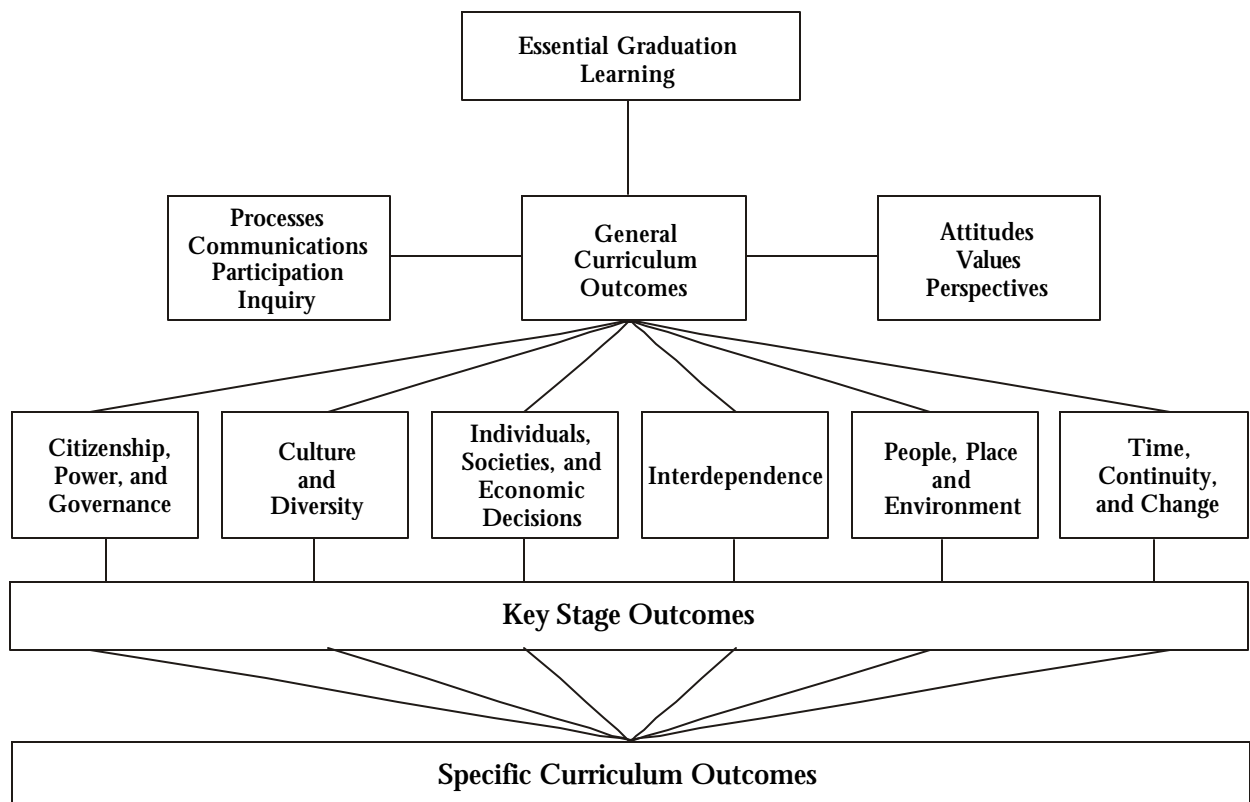


Section 2: Curriculum Design and Components

Overview

The *World Geography 3200/3202 Curriculum Guide* is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* document. All components of the Foundation Document guided the development of the outcomes for this curriculum guide. The curriculum guide identifies the major themes and organizational structure of the course. It provides examples of how the course contributes to the attainment of the essential graduation learnings, articulates the general outcomes for geography, and states the specific curriculum outcomes for World Geography 3200/3202.



Essential Graduation Learnings

Essential Graduation Learnings (EGLs) serve as a framework for the curriculum development process and describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students for life-long learning. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. EGLs are cross-curricular, and curriculum in all subject areas is deliberately focused to enable students to achieve these learnings.

Aesthetic Expression

Graduates will be expected to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Geography can provide opportunities for students to realize outcomes related to aesthetic expression. In geography classes, students can be encouraged to express their views on geographic issues in ways other than the traditional written format. In addition, aesthetic forms of expression provide sources of information that may be analyzed from a geographic perspective. Students can also develop an appreciation of the role the arts play in providing economic opportunities and in interpreting their world and the world of others.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- express a preference for the appeal of selected landforms and water forms (1.6.4)
- argue a preference for the aesthetic appeal of selected climatic conditions (2.8.3)
- reflect upon quality of life preferences in an urban area (7.7.5)

Citizenship

Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.

