

Global Connections 3rd Edition Curriculum Correlations

Ontario World Issues: A Geographic Analysis, Grade 12

Strand A - Geographic Inquiry and Skill Development	
Overall Expectations	Student Resource
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues	Throughout text; all Case Studies provide opportunities for inquiry; forms of analysis studied in Ch 1, p 5-9; steps to analyze an issue through inquiry in Ch 1, p 6-7; geographic thinking concepts used in questions, Working it Out Activities, and captions: Patterns and Trends (p 5, 7, 9, 25, 54, 55, 59, 72, 74, 82, 85, 100, 116, 129, 139, 145, 170, 176, 196, 200, 217, 225, 237, 240, 246, 254, 255, 257, 296, 323, 344, 366, 383, 402, 404, 424, 436, 454); Interrelationships (p 5, 7, 40, 71, 217, 254, 298, 303, 390, 463); Spatial Significance (p 5, 7, 56, 113, 176, 229, 323, 366, 394); Geographic Perspectives (p 5, 7, 9, 20, 56, 60, 243, 353, 394, 421)
A1.1 formulate different types of questions to guide investigations into world geographic issues	p 6-7, 10, 14, 20, 111, 235, 249, 313, 316, 371, 399, 461
A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources	p 6-7, 29, 37-39, 96-98, 139-140, 159, 173, 200, 207-208, 209, 226, 245-246, 246-247, 249, 263, 271, 274, 277-278, 285, 299, 312-314, 339, 345, 370-371, 374, 378-380, 388-389, 390, 399, 451, 418, 461, 463
A1.3 assess the credibility of sources and information relevant to their investigations	p 5, 6-7, 10, 12, 13-16, 399
A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry	p 6-7, 37-39, 86, 96-98, 100, 112, 128, 139-140, 159, 173, 200, 207-208, 209, 226, 245-246, 249, 263, 271, 274, 277-278, 285, 299, 312-314, 339, 345, 370-371, 374, 378-380, 388-389, 390, 399, 418
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	Throughout text; all Case Studies provide opportunities for inquiry; forms of analysis studied in Ch 1, p 5-9; steps to analyze an issue through inquiry in Ch 1, p 6-7; geographic thinking concepts used in questions, Working it Out Activities, and captions: Patterns and Trends (p 5, 7, 9, 25, 54, 55, 59, 72, 74, 82, 85, 100, 116, 129, 139, 145, 170, 176, 196, 200, 217, 225, 237, 240, 246, 254, 255, 257, 296, 323, 344, 366, 383, 402, 404, 424, 436, 454); Interrelationships (p 5, 7, 40, 71, 217, 254, 298, 303, 390, 463); Spatial Significance (p 5, 7, 56, 113, 176, 229, 323, 366, 394); Geographic Perspectives (p 5, 7, 9, 20, 56, 60, 243, 353, 394, 421)

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating	p 6-7, 10, 37-39, 86, 96-98, 100, 112, 128, 139-140, 159, 173, 200, 207-208, 209, 226, 245-246, 249, 263, 271, 274, 277-278, 285, 299, 312-314, 339, 345, 370-371, 374, 378-380, 388-389, 390, 399, 418
A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	p 4, 6-7, 40, 85, 100, 113, 123, 125, 200, 225, 249, 274, 316, 399, 407, 420, 421, 423, 434, 463
A1.8 use accepted forms of documentation to reference different types of sources	p 6-7, 10, 173, 399
A1.9 use appropriate terminology when communicating the results of their investigations	p 6-7, 10, all Case Studies and Inquiry questions
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	All Working It Out, Case Study, and chapter activities and questions give opportunities for students to develop and practice skills
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 that can be transferred to postsecondary opportunities, the world of work, and everyday life	All Working It Out, Case Study, and chapter activities and questions give opportunities for students to develop and practice skills
A2.2 apply in everyday contexts skills and work habits developed through geographic investigation	
A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues in order to enhance their understanding of these issues and their role as informed citizens	All Working It Out, Case Study, and chapter activities and questions give opportunities for students to apply concepts of geographic thinking in order to analyze issues
A2.4 identify some careers in which a geography background might be an asset	
Strand B - Spatial Organization: Relationships and Disparities	
Overall Expectations and Big Idea	Student Resource
B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions (FOCUS ON: Spatial Significance; Interrelationships). BIG IDEA: The distribution and availability of natural resources can affect a country's prosperity and quality of life.	Unit 4 focuses on natural resource use. Links to Quality of Life in this unit and other chapters indicate with the Q icon.
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	p 23-25, 34-36, 49, 67, 72, 84, 146, 155, 168, 200, 207, 226, 229, 231, 248, 252, 257, 261, 270-273, 274, 285, 290, 295, 298, 316, 319-322, 323-337, 339, 344, 345, 378-380, 400, 407, 413
B1.2 assess relationships between disparities in the distribution or quality of resources and social or political conflicts	Primarily Units 4 and 5; connections to Quality of Life indicated through the use of Q icons and text inserts

