



# BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

Send Completed Form to Student Certification Branch  
Email [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca)

## PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School Principal, or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I Kevin Godden verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

### Specifically, I verify that the BAA Course:


- is not preparatory, remedial, or modified
- does not significantly overlap with current provincial curriculum
- name reflects the subject area and includes the grade level
- assigned grade level reflects the appropriate level of instruction
- credit value appropriately reflects the length and scope of the course
- synopsis clearly outlines what a student has gained when the course is completed
- rationale outlines the reasons for wanting to offer opportunities to study the course
- organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- learning outcomes are assessable and observable and can be understood by students and parents
- instructional component clarifies learning outcomes and provides a range of pedagogical opportunities
- assessment component provides formative and summative opportunities to assess student achievement
- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Full Course Name **BAA World Issues 12** Grade **12**

School District **Abbotsford School District (34)**

Independent School \_\_\_\_\_ Number \_\_\_\_\_


Name of District Superintendent/Independent or Offshore School Principal **Kevin Godden**

Signature  Date **June 10/16**

## PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Board/Authority Chair or Designate **Michelle Middleton**

Signature  Date **June 14/16**

I declare that this BAA course is approved by the Board/Authority

## PART C: FOR INDEPENDENT SCHOOLS ONLY BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (Educational Standards Order, M41/91, s. 5(2)(c))

Name Inspector of Independent Schools or Designate \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_




Ministry of  
Education

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## BAA World Issues 12 Framework

**District Name:** Abbotsford  
**District Number:** 34  
**Developed by:** Dan Village Jr.  
**Date Developed:** March 29, 2016  
**School Name:** Robert Bateman Secondary School  
**Course Name:** World Issues 12  
**Principal:** Jinder Sarowa  
**Board/Authority Approval Date:** JUNE 10, 2016  
**Board/Authority Signature:**   
**Course Code:** YSSC 12 A  
**Grade Level:** 12  
**# of Course Credits:** 4  
**# of Instructional Hours:** 120  
**Prerequisite:** Social Studies 10 and an apt for current and historic issues and how it impacts our world

**Special Training, Facilities, or Equipment Required:** Computers with editing software, online account with SD34 Learn, access to social media and internet, projectors, and computers. This is a blended learning course with heavy use of an online and electronic presence.

**Course Synopsis:** This course draws on geographic concepts, skills, methods, and technologies to analyze significant issues facing Canadians as citizens of an interdependent world. Students 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.

**Rationale:** This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Today's students are growing up in a geopolitically connected world through exposure to global social media and rapidly updated world events. This course will enable students to develop analytical and reasoning skills. They will engage in meaningful ways towards their own personal development by relating current local and world events to their personal lives and the role that Canadians play in these issues. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment.

This course offers students the opportunity to investigate, analyze and formulate conclusions about local, regional and global issues. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

### Organizational Structure:

This course is separated into six separate units, each with their own set of expectations and learning outcomes:

Unit	Title	Hours
Unit 1	Introduction : World Issues 12	22.5
Unit 2	World Views, Media, and Bias	22.5
Unit 3	Population and Demography	25
Unit 4	Conflict and Geo-Politics	25
Unit 5	Globalization and Economic Pressures	25
<b>Total Hours</b>		<b>120</b>

### Assessment:

This course will include a variety of formative and summative assessments to meet the needs of individual students.

Unit	Title	Percentage
Unit 1	World Issues Introduction:	15
Unit 2	World Views, Media and Bias	15
Unit 3	Population and Demography	15
Unit 4	Conflict and Geo-Politics	15
Unit 5	Globalization and Economic Pressures	15
	Final Presentation of Learning	25
<b>Total Percentage</b>		<b>100</b>

### Unit/Topic/Module Descriptions

#### Unit 1 – Introduction to Canadian and World Issues

##### Overview:

Students gain the beginning insight of the current world around them at the local, provincial, national, and international layers through direct instruction, research, discussion and exploration. They investigate issues at all four levels they are interested and/or passionate about and begin to formulate inferences using the 5 themes of Geography (Location, Place, Human-Environment Interaction, Movement, and Region).