Geography plays a prominent role in enabling students to develop as responsible citizens. By its very nature, world geography can help students to develop a more pluralistic stance as they examine global issues. The perspectives that are gained, in turn, can be used as a lens through which to examine national and local events and issues.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- analyze value positions taken on environmental issues (3.5.4)
- support a position taken on an issue related to immigration (6.5.5)
- develop strategies to improve the quality of life in a city (7.7.4)

Communication

Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

The study of geography requires the student to listen critically to others; to evaluate and respond to others' arguments; to read for comprehension so as to understand, for example, cause and effect; to heighten their visual literacy through viewing pictures, slides, and videos; to distinguish between the relevant and the irrelevant; and to identify perceptions and bias. Students are required to take positions on past and current issues and to defend those positions in writing, discussions, and through presentations using various mediums.

Communication is implicit in geography as students are asked to engage in speaking and listening, reading and viewing, and writing and other ways of representing.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- draw a scattergraph to illustrate the relationship between temperature and latitude (learning strategy in support of 2.2.2)
- write an editorial about placing controls on immigration to Canada (assessment strategy in support of 6.5.5)
- draw simple sketches and briefly describe the four types of linear settlements (learning strategy in support of 7.2.1)

Personal Development

Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.

Personal development requires that individuals first know who they are, that they have a sense of identity, and that they know where they fit in the local, provincial, national and international scheme of things. Geographical themes contribute to the development of these concepts. As students explore immediate and expanding environments, they learn about themselves in the context of the world around them. Many of the ethical issues that

confront today's students must be examined from the critical perspective provided through geography. An appreciation of the changing nature of the world is implicit in this study.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- compare their own values to those of others on an environmental issue (assessment strategy in support of 3.5.4)
- reflect upon selected social/moral issues associated with manufacturing operations (5.4.4)
- assess one's quality of life preferences in large cities (7.7.5)

Problem Solving

Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Geography provides a context in which to explore the possible consequences of various policies in response to particular problems. Through this process a frame of reference is developed that enables students to analyze contemporary problems. An examination of such problems requires that students analyze their assumptions, recognize the variety of perspectives that have to be considered in developing an acceptable solution, separate relevant from irrelevant information and bias from fact, as well as frame and test hypotheses.

Geography helps students to respond as citizens to contemporary global problems with reference to their historical, social, economic, political, and geographic context. Thus, students will be able to act as empowered citizens, making the necessary decisions and solving problems in a critical and creative manner.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- propose a solution to a threat posed by selected landforms and water forms (1.6.5)
- develop strategies for a sustainable fishery (4.7.6)
- justify the choice of location for a settlement (7.3.5)

Technological Competence

Graduates will be expected to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Geography provides opportunities for students to explore and employ various technological sources and tools. As students use word processing, CD-ROMs, the Internet and various multimedia

resources to discover the world past and present, they will be experiencing the role of technology in today's society and weighing the relative merits of this technology. The means by which they explore various social studies topics will illustrate the critical role that technology plays today, and has played through history.

Geography is replete with opportunities to study the effect technological development has on society. Students are required to analyze the social and economic consequences of technological innovation from the influence of the wheel, and the impact of gunpowder to the implications of genetic engineering. Recognizing the complex issues raised by old and new technologies is critical to achieving technological competence.

Students in World Geography 3200/3202 will have the opportunity, for example, to

- develop a web page containing text and photos of landforms and water forms to attract visitors to the local area (assessment strategy in support of 1.6.3)
- use a website to access a series of climographs (learning strategy in support of 2.5.2 and 2.5.5)
- establish an e-mail contact for a farmer and seek a response to a question about his or her operation (assessment strategy in support of 4.4.5 and 4.4.6)

General Curriculum Outcomes for Geography

General Curriculum Outcomes (GCOs) are broad statements that describe the knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in geography. Through the achievement of these curriculum outcomes, students will demonstrate progress in the achievement of the following essential graduation learnings: aesthetic expression, citizenship, communication, personal development, problem solving, technological competence and spiritual and moral development.

Geography, as part of social studies, provides diverse opportunities to further refine critical and creative thinking, literacy and develop the EGLs. The following gives a rationale and examples of delineations that accompany the Specific Curriculum Outcomes (SCOs), learning strategies and assessment strategies to demonstrate the close links among the essential graduation learnings, social studies, and World Geography 3200/3202.

One of the following pages are the GCOs for geography. These form the conceptual structure for World Geography 3200/3202

Knowledge

Students will be expected to demonstrate an understanding of:

- forces that created the major land and water forms.
- causal effects of climate and how they produce climatic patterns.
- connections among given elements of an ecosystem and interrelationships among world ecosystems.
- processes that account for patterns in selected primary activities on the land and ocean and how these activities create the need for wise resource management.
- processes that explain patterns in secondary, tertiary and quaternary activity.
- causes and consequences of population distribution and growth.
- dynamics and problems associated with settlement and urbanization.

Skills

Students will be expected to demonstrate competencies in:

- developing rational positions and decisions about geographic issues.
- engaging in literal, interpretive, applied, and critical thinking.
- deriving spatial and temporal patterns from geographic phenomena.
- participating in group processes in a way that positively contributes to the quality of the learning task.
- retrieving information from a variety of information-access tools, such as maps, globes, data bases, websites, newspapers, periodicals, videotapes, and graphics.
- gathering primary geographic data through use of appropriate techniques such as interviews, field observation, sampling, and enumerating.
- organizing information according to an acceptable organizer.
- communicating findings using appropriate verbal and written formats.