B1.3 analyse ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation	p 8-9, 17-19, 40, 142, 147-151, 200, 209, 238, 241-243, 245-246, 254, 260-263, 268-269, 277-278, 290-294, 320-323, 323-337, 377-382, 393, 397-398, 412-413
B2. Population Disparities: analyse relationships between demographic and political factors and quality of life for various countries and regions (FOCUS ON: Interrelationships; Geographic Perspective). BIG IDEA: Quality of life around the world is influenced by a wide range of economic, social, political, environmental, and historical factors.	Unit 2 focuses on population and demographics; Unit 3 discusses economic issues; connections to Quality of Life are indicated by Q icons and text inserts.
B2.1 analyse interrelationships between global population distribution, population density, and quality of life	Ch 4, Ch 5, Ch 6, Ch 7
B2.2 analyse interrelationships between population migration and quality of life	Ch 8, Ch 9
B2.3 assess the effects of past and present political and economic policies on inequality	p 17-19, Ch 12, 205, 207, 260-263, 412-413, 419, 460-461
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). BIG IDEA: Statistical indicators are a useful tool for comparing countries and analysing global issues.	Unit 1
B3.1 use statistical indicators and other criteria to classify countries into a variety of groupings on the basis of common characteristics	Ch 3
B3.2 evaluate particular indicators or characteristics that are used to classify countries, and analyse the advantages and disadvantages of their use	Ch 3
B3.3 apply statistical indicators and regional classification systems to the analysis of current global issues	Ch 1 introduces analysis of issues; students have the opportunity to practice these techniques throughout the text
Strand C - Sustainability and Stewardship	
Overall Expectations and Big Idea	Student Resource
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). BIG IDEA: Government policies and company practices that protect the environment play an important role in promoting sustainability.	Throughout text; connections between different issues and Sustainability are made through the S icons and text inserts
C1.1 assess the effectiveness of various international agreements for protecting the natural environment	p 15, 17-19, 28, 36, 207, 277-278, 284, 304, 307, 315, 316, 362-373, 374, 404, 457-460
C1.2 analyse the roles and responsibilities of international organizations, governments, and companies with respect to the protection of the natural environment	p 17-19, 35-36, 40, 206, 207-208, 224, 236-241, 243, 244-249, 268-269, 274, 277-299, 304, 306-307, 312-314, 317, 344, 345, 357, 362-373, 374, 394-395, 457-460, 462, 463

C1.3 analyse the influence of the values and beliefs of individuals and groups in shaping public opinion about environmental sustainability	p 8-9, 12, 13-15, 16, 20, 31-32, 36, 40, 265-266, 347-348, 353, 365, 372-373, 374
C1.4 analyse the effectiveness of policies, programs, and initiatives in various countries in enhancing sustainability	p 17-19, 35-36, 40, 206, 207-208, 224, 236-241, 243, 244-249, 268-269, 274, 277-299, 304, 306-307, 312-314, 317, 344, 345, 357, 362-373, 374, 394-395, 457-460, 462, 463
C1.5 assess the effectiveness of local sustainability initiatives in building sustainable communities	p 8, 36, 138-142, 229, 239-241, 243, 244-247, 248-249, 270-271, 307, 356, 370-373, 374
C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (FOCUS ON: Spatial Significance; Patterns and Trends). BIG IDEA: Population growth is increasing the human impact on the environment.	Unit 2 focuses on population and demographics; connections to Sustainability are indicated throughout the use of S icons and text inserts.
C2.1 analyse the impacts of population growth and related trends	p 63-67, 70-72, 82-84, 86, Ch 6, 104, 106, 109, 113, 128, 129, 130
C2.2 analyse theories relating to the impact of global population growth on the carrying capacity of the earth	p 33, 63-67, 82-84, 86, 88, 123
C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (FOCUS ON: Interrelationships; Geographic Perspective). BIG IDEA: Resources that are essential for life are key components of the global commons.	Unit 4 focuses on natural resource use.
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)	p 276-278, 297-298, 299, 301-302, 305-306, 339
C3.2 analyse the impacts of human activities on the commons	p 229, 230-231, 234-239, 279-290, 294-298, 299, 303-315, 316-317, 352-361, 374
C3.3 analyse issues relating to the management of the commons	p 229, 239-241, 243, 244-246, 248-249, 277-278, 279-298, 299, 304, 306-307, 312-314, 316-317, 319, 340-343, 362-373, 374

