

South Slave Divisional Education Council

Social Studies 10-1

**Title: Perspectives on Globalization
Curriculum Package**



2012

KEY:

C Citizenship I Identity

ER Economics and Resources

LPP The Land: Places and People

GC Global Connections

CC Culture and Community

PADM Power, Authority and Decision Making

TCC Time, Continuity and Change

DIMENSIONS OF THINKING (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop skills of critical thinking and creative thinking S.1	<ul style="list-style-type: none"> • Evaluate ideas and information from multiple sources • Determine relationships among multiple and varied sources of information • Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability • Predict likely outcomes based on factual information • Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue • Synthesize information from contemporary and historical issues to develop an informed position • Evaluate the logic of assumptions underlying a position • Assemble seemingly unrelated information to support an idea or to explain an event • Analyze current affairs from a variety of perspectives
Develop skills of historical thinking S.2	<ul style="list-style-type: none"> • Analyze multiple historical and contemporary perspectives within and across cultures • Analyze connections among patterns of historical change by identifying cause and effect relationships • Analyze similarities and differences among historical narratives • Evaluate the impact of significant historical periods and patterns of change on the contemporary world • Discern historical facts from historical interpretations through an examination of multiple sources • Identify reasons underlying similarities and differences among historical narratives • Develop a reasoned position that is informed by historical and contemporary evidence • Demonstrate an understanding of how changes in technology can benefit or harm society— in the context of the present, the future and various historical time periods • Use current, reliable information sources from around the world
Develop skills of geographic thinking S.3	<ul style="list-style-type: none"> • Analyze the impact of physical and human geography on history • Make inferences and draw conclusions from maps and other geographical sources • Locate, gather, interpret and organize information, using historical maps • Develop and assess geographic representations to demonstrate the impact of factors of geography on world events • Assess the impact of human activities on the land and the environment • Assess how human interaction impacts geopolitical realities • Use current, reliable information sources from around the world, including online atlases
Demonstrate skills of decision making and problem solving S.4	<ul style="list-style-type: none"> • Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues • Develop inquiry strategies to make decisions and solve problems • Generate and apply new ideas and strategies to contribute to decision making and problem solving • Describe a plan of action to use technology to solve a problem • Use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate skills of cooperation , conflict resolution and consensus building S.5	<ul style="list-style-type: none"> • Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably • Participate in persuading, compromising and negotiating to resolve conflicts and differences • Interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding • Demonstrate leadership during discussions and group work • Respect the needs and perspectives of others • Collaborate in groups to solve problems
Develop age- appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<ul style="list-style-type: none"> • Demonstrate leadership by engaging in actions that enhance personal and community well-being • Acknowledge the importance of multiple perspectives in a variety of situations

RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)

Apply the research process S.7	<ul style="list-style-type: none"> • Develop, express and defend an informed position on an issue • Reflect on changes of perspective or opinion based on information gathered and research conducted • Draw pertinent conclusions based on evidence derived from research • Demonstrate proficiency in the use of research tools and strategies to investigate issues • Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues • Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry • Develop, refine and apply questions to address an issue • Select and analyze relevant information when conducting research • Plan and perform complex searches, using digital sources • Use calendars, time management or project management software to assist in organizing the research process • Generate new understandings of issues by using some form of technology to facilitate the process • Record relevant data for acknowledging sources of information, and cite sources correctly • Respect ownership and integrity of information
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COMMUNICATION (embedded throughout all units)

Demonstrate skills of oral, written and visual literacy S.8	<ul style="list-style-type: none"> • Communicate effectively to express a point of view in a variety of situations • Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue • Persuasively express informed viewpoints on an issue • Ask respectful and relevant questions of others to clarify viewpoints • Listen respectfully to others • Use a variety of oral, visual and print sources to present informed positions on issues • Apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues • Use appropriate presentation software to demonstrate personal understandings • Compose, revise and edit text • Apply general principles of graphic layout and design to a document in process
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COMMUNICATION (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Continued	<ul style="list-style-type: none"> • Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics) • Apply principles of graphic design to enhance meaning and engage audiences
Develop skills of media literacy S.9	<ul style="list-style-type: none"> • Assess the authority, reliability and validity of electronically accessed information • Evaluate the validity of various points of view presented in the media • Appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence • Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification • Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
<p>Key Issue: To what extent should we embrace globalization? Related Issue 1: To what extent should globalization shape identity?</p>	
<p>General Outcome: Students will explore the impacts of globalization on their lives.</p>	
Values and Attitudes	<ul style="list-style-type: none"> • Acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC) 1.1 • Appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC) 1.2 • Appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC) 1.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP) 1.4 • Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC) 1.5 • Examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC) 1.6 • Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC) 1.7 • Analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC) 1.8 • Evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC) 1.9

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?	
General Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.	
Values and Attitudes	<ul style="list-style-type: none"> • Recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC) 2.1 • Exhibit a global consciousness with respect to the human condition (GC, C) 2.2 • Accept social responsibilities associated with global citizenship (C, GC) 2.3 • Recognize and appreciate the validity of oral histories (TCC, CC) 2.4 • Recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I) 2.5
Knowledge and Understanding	<ul style="list-style-type: none"> • Examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC) 2.6 • Explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM) 2.7 • Explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM) 2.8 • Examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM) 2.9 • Examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC) 2.10 • Analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I) 2.11 • Evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC) 2.12 • Examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC) 2.13
Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people	
General Outcome: Students will assess economic, environmental and other contemporary impacts of globalization.	
Values and Attitudes	<ul style="list-style-type: none"> • Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM) 3.1 • Recognize and appreciate impacts of globalization on the interdependent relationships among3.2
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore understandings of contemporary economic globalization (GC, ER) 3.3 • Examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER) 3.4 • Analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM) 3.5 • Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC) 3.6

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Continued	<ul style="list-style-type: none"> • Explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC) 3.7 • Evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC) 3.8 • Analyze multiple perspectives on sustainability and prosperity in a globalizing world 3.9
Related Issue 4: To what extent should I, as a citizen, respond to globalization?	
General Outcome: Students will assess their roles and responsibilities in a globalizing world.	
Values and Attitudes	<ul style="list-style-type: none"> • Recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC) 4.1 • Recognize and appreciate the importance of human rights in determining quality of life (GC, C) 4.2 • Accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER) 4.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore various understandings of quality of life (GC) 4.4 • Analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I) 4.5 • Analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I) 4.6 • Evaluate relationships between globalization and democratization and human rights (GC, PADM) 4.7 • Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP) 4.8