Attitudes

Students will be expected to demonstrate an appreciation for:

- the role of informed and rational discussion in arriving at decisions and generalizations.
- the importance of gathering, organizing, and presenting reliable information in ways appropriate to an assigned task.
- the importance of mutual respect, tolerance, empathy, justice, and other procedural values in resolving geographical issues.

- the complex and delicate web of interrelationships among nonliving and living systems on the earth.
- the need to temper individual and societal aspirations in terms of the ability of the earth to meet basic needs and wants.
- the importance of utilizing the environment according to sound principles of stewardship.
- the impact and complexity of global interdependence.
- the contribution of geography to the development of a relevant and integrated perspective on the world.

Program Design

In planning and organizing this course, the General Curriculum Outcomes provide the broad framework; these create the "big picture" of how the physical earth and human activity are interconnected. The SCOs and accompanying delineations are organized, in Section 3, for study according to the major themes or fields within the discipline of geography; students are required to complete **six** curriculum units.

Geographic Theme	Curriculum Unit	Number of Units
Physical	1. Landforms and Water Form	1
	2. World Climate Patterns	1
	3. Ecosystems	1
Economic	4. Primary Resource Activities	1
	5. Secondary and Tertiary Activites	1
Population and Urban	6. Population Distrubtion and Growth OR	1
	7. Secondary and Urbanization	1

The delineations to be completed are differentiated by World Geography 3200 and World Geography 3202. More specifically, the delineations formatted in bold print are designed to challenge **ONLY** those students enrolled in World Geography 3202 and are **NOT** intended for World Geography 3200 students.

Nonetheless, teachers still have the discretion to selectively assign the delineations formatted in bold print should they deem them to be meaningful learning experiences for World Geography 3200 students.

The second column presents a number of sample learning strategies that can be used or adapted along with activities designed by teachers and students. Teachers should consider these as examples they may modify to suit the particular needs of their

students. Column three also presents a number of sample assessment strategies to assist teachers in classroom-based evaluation.

In the fourth column, the guide provides background teacher notes and a listing of resources that are available to supplement the course, including a number of on-line resources. The use of these and other resources is essential to the resource-based and student-centred approach on which this course is designed.

Table of Specifications

Students enrolled in World Geography 3202, unlike students in World Geography 3200, are required to write a provincially prescribed examination after completion of the course. It is critical, then, that there is a strong correlation between instruction and evaluation. This congruence must be evidenced at two levels:

- The scope of the course in terms of general curriculum outcomes must be reflected on the assessment instrument.
- The relative emphasis upon thinking skills (i.e., knowing, applying, and integrating) during the instructional phase must be reflected in the assessment instrument.

To help achieve this correlation, the Table of Specifications on the following page is provided for the teacher of World Geography 3202. From the Table of Specifications, the examination format may be derived. Teachers of World Geography 3200 also may wish to follow it in the development of a teacher-constructed end-of-year examination.

An analysis of the Table of Specifications provides some parameters for ensuring that there is a match between instruction and the assessment instrument; some are drawn for the consideration of the teacher. The three required units that make up the physical geography component constitute just over one-third of the course content (36%). Therefore, about one-third of the instructional time should be devoted to this part of the course. The two required units in the economic geography component constitute 44%. Since both units are equally weighted, instructional time should obviously be divided equally across “Primary Resource Activities” and “Secondary and Tertiary Activities.” About 20% of instructional time should be devoted to the population and urban geography theme (it should be noted that students are required to complete **one** of two units in this theme).

Table of Specifications

Geographic Theme		Unit	Thinking Competencies (%)			Total (%)
			Knowing	Applying	Integrating	
Physical Geography		1. Land and Water Forms	6%	5%	3%	14%
		2. World Climate Patterns	6%	5%	3%	14%
		3. Ecosystems	2%	4%	2%	8%
Economic Geography		4. Primary Resource Activities	6%	12%	4%	22%
		5. Secondary and Tertiary Activities	6%	12%	4%	22%
One of	Population Geography	6. Population Distribution and Growth	6%	10%	4%	20%
	Urban Geography	7. Settlement and Urbanization	6%	10%	4%	20%
Total Weighting			32%	48%	20%	100%

The emphasis on “knowing” level thinking skills is 32%; on “applying” level thinking skills, 48%; and on “integrating” level thinking skills, 20%. The teacher should attempt to reflect this emphasis across the thinking skill levels in their instruction. A teaching-learning environment that mainly emphasizes rote memorization in World Geography 3200/3202 would not fulfill the aims of the course. The cognitive level weightings should also be reflected in the pencil-and-paper component of the evaluation program. The end of year examination, items written at the “knowing” level will have a total value of 32%; items at the “applying” level, 48%; and items at the “integrating” level, 20%.

