

World Issues: A Geographic Analysis, Grade 12

University Preparation

CGW4U

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.

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

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
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

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Relationships and Disparities		
B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The distribution and availability of natural resources can affect a country's prosperity and quality of life.	What are some possible consequences of an inequitable distribution of resources? In what ways might a government's past political and economic policies have an impact on quality of life in the present?
B2. Population Disparities: analyse relationships between demographic and political factors and quality of life for various countries and regions (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Quality of life around the world is influenced by a wide range of economic, social, political, environmental, and historical factors.	What are some of the ways that we measure the development of a region or a community? What do various measures emphasize? What do they overlook? Why might some people believe that there is an ethical imperative to share the world's resources equitably?
B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Statistical indicators are a useful tool for comparing countries and analysing global issues.	
C. Sustainability and Stewardship		
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: <i>Interrelationships; Geographic Perspective</i>)	Government policies and company practices that protect the environment play an important role in promoting sustainability.	Why do individuals, companies, and governments continue to make unsustainable choices?
C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Population growth is increasing the human impact on the environment.	How might the environmental choices we make today have an impact on the world tomorrow?
C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Resources that are essential for life are key components of the global commons.	What is the global commons? What can we do to protect the global commons?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interaction and Interdependence: Globalization		
D1. Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Trade and immigration have impacts on relationships within nations and between nations.	Who benefits from globalization? Who loses? How is globalization affecting your life, your community, your country?
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: <i>Spatial Significance; Geographic Perspective</i>)	Globalization has major economic, environmental, social, and political impacts on countries and people around the world.	How do our choices and beliefs affect our responses to globalization? How did we get to this level of globalization?
D3. Characteristics and Driving Forces: describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Globalization has resulted in a high level of economic integration among countries and increasing cultural integration.	
E. Social Change and Quality of Life		
E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Social change can be promoted by individuals, groups, or governments.	Are human rights issues more important than other global issues? Should we give higher priority to addressing them?
E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Powerful agents of change are having both positive and negative impacts on the quality of life of people around the world.	What role do ideologies and beliefs play in motivating social change and in inhibiting it?
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: <i>Spatial Significance; Patterns and Trends</i>)	Many obstacles stand in the way of improving the quality of life of people in all parts of the world.	Is technology the key to improving the quality of life of disadvantaged peoples, or is it a barrier? What criteria would you use to judge the effectiveness of programs for improving the quality of life of children around the world?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout 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.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into world geographic issues (e.g., factual questions: *What is the role of UNESCO in preserving the world's cultural heritage and protecting the environment?*; comparative questions: *How does Canada's immigration policy compare to those of other countries in the G8?*; causal questions: *How does global travel contribute to the spread of disease?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: "What are some statistical indicators that you could use to analyse patterns and trends in global inequality? Where might you find this data and information?" "What kinds of data and information would you need to collect in order to assess the impact of globalization on the peoples and economies of various countries?" "What types of maps and graphs will help you analyse connections between government structures and human rights violations?"
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author's point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: "What are the author's credentials and affiliations?" "What are the author's sources, and are they trustworthy?" "Have you consulted other sources that present other points of view?" "Can the data and information be interpreted in ways that do not support the author's point of view? Has the author used only data that support his or her argument and ignored data that don't?" "Are the author's conclusions supported by other, independent sources?" "If your information comes from an advocacy group, do you know what that organization's goals are? Do its name and mission statement accurately reflect the viewpoint it presents?"
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *apply geographic models; analyse graphs and charts of various statistical indicators for selected countries; use a geographic information system (GIS) to analyse geographic problems or make geographic decisions; use decision-making templates to determine the importance of factors or criteria relating to an*

issue; use graphic organizers to outline various perspectives on the impact of colonialism on economically poor countries)

Sample questions: “How might Rostow’s theory of economic development help you interpret patterns and trends in global disparity and evaluate the potential effectiveness of policies for change?” “Is there a correlation between infant mortality and access to improved sanitation? Are there other factors that might be relevant to high infant mortality rates?”

