box
	+ Blood Diamond: the Documentary
	+ Shake Hands with the Devil
	+ Sometimes in April
	+ R- evolution
	+ The End of the Line

**Extra Help**

My supervision schedule changes every month, so I post my noon hour availability on the whiteboard outside my room each month. I am also available for extra help as of 8 am every morning and after school until 3:55 pm by appointment.

**Please sign and return this portion of the outline to Ms. Christie**

I have read and understand the World Issues 120 course outline. I am aware of the movies that may be shown in class.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check this box if you would like me to sign you up for Remind text messages. You would receive a message then to join the class. You can join yourself by texting @echristie to (506) 802-8629