

**IDC 4U Course Outline
Foundations of Global Education
North Toronto Collegiate Institute**

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Google Classroom Code: _____

A Challenging year

There is no doubt this year will be a challenge, but we will get through it by working together. There are no textbooks in this course. It is based on up-to-date articles, readings and periodicals. Your handouts are yours and only yours. You must bring all your own materials such as pens, pencils, binder etc. This year will not be perfect, please be patient. Welcome to Global Education!

Course Goals

This course will teach young people about our globally integrated world and give them the tools and skills to see the world through multiple perspectives of diverse people, using case based analysis. This course will also give students a forum to critically examine problems and issues that cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political and technological.

What makes this course unique is that it is centered on the concept of connectedness – recognizing local/global connections, the commonalities that all humans share, and understanding our role as national and global citizens, in an evermore connected world. Furthermore, completion of this course offers students the opportunity to complete their Global Education Certificate at NTCI.

Course Structure

- Problem based learning
- Interdisciplinary analysis

Ongoing Coursework

Seminars:

- Every few days, students in both classes will participate in a seminar discussion and debate of course readings. The course readings may include articles, excerpts, or chapters of a book.
- Each student will lead the discussion for the seminar. Seminar leadership will involve deep analysis of the article and preparation of context for the discussion.

Major Summative Evaluation:

- Early in the school year, students will identify a local issue of interest or concern to them. The issue will be related to a key theme within the course – including conflict, communications technology in the 21st century, human trafficking, community-based conservation, indigenous communities. Over the course of the school year students will then work independently to research current actions by the government, NGOs, community members related to the issue. They will ultimately develop an action plan and a feasibility study for a specific client, which they will present to their Teacher.

Course Units:

Unit	Subject	Foundational Readings
One	An introduction to Global Education and Social justice	1. Lecture 1 of <i>The Wayfinders</i> , Wade Davis 2. Lecture 2 of <i>The Wayfinders</i> , Wade Davis
Two	Morals, Ethics and Law	3. TBA – Case Studies
Three	Information/Communication Technology in the 21 st century.	4. TBA – Case Studies
Four	Human Trafficking/Organ Trafficking (The Cases of Toronto, Ontario and Latin America)	5. TBA – Case Studies
Five	A closer look at Indigenous Communities (<i>A case of Water Access and Human Rights</i>)	6. TBA – Case Studies
Six	Summative Evaluation	30% of the semester

Course Evaluation:

Students are evaluated for term work and summative assignment completion. Term work is divided into three categories of evaluation: Theory, Research Skills, Evaluation and Communication.

Semester Breakdown:

By the end of the semester your mark will be based on:

55% term work (Test, quizzes, assignments etc., 15% of this will be based on your discussion) 15% Independent Study Unit (closely tied into your summative) 30% Summative

100% Total

Good luck this year!