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information about and formulating conclusions and/or judgements regarding world issues (e.g., use the concept of spatial significance to evaluate ways of classifying countries and reasons for doing so; use the concept of patterns and trends to analyse the evolution of sustainable practices among a variety of groups, individuals, or nations; use the concept of interrelationships to assess how technology works as an agent of change; use the concept of geographic perspective to analyse the impact of globalization on various indigenous communities)

Sample questions: “How might the concept of spatial significance help one understand a country’s reasons for a military action?” “How might the concept of patterns and trends be useful for assessing human population movements due to natural phenomena or for determining areas of potential population growth?” “How might the concept of interrelationships be relevant to determining the impact of an oil spill or pipeline break?” “How might the concept of geographic perspective help in analysing the impact of a political leader’s policies?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the impact of the construction of this mega-dam?” “What did you find out about the interrelationship between globalism and human rights violations? Why might this pattern continue to be an issue?” “Which theory provides a more useful explanation of population change in Japan: Malthus’s theory of population growth or the demographic transition model?” “What conclusions can you make about the effectiveness

of various population and immigration policies? Are some more effective than others? What kinds of events and issues might affect the implementation and impact of these policies?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the merits of an international trade accord; a map for a Grade 9 class showing countries that a specific multinational corporation operates in or is connected to in other ways; an annotated map to accompany a presentation to a local community group about the outsourcing of labour; a webcast or podcast for the general public on threats to the global commons; an essay for a newspaper opinion page on why Canada should or should not forgive the debts it is owed by a specific country)

Sample questions: “How much does your audience know about your topic? Do they need information summarized in a way that is easy to understand? Do they need more detailed information and arguments or just an overview?” “What format presents the results of your investigation most effectively?” “What type of graph or map projection conveys the information and your intended message most accurately and clearly?”

- A1.8** use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (*e.g., ask questions to deepen their understanding of a complex global issue; listen to and consider multiple perspectives when discussing an issue; collaborate with a team to determine the criteria that need to be considered when making a decision; use quantitative data to support an idea; use spatial skills to identify relationships between regions of the world*)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., use the concept of spatial significance when analysing the reasons for a military alliance with another country; use the concept of patterns and trends when analysing a region's or country's vulnerabilities to more*

frequent severe weather conditions; use the concept of interrelationships when analysing the connections between consumer choice and labour conditions; use the concept of geographic perspective when analysing a country's position on a new trade agreement) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., international development aid worker, policy analyst, environmental assessment officer, entrepreneur, GIS specialist, lobbyist, politician, news reporter*)

B. SPATIAL ORGANIZATION: RELATIONSHIPS AND DISPARITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Natural Resource Disparities:** analyse relationships between quality of life and access to natural resources in various countries and regions (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B2. Population Disparities:** analyse relationships between demographic and political factors and quality of life in 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*)

SPECIFIC EXPECTATIONS

B1. Natural Resource Disparities

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- B1.1** analyse relationships between the distribution and availability of natural resources in a country or region and its quality of life, as reflected by various indicators (*e.g., life expectancy, infant mortality, per capita income, average years of schooling*)

Sample questions: “Are some natural resources more valuable than others? Can you identify some high-value resources and explain why they are valuable, and to whom? In what ways can their availability affect national economies, personal incomes, and quality of life?” “How does access to a clean source of fresh water correlate with the rate of infant mortality?” “Do the indicators show a substantial difference in quality of life between countries that simply export their natural resources and countries that process those resources?”

Using spatial skills: To identify relationships between a specific resource and an indicator, students can plot the two variables on a scatter-graph and then determine whether there is a line of best fit that indicates a correlation between them.

- B1.2** assess relationships between disparities in the distribution or quality of resources (*e.g., availability of land or water, soil quality, energy availability, diversity of resource base*) and social

or political conflicts (*e.g., conflicts between pastoralists and farmers over land rights and usage, conflicts between or within countries over water rights, food shortages caused by civil wars and insurgencies*)

Sample questions: “How has the scarcity of a natural resource contributed to conflicts?” “Why are some people predicting that there will be an increase in international conflict over water supplies? Where would such conflicts be most likely to occur?”

- B1.3** analyse ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation

Sample questions: “What kinds of obligations do governments usually impose on companies in return for the right to develop a body of resources? Who benefits from such relationships? Should those obligations be stricter?” “Should restrictions be placed on the privatization of water?” “What is a cartel? How does it control the price of a resource? What is the World Trade Organization doing to limit the power of cartels?”

Using spatial skills: Students can investigate relationships between resource wealth and economic power by constructing an annotated map that shows the countries with the ten highest GDPs in the world and the countries with the ten lowest. They can then identify which countries have significant resource wealth and which are deficient in key resources

related to human needs. Students can also identify programs that are addressing these deficiencies or that are improving the economic capacity of these countries in other ways.

B2. Population Disparities

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B2.1** analyse interrelationships between global population distribution, population density, and quality of life

Sample questions: “What are the twenty most densely populated countries in the world? Which ones are wealthy? Which ones are poor? To what extent has population density contributed to prosperity or poverty in these countries?” “Would a cap on population density for a country help to improve the quality of life of its citizens?”

