

South Slave Divisional Education Council

Social Studies 10-2

**Title: Living in a Globalizing World
Curriculum Package**

*Creating
Futures*



12

KEY:

C Citizenship | 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 |
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| <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"> • Analyze ideas and information from multiple sources • Determine relationships among multiple sources of information • Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability • Suggest likely outcomes based on factual information • Evaluate personal assumptions and opinions • Determine the strengths and weaknesses of arguments • Identify seemingly unrelated ideas to explain a concept or event • Analyze current affairs from a variety of perspectives • Identify main ideas underlying a position or issue |
| Develop skills of historical thinking S.2 | <ul style="list-style-type: none"> • Understand diverse historical and contemporary perspectives within and across cultures • Analyze connections among patterns of historical change by identifying cause and effect relationships • Compare and contrast historical narratives • Identify and describe the impact of significant historical periods and patterns of change on society today • Understand the difference between historical facts and historical interpretations • Compare alternative historical narratives • Develop reasoned arguments supported by historical and contemporary evidence • Describe how changes in technology can benefit or harm society • Use current, reliable information sources from around the world |
| Develop skills of geographic thinking S.3 | <ul style="list-style-type: none"> • Analyze the ways in which physical and human geographic features influence world events • Draw conclusions from maps and other geographic sources • Locate, gather, interpret and organize information, using historical maps • Assess the impact of human activities on the land and the environment • 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 skills needed to reach consensus, solve problems and formulate positions • Use inquiry processes to make decisions and solve problems • Apply 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 |
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| <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 persuading, compromising and negotiating to resolve conflicts and differences • Make meaningful contributions to discussion and group work • Identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding • Consider the points of view and perspectives of others • Identify and use a variety of strategies to resolve conflicts peacefully and equitably • Demonstrate cooperativeness 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 will enhance the well-being of self and others in the community • Promote and respect the contributions of team members when working as a team • Cooperate with others for the well-being of the community |

RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)

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| Apply the research process S.7 | <ul style="list-style-type: none"> • Develop and express an informed position on an issue • Develop conclusions based on evidence gathered through research of a wide variety of sources • Use research tools and methods to investigate issues • Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues • Revise questions on an issue as new information becomes available • Select relevant information when conducting research • Cite sources correctly to respect the ownership and integrity of information • Use calendars, time management or project management software to assist in organizing the research process • Plan and perform searches, using digital sources • Generate understandings of issues by using some form of technology to facilitate the process |
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COMMUNICATION (embedded throughout all units)

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| Demonstrate skills of oral, written and visual literacy S.8 | <ul style="list-style-type: none"> • Communicate effectively in a variety of situations • Engage in respectful discussion • Use a variety of oral, visual and print sources to present informed positions on issues • Ask respectful and relevant questions of others to clarify viewpoints on an issue • Make respectful and reasoned comments on the topic of discussion • Use technology to compose, revise and edit text • Employ technologies to adapt information for context (situation, audience and purpose) |
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COMMUNICATION (embedded throughout all units)

| Specific Outcomes | Achievement Indicators – Measurable outcomes |
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| <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 media literacy S.9 | <ul style="list-style-type: none"> • Assess the authority, reliability and validity of electronically accessed information • Analyze the validity of various points of view in media messages • Analyze 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 • Demonstrate discriminatory selection of electronically accessed information |
| Key Issue: To what extent should we embrace globalization? | |
| Related Issue 1: Should globalization shape identity? | |
| General Outcome: Students will explore the impacts of globalization on their lives. | |
| 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"> • Identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling) (I, CC, LPP) 1.4 • Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC) 1.5 • Explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC) 1.6 • Examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC) 1.7 • Examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC) 1.8 • Analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC) 1.9 |

| Specific Outcomes | Achievement Indicators – Measurable outcomes |
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| <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: Should people in Canada respond to the legacies of historical globalization? | |
| General Outcome: Students will understand the effects 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"> • Identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government) (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 imperialism in Canada (I, LPP, PADM) 2.9 • Examine the consequences of imperialism in Canada for Aboriginal Peoples (Indian Act, consequences of residential schools, social impact on Indigenous peoples) (CC, TCC, I, GC) 2.10 • Analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM) 2.11 • Identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC) 2.12 |
| Related Issue 3: Does globalization contribute to sustainable prosperity for all people? | |
| General Outcome: Students will understand economic, environmental and other 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 economics, politics, the environment and globalization (GC, ER, PADM) 3.1 • Recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM) 3.2 |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Explore various understandings of contemporary economic globalization (GC, ER) 3.3 • Identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER) 3.4 • Identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM) 3.5 • Examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy)(ER, PADM, GC) 3.6 |

| Specific Outcomes | Achievement Indicators – Measurable outcomes |
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| <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 on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER) 3.7 • Analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC) 3.8 • Examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC) 3.9 |
| Related Issue 4: 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) 4.1 • Recognize and appreciate the importance of human rights in determining quality of life (GC, C) 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER) 4.2 |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Explore various understandings of quality of life (GC) 4.4 • Examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER) 4.5 • Examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER) 4.6 • Analyze relationships between globalization and democratization and human rights (GC, PADM) 4.7 • Examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP) 4.8 • Explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM) 4.9 • Analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER) 4.10 • Develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER) 4.11 |