##### Curriculum Organizer and Learning Outcomes

*It is expected that students will:*

**A1:** Demonstrate understandings of concepts and terminology of World Issues, including:

Socio-economic status, Values, Religion, Culture, Economic Spectrum, Social Spectrum, and Conflict.

**A2:** Explain how various characteristics are used to clarify the world into regions or other groupings.

**A3:** Use the geographic inquiry process and the concepts of geographic thinking when investigating World Issues.

**A4:** Understand and evaluate Geographic timelines of various current World Issues using the 5 themes of geography

#### **Instructional Components/Strategies**

- See page 7 for strategies

#### **Assessment/Success criteria for this unit**

- Mapping Hot Spots
- Comparison and contrast Hot Spot locations over time
- 5 Themes of Geography Mind Map
- SPEEC Country Introduction Spreadsheet
- Top 10 World Issues Research
- Issue Journal Reflections #1, #2, and #3

### **Unit 2: *World Views, Media, and Bias***

#### **Overview**

Students are introduced to various World Views the media portrays on us. They also get a deeper understanding on how various countries and cultures screen or disallow information that we in Canada take for granted every day. They explore how several types of bias can influence an audience and sway ideologies for own political, social, and economic agendas.

#### **Curriculum Organizer and Learning Outcomes**

*It is expected that students will:*

**B1:** Explore the several types of bias and how it can influence particular audiences to fit a certain political, social, or economic agenda.

**B2:** Apply critical thinking by being cognizant of where information comes from distinguishing between fact and opinion.

**B3:** Understand how personal perspective can influence opinions towards particular issues.

**B4:** Demonstrate understandings of concepts and terminology of Media and Bias, including: Perspective, Life experiences, Mainstream media, Alternative media, Opinion, Fact, Subjective, Objective, Bias, Values.

#### **Instructional Components/Strategies**

- See page 7 for strategies

#### **Assessment/Success criteria for this unit**

- Issue Journal Reflections #4, #5, and #6
- Media Key Terms
- Deconstructing Bias using SIDES group activity
- Evaluating perspective of Mainstream Ads activity

### **Unit 3: Population and Demography**

#### **Overview**

Students explore the use of statistical information provided from credible sources. Students investigate population and demographic trends in countries where they show most interest. Students dig into those countries as to why countries are living a certain way based on age, mortality rates, birth rates, population, and the like. Students use a variety of methods of inquiry in order to come to a conclusion of particular countries.

#### **Curriculum Organizer and Learning Outcomes**

*It is expected that students will:*

**C1:** Assess the impact of population growth and the sustainability of the resources.

**C2:** Analyze relationships between demographic and political factors and quality of life in various countries and regions

**C3:** Assess population by measuring demographic changes.

#### **Instructional Components/Strategies**

- See page 7 for strategies

#### **Assessment/Success criteria for this unit**

- Issue Journal Reflections #7, #8, #9
- Population Key Terms Activity
- Illustrating Demographic Transition Model
- Continental Population Pyramid
- Population Trends Partner Activity
- Population Debates on Sustainability – Can the world sustain 10 Billion People?

### **Unit 4: Conflict and Geo-Politics**

#### **Overview**

Students consider various factors that place a culture or country into conflict. Students are also introduced to political ideologies from the political spectrum. Case studies of certain countries are explored to help compare and contrast with our own.

#### **Curriculum Organizer and Learning Outcomes**

*It is expected that students will:*

**D1:** Assess the influence of governments, groups, and individuals have on a particular region and the ideology they possess.

**D2:** Analyze issues relating to human rights, food security, health care, and other challenges to the quality of life.