- B2.2** analyse interrelationships between population migration (e.g., *international migrants, internal migrants, refugees, illegal migrants*) and quality of life (e.g., *quality of life factors as reasons for leaving, as reasons for choosing a destination, as impacts of migration and resettlement*)

Sample questions: “Why are subsistence farmers migrating to urban centres? What impact does this have on the farmer? On the urban centre? In what ways does this trend affect the quality of life more broadly within a country or a region?” “What determines whether a slum is a ‘slum of hope’ or a ‘slum of despair’? What is the role of the slum in economic development?”

Using spatial skills: To support their investigations of factors affecting migration, students can plot relationships between numbers of migrants and other statistical data (e.g., the Human Development Index, per capita income) as well as other information (e.g., periods of war or drought) that reflect the quality of life in a particular country.

- B2.3** assess the effects of past and present political and economic policies on inequality (e.g., *effects of colonialism, boundary changes, trade agreements, development agreements and initiatives*)

Sample questions: “What responsibilities do developed countries have for helping to reduce disparities between themselves and less developed countries?” “Developed countries often require countries receiving aid to provide them with access to resources or to buy certain products from them. Is this fair? Is it the most effective way of helping a developing country?” “How might a trade agreement support economic development in a country?”

B3. Classifying Regions of the World

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B3.1** use statistical indicators and other criteria to classify countries into a variety of groupings on the basis of common characteristics (e.g., *type of government, cultural and linguistic similarities, religion; statistical indicators such as GDP, per capita income, employment rate, dependency ratio, literacy rate, population and population density, birth rate, infant mortality, life expectancy at birth, rate of access to safe water and sanitation*)

Sample questions: “Why do we classify countries in this way? What are some of the consequences of placing a country into a particular category? How might this type of categorization help to maintain stereotypes rather than promote understanding?” “What criteria determine whether a region can be classified as a country?” “Why is it important to look at a variety of indicators from different categories in order to make a balanced assessment of conditions in a certain country or region?” “How might a grouping change if a different statistical variable were used as the basis for comparison?” “Why is it important to note how and where the data were obtained and who interpreted them?”

Using spatial skills: Students can construct thematic maps of regions by combining map layers on which data for appropriate indicators and characteristics have been plotted (e.g., Human Development Index, type of government, birth rate, death rate). Students can also compare different map projections, such as a Peters projection and a Mercator projection, to illustrate how map projections can influence the visual impact, and possibly the interpretation, of the data.

- B3.2** evaluate particular indicators or characteristics that are used to classify countries, and analyse the advantages and disadvantages of their use

Sample questions: “Why do we find it useful to use certain kinds of data or certain characteristics as ways of categorizing countries?” “What does an indicator like GDP per capita or fertility rate tell us about a country? What doesn’t it tell us? How can the use of such indicators cause us to make misleading generalizations about a country or to stereotype its people?” “Why is it no longer appropriate to describe the world primarily on the basis of economic indicators?” “Why is the Human Development Index one of the most frequently cited methods for grouping countries? Do you think it is the most accurate? What problems might be associated with the use of

this index?" "How useful is it to classify countries according to their political structure or their government expenditure as a percentage of GDP?" "Why might different organizations choose one type of classification but not another to support their opinions? How might they manipulate the data to strengthen their message?" "How might applying the Human Development Index specifically to indigenous peoples give us a different sense of the quality of life for subgroups within a developed country?"

B3.3 apply statistical indicators and regional classification systems to the analysis of current global issues

Sample questions: "What, in your opinion, are the three most important global issues today? What indicators would you select to help you analyse the regional significance and implications of these issues?" "Which countries are emerging as superpowers? Which indicators reflect these changes in power relationships?"

Using spatial skills: To support their investigation of an issue, students can begin by identifying indicators that are most relevant to the issue. Mapping statistical data related to various indicators relevant to the issue can help them identify the extent to which different countries and regions are affected by the issue.

C. SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

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*)

SPECIFIC EXPECTATIONS

C1. Strategies and Initiatives

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** assess the effectiveness of various international agreements for protecting the natural environment (*e.g., the United Nations Framework Convention on Climate Change, the Kyoto Protocol, the Montreal Protocol, the United Nations Convention on the Law of the Sea, the Convention on Biological Diversity*)

Sample questions: “What criteria should we use to measure progress towards achieving the United Nations Millennium Development Goal of ensuring environmental sustainability? What progress has been made to date?” “What are some programs that have proved effective in protecting the natural environment? What has made these programs effective? Have they been effective in all the countries where they have been tried?” “How successful has the Convention on the Law of the Sea been in protecting the marine environment?” “Why might countries be hesitant to sign a protocol on climate change?”