Strand D - Interaction and Interdependence: Globalization	
Curricular Competencies	Student Resource
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). BIG IDEA: Trade and immigration have impacts on relationships within nations and between nations.	Links to Globalization are indicated through the use of the G icon and text inserts.
D1.1 analyse the influence of selected international trade agreements on global interdependence and the economic, environmental, and social well-being of participating countries	p 27, 153-154, 167-172, 173, 207, 365, 369, 382, 387, 390, 438
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	p 108-109, 111, Ch 8, 154, 443
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). BIG IDEA: Globalization has major economic, environmental, social, and political impacts on countries and people around the world.	Links to Globalization are indicated through the use of the G icon and text inserts.
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	p 22, 26-30, 37-39, 40, 48-53, 56, 63, 109, 122, 130, 149, 153-154, 155, 159, Ch 11, 175-185, 189, 200, Ch 13, 223, 238, 271-273, 274, 297, 319, 323-337, 355, 382, 388, 390, 392, 396, 404, 412, 424, 428, 432, 434, 439-450
D2.2 analyse the impacts of globalization on individual countries and on the interrelationships between countries	p 22, 26-30, 37-39, 40, 48-53, 56, 63, 109, 122, 130, 149, 153-154, 155, 159, Ch 11, 175-185, 189, 200, Ch 13, 223, 238, 271-273, 274, 297, 319, 323-337, 355, 382, 388, 390, 392, 396, 404, 412, 424, 428, 432, 434, 439-450
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	p 17-19, 146, 167, 177-178, 191-193, 200, 202-203, 205-208, 209, 239-241, 243, 248, 268, 414, 421
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	p 17-19, 26-30, 37-39, 40, 153-154, 155, 156-158, 159, Ch 11, 177-185, 189, 191-195, 197-199, 200, Ch 13, 219, 223, 238, 272, 285, 297, 319, 355, 382, 390, 394-395, 396

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). BIG IDEA: Globalization has resulted in a high level of economic integration among countries and increasing cultural integration.	Links to Globalization are indicated through the use of the G icon and text inserts.
D3.1 describe ways in which economic activity has become globalized	p 26-30, 37-39, 40, 153-154, 155, 159, 175, Chapter 11, 205-207, 209, 271-273, 325, 390, 439-450
D3.2 analyse factors that have influenced the trend towards a globalized economy	p 26-30, 37-39, 40, 53, 130, 147-150, 151, 153-154, 155, 159, Chapter 11, 175-176, 177-183, 191-195, 200, Chapter 13, 271-273, 295-298, 319, 323-337, 338, 344-345
D3.3 describe the globalization of culture, and analyse the factors that have contributed to it	p 22, 26, 29, 30, 48, 121-123, 149-150, 151, 167-168, 428, 434, 439
Strand E - Social Change and Quality of Life	
Curricular Competencies	Student Resource
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). BIG IDEA: Social change can be promoted by individuals, groups, or governments.	Unit 2 examines population issues. Unit 5 concentrates on political issues.
E1.1 analyse government policies for controlling population growth, and assess their impacts	p 82-84, Chapter 6, 112, 129, 191
E1.2 assess the effectiveness of various international aid policies, programs, and practices in improving the quality of life in developing countries	p 137-138, 191-195, 199-200, 203-208, 209, 240-241, 243, 244, 249, 260-263, 268-269, 273, 274, 320, 388-389, 396-398, 400, 404, 419, 449-450, 462, 463
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	p 17-19, 192, 207-208, 240-241, 299, 406, 417, 421, 428, 433, 460-461, 462, 463
E1.4 describe how governments protect the security of the state, and analyse issues relating to changing national security needs and human rights	p 123-124, 361, 377-378, 380-382, 390, 393-395, 401-403, 404, 416-417, 432-433, 434, 436-437
E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (FOCUS ON: Interrelationships; Geographic Perspective). BIG IDEA: Powerful agents of change are having both positive and negative impacts on the quality of life of people around the world.	Connections to Quality of Life are indicated by Q icons and text inserts.
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	p 26, 28, 63-67, 72, 76, 83, 88, 256, 265-266, 367-368

E2.2 analyse the influence of mass media, including the Internet, on social and political change	p 10, 11-13, 13-16, 20, 26, 27, 97-98, 151, 170-171, 209, 245, 353, 360, 378, 416, 419, 424, 434, 462
E2.3 analyse the role of urbanization as an agent of social, economic, and environmental change	p 127-131, 132-139, 140-141, 142, 256, 281, 426
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). BIG IDEA: Many obstacles stand in the way of improving the quality of life of people in all parts of the world.	Connections to Quality of Life are indicated by Q icons and text inserts.
E3.1 analyse relationships between ethnic and/or religious tensions and crimes against humanity by governments or armed opposition groups	p 150, 361, 381-382, 405, 412, 417, 418, 420, 454, 455-456
E3.2 assess the responsibility of governments and international bodies for the promotion and protection of human rights	p 45-46, 99, 173, 192, 195, 207-208, 377, 381-382, 387-389, Chapter 23, 433, 453-457, 460-461
E3.3 analyse issues relating to the rights of women and children, and assess the effectiveness of programs and organizations that address these issues	p 17-19, 91, 94, 96-98, 100, 186-189, 191-192, 198-199, 203-207, 268, 410-415, 420, 433, 461, 462