**D3:** Understand the characteristics of a nation-state and how such decision-making processes are determined.

### **Instructional Components/Strategies**

- See page 7 for strategies

### **Assessment/Success criteria for this unit**

- Issue Journal Reflections #10, #11, and #12
- Geo-Political Key Terms
- Nation-State Analysis Chart
- Photo-Journalism #1

## **Unit 5: *Globalization and Economic Pressures***

### **Overview**

Students examine how multi-national companies and large corporations have immense control on certain markets and the impact they have on the globe as a whole. Students are introduced to concepts such as food production, supply and demand of natural resources, and trade. Students gain a better understanding the flow, or lack thereof, of resources impacts not only our local community but people on all continents.

### **Curriculum Organizer and Learning Outcomes**

*It is expected that students will:*

**E1:** Analyze the influence of trade agreements and immigration policies on global interdependence and well-being of countries.

**E2:** Analyze issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues.

**E3:** Describe major characteristics of globalization, and analyze factors that are driving the globalizing process.

### **Instructional Components/Strategies**

- See page 7 for strategies

### **Assessment/Success criteria for this unit**

- Issue Journal Reflections #13, #14, and #15
- Globalization Key Terms
- Photo-Journalism #2
- Wal-Martization and Multi-National Corporations Comparison

### **Instructional Components / Strategies (description of activities)**

- Direct Instruction: Provide classroom lectures on the topic of study, handouts for drill and practice, and other teaching aids, clarify concepts, provide structured overview, review, and thinking questions, assist with vocabulary for ESL students.

- **Interactive Instruction:** These students are engaged through an innovative blended learning model using Google Classroom. Lots of their time is spent investigating into issues they are passionate about. Students must be self-motivated learners in order to dive into issues that impact directly or in-directly, their surroundings.
- **Independent Instruction:** Supervise student research activities and Think-Pair-Share assignments.
- **Practical Creativity:** Provide opportunities for students to reorganize or present information in a creative manner, as well as encourage self-expression.
- **Brainstorming:** Engage students in brainstorming and mind mapping techniques that expand students' tools for organizing information and assessing a conflict.
- **Reflection & Self-Assessment:** Reflect and provide feedback at the end of discussions, PowerPoint/Project presentations, and other formative and summative assessments; have students complete self-assessment and peer-assessment rubrics.
- **Online Research from Credible Resources**

#### 1. **Formative and Summative Assessment:**

- A. **Formative Assessment** will be used throughout the course and may include quizzes, assignments, activities and investigations. Feedback will be used to help students and teachers to determine next steps to achieve the provincial standard on the overall expectations. Students will be utilizing Google Classroom to submit Formative assessments and regular feedback will be provided by the teacher. These assessment tasks will not be used in the determination of grades.

Other formative strategies to be utilized include:

- Provide observations on students' individual and collective work.
- Facilitate pair or group discussions.
- Mentor students and support completion of self and peer assessments.
- Monitor completion of in-class assignments, and computer research.
- Revise and provide constructive criticism for project drafts.
- Provide feedback on the acquisition of academic and specialty vocabulary.
- Encourage students to use local and provincial media resources to discuss current events that may have any connection with the topic studied.



**B. Summative Assessment** will usually be administered at or near the end of a period of learning and may include performance tasks, portfolios of student work, projects, unit tests and formal Presentations of Learning. Summative assessment tasks will be used to evaluate student learning in relation to the overall expectations of the course. As student's progress through the course, their grades will represent the students' most consistent levels of achievement of overall expectations. Where overall expectations are evaluated more than once during the term, evidence of growth will be considered in determining the final grade.

Examples of summative assignments will include: Photo-journals, Provincial, National and International Issue Project/Presentations.

Other summative strategies to be utilized during the study of a unit include:

- Monitor student progress through standardized Quizzes and Tests
- Provide additional feedback to self and peer assessment
- Implement rubrics and checklists for assessment
- Electronic presentations (e.g.: Prezi, PowerPoint), and projects.
- Promote performance assessment as an alternative form of assessment to standardized tools
- Evaluate the impact of Reflection Journal on student learning
- Coordinate completion of personal Portfolio and Final Project Details on Final Assessment

### **Final Summative Research Projects and Presentations**

#### **Overview**

Students are required to do 4 major research projects at the *local, provincial, national, and international* level throughout the course as culminating projects. Any type of medium can be used to present and showcase the information gathered about their area of focus. This gives student autonomy into their learning and exploration while using the 5 themes of geography and other methods of inquiry.

