

# CGW4U: Course Syllabus

Redeemer Christian High School  
Mr. Armishaw (barmishaw@rchs.on.ca)

## Introduction:

Welcome to Canadian and World Issues. This course draws on geographic concepts, skills, methods, and technologies to analyze significant issues facing Canadians as citizens of an interdependent world. We will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life support systems.

Issues faced by the world need to be viewed through an understanding of God's creation of the world, the fall into sin, and Christ's redemption and atonement. Knowing this background can allow us to make some sense of the difficulties that we experience and can allow hope for the future. This course offers you grounding in God's truth where reconciliation is possible through Christ; through truth, hope is not "blind faith," but a sure knowledge and vision of a possible future.

## Units of Study and Evaluation Plan

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|---|------------|
| 1. Introduction: Getting Started                            | (10 hours) |
| 2. Demographics: Human Population                           | (25 hours) |
| 3. Economic Issues: What Happened and Where to Go from Here | (25 hours) |
| 4. Geopolitics: Conflict and Cooperation                    | (25 hours) |
| 5. Environment: The Earth in Balance                        | (15 hours) |
| 6. Independent Study Unit and Presentations                 | (10 hours) |

## Assignments, Assessments and Evaluation:

Near to the beginning of the course, you will be given an **Evaluation Plan** which will chart out the evaluations you will need to complete throughout this semester.

Assessment OF, AS, and FOR Learning: At the end of each unit, the teacher will assess your mastery of the skills and concepts in the form of a test or another graded assignment. These are assessments **OF** learning; the grades you receive on them count towards your final grade. However, we will also use several informal feedback methods to help you (and me) understand how well you're learning the content. These informal checks are called assessments **FOR** learning, and they **do not** count towards your grade.

*(Note the assessment box on the teacher's desk. If you would like FREE feedback on your work so far, deposit your in-progress assignment into this box. Make sure you do it well **before** the due date. I will try to give you feedback on your work within 24 hours. Note that I will not comment on grammar and spelling – that's your responsibility to proofread – but I will give you big-picture feedback on where you are strong and a few areas that could use improvement. If you take the initiative to make use of this excellent assessment **FOR** learning, it is nearly guaranteed that you will produce stronger work than if you don't use it.)*

Occasionally, the teacher will have you assess your own work – or the work of your friends – as a final check before you submit it. You may also do quizzes and reflections on your own learning. These are called assessment **AS** learning.

Phase	Categories	Relative Weights
Term Work	Knowledge/Understanding	20%
	Thinking/Inquiry	20%
	Communication	15%
	Application	15%
Final Evaluation	Final Exam	30%

## Expectations and Classroom Routines:

1. You will be in your seat and ready to learn before the bell rings. Your silent reading book will be open. And, of course, you will be incredibly excited to study and discuss the issues of the world!
2. If you have questions to ask the teacher: Please do not crowd around his desk! Do not form a mob around him. Instead, sit quietly and politely at your desk with your hand raised. Your teacher will be moved by your respectful attitude and quickly come to help you. (Unless he doesn't see you.)
3. Each class will begin with silent reading of that day's edition of the newspaper. Students are expected to enter the class quietly, take a copy of the newspaper from the desk, and read for ten minutes together. We will often briefly discuss the current goings on in the world: this will be one of the ways that we will stay informed together. Be prepared to share what you have read.

4. This course will place a large emphasis on current events and oral presentations. Presentations are an important part of the university experience, and so throughout this semester, each student will be responsible for leading two “Current Events” presentations. Beginning in the second week of school, we will begin two to three classes each week with a presentation in which you will introduce to the class a current event, based off a news story from the past week. These presentations will be short (approx. ten minutes), but they will serve to keep the class informed on what is happening in the world, promote discussion, and exercise our ability to analyze world issues.
5. What Grade 12 means: now that you’re in Grade 12, we must prepare you for university. We have much material to cover in this class. *It is your responsibility to have completed the assigned readings or questions for the day that they are due*— just like in university.
6. Homework: Homework will often be assigned to give you opportunity to practice concepts and to complete work that does not require the presence of the teacher (like reading a section the text and answering comprehension questions). Completion of this work is *essential* for meaningful participation in class discussions. If you do not do your homework, you are robbing your class of your unique voice and insights, and that is not fair to anyone. A three strike policy will be adopted for homework completion – each time you do not complete your homework you will be given a strike and sent to Study Hall to complete the work. After three strikes, however, your parents will be contacted to discuss strategies for helping you complete these tasks.
7. Absences: If you are absent from a class, it is **your** responsibility to obtain the material from a fellow student or the teacher (outside of class time).
8. Assignments: In an effort to foster a spirit of professionalism, we will insist that a **paper** copy be placed (neatly) on my desk **at the beginning of class** on the day that it is due.
  - a. If an assignment is not on my desk when I collect and tally them, it will be considered “late.” According to our late policy, 10% will be deducted for each day that it is late, you will be sent to study hall until it is complete, and your parents will be contacted to notify them of the missing assignment.
  - b. Written assignments should be turned into *turnitin.com* by 4pm on the day an assignment is due.
    - i. Class ID:
    - ii. Enrolment key (password):
9. Extensions: Occasionally, things pile up. If you would like an extension on the due date of an assignment, the teacher will be favorably inclined to consider your request if:
  - a. You ask at least **two** days ahead of time: I need to see that you are thinking about this in advance and not waiting until the last minute.
  - b. You send a polite, well-constructed email requesting that your deadline be moved to a specific date. You need to be able to explain both **why** this would be of benefit to you and you need to provide a **specific date** by which you will be able to provide your best work.
10. Respect during discussions: Perhaps most importantly, this classroom needs to be a safe place for people to share their opinions and perspectives – this is the only way we will actually *grow*. The time will come (probably often) when somebody will say something with which you truly disagree.

When that moment comes, let us disagree with love – value the other person and *listen* to their opinion. Try to figure out where they’re right as well as where you disagree. Even if we can’t come to consensus – let us be known by our love.