- C1.2** analyse the roles and responsibilities of international organizations, governments, and companies with respect to the protection of the natural environment

Sample questions: “Why is the United Nations essential to the solution of international environmental problems? What are some of the major sustainability issues that UNESCO and UNEP are working on, and what is their

role in resolving these issues?” “How effective are the strategies of organizations like the Nature Conservancy in protecting the natural environment? What might be some of the barriers to a government’s adopting these strategies?” “What can governments do to protect the environment?” “What legal and moral obligations do companies have with respect to the environment? Why are some companies better stewards of the environment than others? Why is it good for a company to be seen to be environmentally responsible?”

- C1.3** analyse the influence of the values and beliefs of individuals and groups (*e.g., environmental non-governmental organizations [NGOs]; business advocacy groups; First Nations, Inuit, and Métis people*) in shaping public opinion about environmental sustainability

Sample questions: “How do First Nations, Inuit, and Métis people typically see the relationship between the environment and humans? What impact have their beliefs had on the Canadian public in general?” “Compare the views of an environmental NGO, a business advocacy group, and a variety of companies with respect to the environment generally or a specific environmental issue. What are the values and beliefs that underlie their positions? In what ways are they similar? In what ways are they different?” “How does the state of the economy affect the level of public concern about the state of the environment?” “How have individuals such as Rachel Carson, James Lovelock, and David Suzuki influenced thinking about environmental responsibility?”

C1.4 analyse the effectiveness of policies, programs, and initiatives in various countries in enhancing sustainability (e.g., *polluter-pay policies, eco-fees, carbon taxes, emission trading, zero-population-growth initiatives*)

Sample questions: “How have domestic waste management programs, such as recycling, evolved in your community, and what have the environmental benefits been?” “How are public transportation systems in different parts of the world being developed to improve sustainability?” “Has the availability of ‘green’ products contributed to sustainability?” “Which countries have the strongest records of environmental protection? Which have the weakest?”

C1.5 assess the effectiveness of local sustainability initiatives in building sustainable communities (e.g., *hazardous waste collection programs; community gardens; green roofs; no-till agricultural practices; participation in events such as Earth Hour, Earth Day, and World Environment Day*)

Sample questions: “Is it possible to have sustainable development if water supply services have been privatized?” “What is the possibility of organizing a community garden in your area? How might this lead to a more sustainable community?” “How do no-till farming and other conservation tillage practices make farming, and therefore rural communities, more sustainable? What other environmental benefits do these practices provide?” “Why might it be difficult to get people to participate in initiatives that help the natural environment?” “What are some institutional and individual barriers and/or challenges that might prevent some communities or countries from acting with more sustainable intent?”

C2. Population Growth

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C2.1 analyse the impacts of population growth and related trends (e.g., *urbanization, migration, increased international travel*) on the natural environment

Sample questions: “What regions of the world are experiencing population growth? How is the environment being changed in these regions to accommodate more people?” “How has urbanization affected the availability of habitat for wildlife? How has it affected the quality of the environment outside cities?” “What environmental stresses are associated with large-scale population movements and with increased international travel?”

C2.2 analyse theories relating to the impact of global population growth on the carrying capacity of the earth (e.g., *the Gaia hypothesis, I=PAT, limits of growth, the demographic transition model*)

Sample questions: “What does the idea of limits of growth suggest about the carrying capacity of the earth?” “How does affluence affect population growth, according to the demographic transition model? How does it affect the impact of population growth, according to the I=PAT equation?” “In what ways has technological change amplified the impact of population growth on the natural environment? In what ways has it diminished it?”

C3. Caring for the Commons

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

C3.1 explain the meaning and geographic significance of the commons (i.e., common-pool resources such as water, fish, fishing grounds, forests, common pastures) and the global commons (i.e., the atmosphere, the oceans, outer space, and Antarctica)

Sample questions: “Who owns a common-pool resource? Who uses it? What determines how much of the resource can be used by any one person or group?” “What makes the global commons different from other common-pool resources?” “What is the value of the atmosphere? Of the oceans?”

C3.2 analyse the impacts of human activities on the commons (e.g., *overfishing, atmospheric pollution, water pollution, water depletion*)

Sample questions: “How are fish affected by industrial and agricultural activities in your area?” “How does the existence of the Internet contribute to climate change and the acidification of the oceans?” “How does space exploration affect the global commons?” “How do the different types of ‘waste’ that a country produces contribute to the pollution of the global commons?”