#### **Assessment/Success (see World Issues Project Rubric):**

- Regional Issue Project/Presentation
- Provincial Issue Project/Presentation
- National Issue Project/Presentation
- International Issue Project/Presentation

## **2. Learning Skills and Work Habits Achievement:**

Learning skills and work habits are instructed, assessed and evaluated separately academic work and mirror those CORE Competencies found in the new BC Curriculum. Students will be regularly

assessed on their level of achievement of the following six learning skills and work habits (e.g. through conferences with the teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).

- **Responsibility** (e.g. fulfills responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)
- **Organization** (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)
- **Independent Work** (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)
- **Collaboration** (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)
- **Initiative** (e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)
- **Self-regulation** (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

**Learning Resources to Be Used in This Course (but not limited to):**

- Global Connections: Canadian and World Issues, 2<sup>nd</sup> Edition (ISBN – 9780132069403)
- Google Classroom
- The New York Times Article “Don’t Ask How to Feed the 9 Billion”
- The New York Times Debaters “Can the Planet Support 10 Billion People”
- The Globe and Mail Article “The Real Cost of Suburbia”
- The Globe and Mail Article Debate “True Cost of Sprawl”
- [www.liveablecities.org](http://www.liveablecities.org)
- The New York Times “China’s consuming Billion”
- [www.reporterswithoutborders.com](http://www.reporterswithoutborders.com)
- [www.un.org/en/globalissues](http://www.un.org/en/globalissues)
- [www.binsworld.com/100](http://www.binsworld.com/100) (If the world were a 100 people)
- [peoplemove.in](http://peoplemove.in)
- “Food Inc.” Documentary
- “Inside North Korea” Vice News Documentary
- “Against the Wall” Vice News Documentary
- “Not far from Bolgatanga” Barrie Howells, Michael Rubbo Documentary

- Hans Rosling Ted Talk – “Population”
- Parag Khanna Ted Talk – “Maps of future countries”
- Ian Goldin Ted Talk – “Navigating our Global Future”
- [endgenocide.org](http://endgenocide.org)
- [www.mapsoftheworld.com](http://www.mapsoftheworld.com) – infographic of Israel/Palestine
- [Youtube.com](https://www.youtube.com/watch?v=3pL8UgR1100) – John Green – “crash course middle east”
- CIA WorldFact Book

**World Issues Projects Rubric**

	Level 4 (9-10)	Level 3 (7 - 8)	Level 2 (5 - 6)	Level 1 (Incomplete)
<b>Knowledge/ Understanding</b>	shows thorough knowledge of facts  excellent understanding of the significance of the issue/concept.	shows good knowledge of facts  considerable understanding of significance of the issue/concept	shows some knowledge of facts  some demonstration of significance of the issue/concept	shows limited knowledge of facts  limited explanation of their understanding of the issue/concept
<b>Thinking</b>	uses critical/creative thinking processes with high degree of effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with limited effectiveness
<b>Communication</b>	issue is conveyed with excellent clarity and effectiveness  excellent demonstration of language conventions, vocabulary, structure (written), articulation(oral)	issue is conveyed with considerable clarity and effectiveness  good demonstration of language conventions, vocabulary, structure (written), articulation (oral)	issue is conveyed with some clarity and effectiveness  some demonstration of language conventions, vocabulary, structure (written), articulation (oral)	issue is conveyed with limited clarity and effectiveness  limited demonstration of language conventions, vocabulary, structure (written), articulation (oral)
<b>Application</b>	choice of material shows thorough understanding of audience and purpose  extensive demonstration of connections within and between LO's and issue	choice of material shows considerable sense of audience and purpose  considerable demonstration of connections within and between LO's and issue	choice of material shows some sense of audience and purpose  some demonstration of connections within and between LO's and issue	choice of material shows limited sense of audience and purpose  limited demonstration of connections within and between LO's and Issue