

**South Slave Divisional Education Council**

# **Social Studies 10-2**

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

*Creating  
Futures*



**12**

**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 <b>critical thinking and creative thinking</b> S.1	<ul style="list-style-type: none"> <li>• Analyze ideas and information from multiple sources</li> <li>• Determine relationships among multiple sources of information</li> <li>• Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>• Suggest likely outcomes based on factual information</li> <li>• Evaluate personal assumptions and opinions</li> <li>• Determine the strengths and weaknesses of arguments</li> <li>• Identify seemingly unrelated ideas to explain a concept or event</li> <li>• Analyze current affairs from a variety of perspectives</li> <li>• Identify main ideas underlying a position or issue</li> </ul>
Develop skills of <b>historical thinking</b> S.2	<ul style="list-style-type: none"> <li>• Understand diverse historical and contemporary perspectives within and across cultures</li> <li>• Analyze connections among patterns of historical change by identifying cause and effect relationships</li> <li>• Compare and contrast historical narratives</li> <li>• Identify and describe the impact of significant historical periods and patterns of change on society today</li> <li>• Understand the difference between historical facts and historical interpretations</li> <li>• Compare alternative historical narratives</li> <li>• Develop reasoned arguments supported by historical and contemporary evidence</li> <li>• Describe how changes in technology can benefit or harm society</li> <li>• Use current, reliable information sources from around the world</li> </ul>
Develop skills of <b>geographic thinking</b> S.3	<ul style="list-style-type: none"> <li>• Analyze the ways in which physical and human geographic features influence world events</li> <li>• Draw conclusions from maps and other geographic sources</li> <li>• Locate, gather, interpret and organize information, using historical maps</li> <li>• Assess the impact of human activities on the land and the environment</li> <li>• Use current, reliable information sources from around the world, including online atlases</li> </ul>
Demonstrate skills of decision making and problem solving S.4	<ul style="list-style-type: none"> <li>• Demonstrate skills needed to reach consensus, solve problems and formulate positions</li> <li>• Use inquiry processes to make decisions and solve problems</li> <li>• Apply ideas and strategies to contribute to decision making and problem solving</li> <li>• Describe a plan of action to use technology to solve a problem</li> <li>• Use appropriate tools and materials to accomplish a plan of action</li> </ul>

**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"> <li>• Demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences</li> <li>• Make meaningful contributions to discussion and group work</li> <li>• Identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding</li> <li>• Consider the points of view and perspectives of others</li> <li>• Identify and use a variety of strategies to resolve conflicts peacefully and equitably</li> <li>• Demonstrate cooperativeness in groups to solve problems</li> </ul>
Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<ul style="list-style-type: none"> <li>• Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community</li> <li>• Promote and respect the contributions of team members when working as a team</li> <li>• Cooperate with others for the well-being of the community</li> </ul>

**RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)**

Apply the research process S.7	<ul style="list-style-type: none"> <li>• Develop and express an informed position on an issue</li> <li>• Develop conclusions based on evidence gathered through research of a wide variety of sources</li> <li>• Use research tools and methods to investigate issues</li> <li>• Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> <li>• Revise questions on an issue as new information becomes available</li> <li>• Select relevant information when conducting research</li> <li>• Cite sources correctly to respect the ownership and integrity of information</li> <li>• Use calendars, time management or project management software to assist in organizing the research process</li> <li>• Plan and perform searches, using digital sources</li> <li>• Generate understandings of issues by using some form of technology to facilitate the process</li> </ul>
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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"> <li>• Communicate effectively in a variety of situations</li> <li>• Engage in respectful discussion</li> <li>• Use a variety of oral, visual and print sources to present informed positions on issues</li> <li>• Ask respectful and relevant questions of others to clarify viewpoints on an issue</li> <li>• Make respectful and reasoned comments on the topic of discussion</li> <li>• Use technology to compose, revise and edit text</li> <li>• Employ technologies to adapt information for context (situation, audience and purpose)</li> </ul>
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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>
Develop skills of media literacy S.9	<ul style="list-style-type: none"> <li>• Assess the authority, reliability and validity of electronically accessed information</li> <li>• Analyze the validity of various points of view in media messages</li> <li>• Analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</li> <li>• Analyze the impact of various forms of media</li> <li>• Demonstrate discriminatory selection of electronically accessed information</li> </ul>
<b>Key Issue:</b> To what extent should we embrace globalization?	
<b>Related Issue 1:</b> Should globalization shape identity?	
<b>General Outcome:</b> Students will explore the impacts of globalization on their lives.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC) 1.1</li> <li>• 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</li> <li>• Appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC) 1.3</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC) 1.5</li> <li>• Explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC) 1.6</li> <li>• 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</li> <li>• Examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC) 1.8</li> <li>• 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</li> </ul>

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>
<b>Related Issue 2:</b> Should people in Canada respond to the legacies of historical globalization?	
<b>General Outcome:</b> Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC) 2.1</li> <li>• Exhibit a global consciousness with respect to the human condition (GC, C) 2.2</li> <li>• Accept social responsibilities associated with global citizenship (C, GC) 2.3</li> <li>• Recognize and appreciate the validity of oral histories (TCC, CC) 2.4</li> <li>• Recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I) 2.5</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM) 2.7</li> <li>• Explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM) 2.8</li> <li>• Examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM) 2.9</li> <li>• 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</li> <li>• Analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM) 2.11</li> <li>• Identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC) 2.12</li> </ul>
<b>Related Issue 3:</b> Does globalization contribute to sustainable prosperity for all people?	
<b>General Outcome:</b> Students will understand economic, environmental and other impacts of globalization.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM) 3.1</li> <li>• Recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM) 3.2</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore various understandings of contemporary economic globalization (GC, ER) 3.3</li> <li>• Identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER) 3.4</li> <li>• 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</li> <li>• Examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy)(ER, PADM, GC) 3.6</li> </ul>

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"> <li>• Explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER) 3.7</li> <li>• 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</li> <li>• Examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC) 3.9</li> </ul>
<b>Related Issue 4:</b> Should I, as a citizen, respond to globalization?	
<b>General Outcome:</b> Students will assess their roles and responsibilities in a globalizing world.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C) 4.1</li> <li>• 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</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore various understandings of quality of life (GC) 4.4</li> <li>• Examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER) 4.5</li> <li>• Examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER) 4.6</li> <li>• Analyze relationships between globalization and democratization and human rights (GC, PADM) 4.7</li> <li>• Examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP) 4.8</li> <li>• 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</li> <li>• 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</li> <li>• Develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER) 4.11</li> </ul>