Using spatial skills: Students can use satellite imagery of areas such as the Alberta oil sands or the Three Gorges hydro development in China to investigate changes in vegetation over time. Changes in coral reefs or tropical rainforests can be studied in this way as well. Students can also use the time function in a GIS to determine how emissions of gases related to climate change have varied throughout the world. Circle graphs can be used to compare present total and per capita emissions from the top ten emitting countries.

C3.3 analyse issues relating to the management of the commons

Sample questions: “How do we manage a resource like the atmosphere or the oceans that everybody uses but nobody owns?” “What is meant by ‘the tragedy of the commons’?” “What is the role of governments in managing common-pool resources inside their territories?” “Does the Northwest Atlantic Fisheries Organization (NAFO) provide adequate protection for North Atlantic fish stocks?” “Why did the Montreal Protocol succeed and the Kyoto Protocol fail?” “What agreements or other arrangements exist to manage the use of rivers and lakes, such as the Great Lakes, the Jordan River, the Nile, the Danube, the Mekong, or the Brahmaputra, that are shared by two or more countries? What kinds of conflicts might arise over the use of shared rivers and lakes?” “Where has water distribution been privatized? Are water resources better managed in these countries than in countries where water distribution is publicly controlled?” “How can individual citizens or citizens’ groups promote stewardship of the commons?”

D. INTERACTIONS AND INTERDEPENDENCE: GLOBALIZATION

OVERALL EXPECTATIONS

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*)

SPECIFIC EXPECTATIONS

D1. Trade and Immigration

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** analyse the influence of selected international trade agreements (e.g., the *Comprehensive Economic and Trade Agreement [CETA] between Canada and the European Union*, the *United States–Saudi Arabia Agreement on Trade and Investment*, the *India–Korea Comprehensive Economic Partnership Agreement [India–Korea CEPA]*) on global interdependence and the economic, environmental, and social well-being of participating countries

Sample questions: “What do countries attempt to gain by entering into trade agreements with other countries?” “How do trade agreements affect the sovereignty of participating countries?” “Why might a country choose to be an observer or decline to be a member of the World Trade Organization?” “How might a trade agreement change a country’s relationships with other participating countries as well as with countries not involved in the agreement?” “What are the potential environmental and social impacts of this agreement on the participating countries? How will this agreement affect different sectors of the economy in the participating countries?”

“How do foreign investment protection agreements affect the rights of foreign companies and participating governments?” “What key criteria would you use to determine whether Canada should enter into a trade agreement with another country? Do some current trade agreements meet your suggested criteria?” “What role might international economic summits, such as the G8 or G20, play in the development of trade agreements?” “Can economically weaker countries negotiate fair agreements with economically more powerful countries?”

- D1.2** analyse the influence of immigration on global interdependence and on individual countries, and assess the role of national immigration policies in managing the impacts of population change and immigration

Sample questions: “How does immigration affect connections and interactions between countries?” “What benefits might a country gain from opening its doors to immigrants? What difficulties and tensions might also arise as a result of immigration?” “Should wealthy countries actively recruit highly qualified immigrants from less developed countries? What effect does the loss of these people have on their home countries?” “Does immigration

provide any benefits to trade relations between countries?" "How does the arrival of immigrants from other countries affect the culture of the country that receives them?" "Why might countries such as Denmark, Japan, and Germany have tight restrictions on immigration while other countries such as Sweden, Canada, and the United Kingdom have more open policies?" "For what reasons might people seek refugee status? What types of situations does the International Rescue Committee [IRC] become involved in?" "Why do countries regularly review their limits on different types of immigration? Why has Canada imposed limits on different immigration categories over the years? Which of Canada's current immigration categories do you predict will become more contentious as a result of globalization?"

D2. Impacts and Management

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

D2.1 analyse issues relating to the impacts of globalization on economic and social conditions in both developing and developed countries and on the environment (*e.g., outsourcing of manufacturing and services to low-wage countries; loss of manufacturing jobs in high-wage countries; increased pollution in low-wage countries; illegal immigration; exploitation of migrant workers; increased greenhouse gas emissions from the transportation of people and goods; increased risk of damage to local ecosystems from invasive plant, animal, and insect species; increased risk of global pandemics*)

Sample questions: "How does the outsourcing of manufacturing to low-wage countries benefit people in those countries? Who benefits in high-wage countries?" "How are labour conditions in low-wage countries affected by the desire to produce goods at the lowest possible cost?" "What goods do we no longer produce in Canada? What factors, besides globalization, might be contributing to the decline of manufacturing in Canada?" "Which sectors of the Canadian economy have benefited from globalization?" "What is the pollution haven hypothesis? What evidence is there for it and against it?" "What kinds of toxic wastes are exported to developing countries? Why?"

Using spatial skills: Students can use flow maps to show the sources and destinations of various types of waste (*e.g., e-waste and other*

toxic waste, landfill material). Students can then layer socio-economic data such as number of televisions or cellphones, number of doctors, caloric intake, and GDP per capita to determine correlations between standards of living and waste flows. The maps can be used to support a discussion of ethical questions relating to waste exports.

D2.2 analyse the impacts of globalization on individual countries and on the interrelationships between countries (*e.g., increased interdependence of countries, internationalization of local conflicts*)

Sample questions: "How does our consumerism contribute to our interdependence with developing economies?" "What are conflict minerals? How has the international demand for these contributed to civil wars in Africa?" "How do global black markets aid the financing of terrorism?" "Has globalization made wars between countries more likely, or less?"

D2.3 assess the responsibility of consumers for moderating economic, social, and environmental impacts associated with globalization, and describe ways in which this could be done (*e.g., informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries*)

Sample questions: "Should consumers be concerned about how the products they buy are made? Would you be willing to pay more for products that have not been produced in sweatshops?" "How can you find out where products are made and whether manufacturers follow acceptable labour and environmental practices?" "What are some examples of fair-trade products? How does fair-trade certification protect small producers in developing countries?" "How can you influence labour standards in other countries through your purchases? How can you support Canadian businesses through your purchases?"

D2.4 assess the responsibilities of governments and businesses for managing economic, environmental, and social impacts associated with globalization, and describe ways in which this could be done (*e.g., through national laws regarding foreign operations of domestic companies, international organizations such as the International Labour Organization, international agreements such as the Basel Convention, voluntary business initiatives such as implementing codes of conduct requiring foreign suppliers to meet more stringent*

labour and environmental standards, making information available to consumers about where their products are made and what standards their suppliers must adhere to)

Sample questions: “In what ways do various governments ensure that businesses based in their countries operate ethically and legally in other countries? Why might some countries choose not to ensure this?” “How do international agreements control the use of banned substances (e.g., the Stockholm Convention on Persistent Organic Pollutants, the Montreal Protocol)? How effective are they? What is the Basel Convention? What is the Accord on Fire and Building Safety in Bangladesh?” “What responsibility do businesses have to ensure that they do not exploit workers or cause environmental damage in the countries in which they operate?” “What can governments and businesses in developed countries do to offset the impacts of globalization on their economies?”

D3. Characteristics and Driving Forces

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 describe ways in which economic activity has become globalized (*e.g., national economies have become increasingly integrated with those of other countries; production and services are frequently outsourced to lower-wage economies; multinational corporations dominate most economic sectors*)

Sample questions: “Where do the products you use come from? Which ones are made in Canada?” “Choose a common consumer product, like a cellphone or a computer. Can you buy it anywhere in the world? What company produced it? Where is that company based? How many countries does it sell its products in? Where was the product designed? Where was it assembled? Where did the components inside it, such as batteries, processors, screens, and hard drives, come from?” “Do countries that produce cheap consumer goods consume most of these goods themselves or do they export most of them?” “Is the number of multinational corporations increasing? Where are the new ones coming from? Is it only multinational corporations that outsource the production of their goods?”

Using spatial skills: Students can construct a map illustrating foreign ownership of businesses or production for foreign companies in a particular country or countries. The map could

show where certain foreign-related business activities are located, and annotations could provide further details, such as the number of foreign companies operating in the country, the products manufactured or services provided, the numbers employed, and wages and working conditions.

D3.2 analyse factors that have influenced the trend towards a globalized economy (*e.g., trade agreements, consumerism, low wages and less government regulation in developing economies, advances in communications and transportation technology*)

Sample questions: “Why are the products that are consumed in developed countries like Canada often not made there?” “What is consumerism, and how does it contribute to globalization? How do discount retailers, such as ‘big box’ stores and online retailers, contribute to globalization? How have international trade agreements contributed to globalization?” “Would a globalized economy be possible without modern transportation and communication systems?” “Do labour laws and environmental regulations affect where companies decide to produce their goods?” “What is the average wage of a factory worker in the country where your shirt was made? What is the average wage of a factory worker in Canada?”

D3.3 describe the globalization of culture (*e.g., increasing similarity of many aspects of everyday life in different countries as people everywhere consume more of the same goods, are exposed to more of the same ideas, and share more of the same entertainment*), and analyse the factors that have contributed to it (*e.g., modern communications technology, including the Internet; rising standards of living in developing and emerging economies; large-scale migration and mixing of peoples; international tourism; widespread use of English as a common language; broad appeal of films, music, and other aspects of Western popular culture*)

E. SOCIAL CHANGE AND QUALITY OF LIFE

OVERALL EXPECTATIONS

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*)

SPECIFIC EXPECTATIONS

E1. Leadership and Policy

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse government policies for controlling population growth (e.g., *China's one-child policy, incentives in various countries to increase birth rates, immigration as a way of compensating for an aging population*), and assess their impacts

Sample questions: "Why might governments adopt policies for limiting or increasing population growth?" "What are some of the consequences of a high dependency ratio?" "Why did China institute a one-child-per-family policy in the 1970s, and why did it eventually relax the policy? What did the policy achieve, and what were its unintended consequences?" "How has India attempted to control its population growth?" "Why does Canada encourage immigration?"

Using spatial skills: Using population pyramids, students can analyse population trends for selected countries. The analyses can be used as a basis for identifying or forecasting demographically related social and economic needs and the policies needed to address them.

- E1.2** assess the effectiveness of various international aid policies, programs, and practices (e.g., *food aid, economic development aid, infrastructure projects, debt relief*) in improving the quality of life in developing countries

Sample questions: "What are the United Nations Millennium Development Goals? What progress has been made in achieving them?" "Why do some aid programs fail to achieve their objectives? Why are others successful? How successful has food aid been for the continent of Africa? Why might aid not reach the intended recipients?" "What are some of the most pressing needs of people living in the slums of the Kibera neighbourhood in Nairobi, Kenya? What is being done to address those needs, and what results have been achieved so far?" "What criteria would you use to determine whether a country should receive in-kind aid (such as food or building materials), a loan, or debt forgiveness? Will these criteria fit all situations?" "Does this program or policy focus on the needs of the debtors or the creditors?" "Why is aid still granted to some countries in spite of evidence of misgovernment and corruption?" "Do the governments of wealthy countries spend enough on foreign aid?"

- E1.3** assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern

Sample questions: "What contributions are Stephen Lewis, Maude Barlow, Vandana Shiva, and Muhammad Yunus known for?" "Why have Bob Geldof and Bono been successful at making debt forgiveness an international political issue?" "Is it appropriate for the United Nations to use

celebrities as ambassadors for human rights and quality of life issues? Why might some people be opposed to this practice? Have celebrity ambassadors been successful in bringing about change?" "How can purchasing fair-trade goods or goods from social enterprises help people in other countries?" "Which NGOs or social enterprises would you consider supporting?"

- E1.4** describe how governments protect the security of the state (*e.g., border security, search and rescue, disaster relief, consular support, defence against foreign powers or terrorist groups, military support of friendly foreign powers, intelligence collection, participation in collective security organizations*), and analyse issues relating to changing national security needs and human rights

Sample questions: "How has the nature of international conflict changed over the past few decades, and how has this affected the security needs of Canada and other countries? How have Canadian governments responded to these changes?" "How might national security needs conflict with individual rights? How should they be balanced?"

E2. Agents of Change

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E2.1** explain the impact of technology as an agent of change, and describe ways in which technology could be used to bring about beneficial change in the future

Sample questions: "Can you name three ways in which technology has made your life better than that of your parents or grandparents or improved the quality of life of people in low-income countries? Has technology also had unintended negative consequences for society, the economy, or the environment?" "What are disruptive technologies? Can you identify an example of one in the past? Who benefited from it? Who didn't? What was the overall effect on society? Can you identify a disruptive technology that is changing society today? What are its present and expected future impacts?" "Can some military technologies be adapted for beneficial civilian uses?" "How might individual portable water filters change the lives of people in developing countries?" "Would providing free cellphones to people with low incomes help them find and keep good jobs?" "How might a wireless Internet service help to improve medical and educational services for remote Aboriginal communities?"

- E2.2** analyse the influence of mass media, including the Internet, on social and political change

Sample questions: "What is the relationship between the media and the government in democratic countries? In countries with authoritarian regimes?" "How has public access to online information influenced the ways in which governments operate?" "Why do some governments restrict the use of the Internet by their citizens? How effective are restrictions on Internet usage in controlling the flow of information?" "What does the censorship of mass media look like in democratic countries, and how does that affect the ability of the media in those countries to influence change?" "How much control should governments have over communications and the transfer of information?"

- E2.3** analyse the role of urbanization as an agent of social, economic, and environmental change

Sample questions: "Why are more people moving to cities?" "How might increasing urbanization affect the production and distribution of food? How is it affecting the availability of farmland?" "How are cities changing as a result of urbanization? How is urbanization changing rural areas? How does the impact of people on the environment change as societies become more urbanized?" "How does living in a city affect the way people live and meet their needs? How does urbanization affect social connections between people? What kinds of social issues might arise as cities become more densely populated?" "How does urbanization change transportation and communication networks? How can expanding cities meet the demand for housing, jobs, water, and sanitation? How are cities in different parts of the world responding to these challenges?" "Will an urbanized world be a more prosperous world? Will it be more resilient to natural disasters?" "What will the city of the future look like?"

E3. Continuing Challenges

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E3.1** analyse relationships between ethnic and/or religious tensions and crimes against humanity by governments or armed opposition groups (*e.g., in Uganda, Rwanda, the former Yugoslavia*)

Sample questions: "How did colonialism exacerbate ethnic tensions in Africa? How might this help explain the events that occurred in Rwanda in the early 1990s?"

E3.2 assess the responsibility of governments and international bodies for the promotion and protection of human rights

Sample questions: “What are the fundamental rights that all human beings should have, according to the Universal Declaration of Human Rights? What does the United Nations do to promote human rights throughout the world?” “How do the International Criminal Court and special international tribunals like those for Rwanda and the former Yugoslavia protect human rights?” “Why are some groups of people marginalized in some countries, and what role have governments played in either maintaining or decreasing their marginalization?” “What disadvantages do members of the Dalit caste experience in India? What is the government of India doing to prevent discrimination against them?” “How effective has the federal government in Canada been at addressing human rights issues that affect Canadian citizens?”

E3.3 analyse issues relating to the rights of women and children (*e.g., child labour, birth control, access to education, economic independence of women*), and assess the effectiveness of programs (*e.g., programs that train women in the local community as teachers, programs that fund business opportunities for women, Child Soldiers Initiative, Make Poverty History*) and organizations (*e.g., World Vision, UNICEF, Save the Children, Plan International, Free the Children, Grameen Bank*) that address these issues

Sample questions: “What are some programs that have proved effective in making people aware of the plight of child soldiers? Have these programs been effective in improving the lives of children?” “How effective have education programs been in addressing the rights of women and children in Egypt and Colombia?” “How do human rights differ for teenagers in developed and developing countries?” “Should all children have access to universal education? Should there be laws to prohibit children from working? When does childhood end?” “How do various governments aid in perpetuating gender inequality? Why do they view this as acceptable?”

Using spatial skills: Students can construct thematic maps to support an analysis of human rights issues relating to women and children. Useful statistical indicators that can be incorporated into map layers include the number of women in non-agricultural jobs and the number of children under fourteen years of age engaged in labour.

E3.4 analyse challenges relating to food security and safety, and assess ways of responding to these challenges

Sample questions: “How will food production be affected by population growth, climate trends, and the increasing demand for animal-based foods?” “Why are more genetically modified food crops being grown?” “Why have organic foods become more popular?” “What environmental challenges are faced by indigenous communities who wish to restore or maintain traditional diets?” “Do we have enough farmland to grow food for a larger world population? How important are the following measures for feeding a larger world population: increasing crop yields, bringing more land under cultivation, reducing waste and inefficiency in the food supply chain?” “Why are foreign companies acquiring large tracts of farmland in Africa? How are local farmers and national economies being affected? How might foreign ownership of farmland be seen as a possible source of conflict over access to food? How is the ownership of farmland changing in other parts of the world?” “Why is agriculture becoming more dependent on large agribusinesses for seeds, fertilizer, pesticides, and distribution? How does that affect food security?”

E3.5 identify regional and global patterns relating to disease (*e.g., infectious diseases, chronic diseases*) and health care, and assess the influence of factors affecting quality of life (*e.g., per capita income, lifestyle, access to health care, access to improved water and sanitation systems, caloric intake*) on health in different parts of the world

Sample questions: “What are the chances of living to seventy years of age in a high-income country? In a low-income country? Why do many more children die in low-income countries than in high-income countries?” “Why are people in low-income countries more likely to die of infectious diseases? What are the greatest dangers to health in high-income countries?” “How is personal health affected by one’s standard of living and one’s environment?” “What is a pandemic? What are some current examples of pandemics, and how did they spread?” “What can be done to increase the lifespan of people in low-income countries?” “Why are advanced medicines sometimes too expensive for those who need them most? Should pharmaceutical companies make their products available to low-income countries at a reasonable cost? What are the obstacles to doing this?” “Is medical research biased towards the needs of high-income countries? If so, why?”