

## SOCIAL STUDIES 10-2: Living in a Globalizing World

### Overview

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

### Rationale

By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

### Key Issue

**To what extent should we embrace globalization?**

### Key Outcome

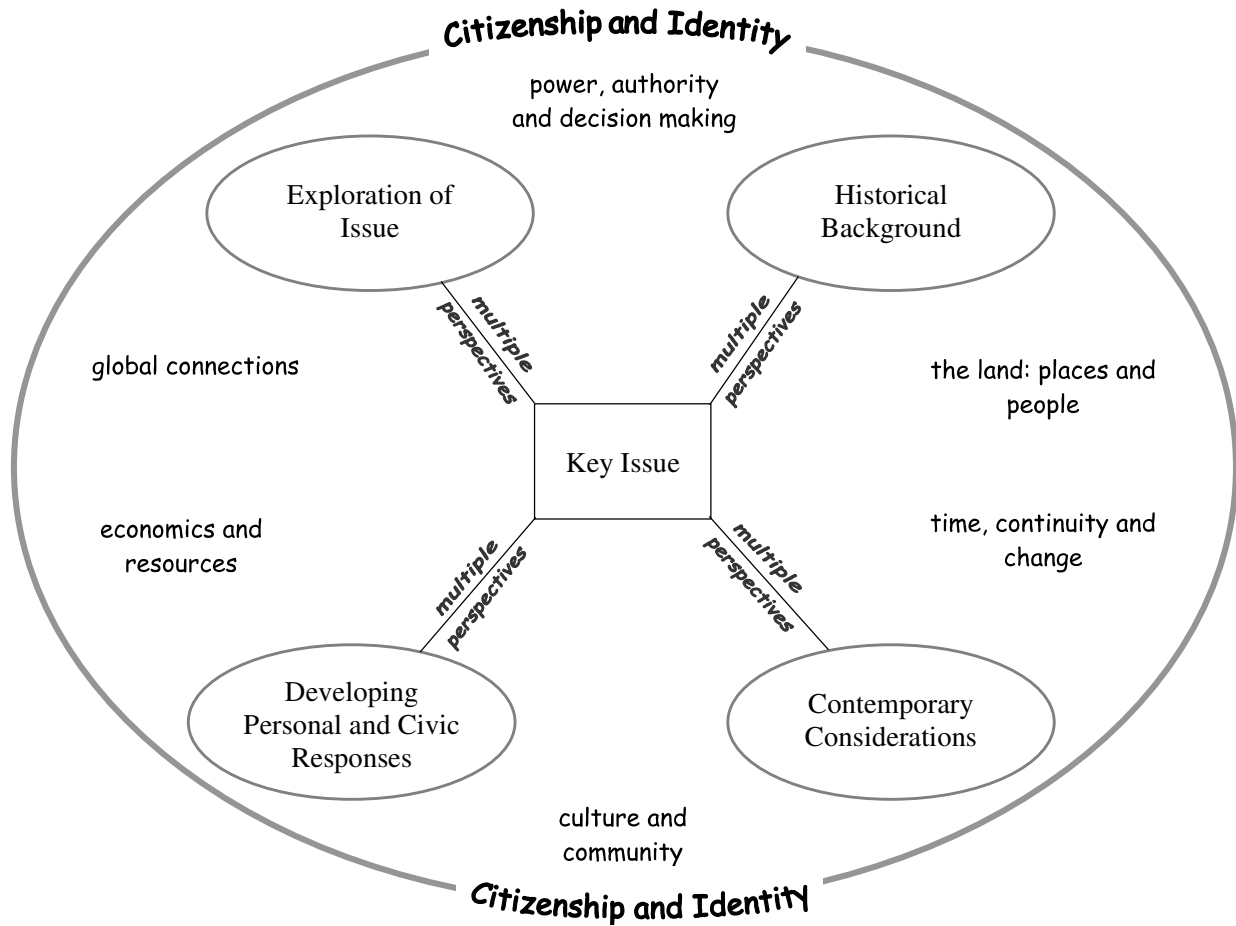
**Students will understand, assess and respond to the complexities of globalization.**

### Related Issues

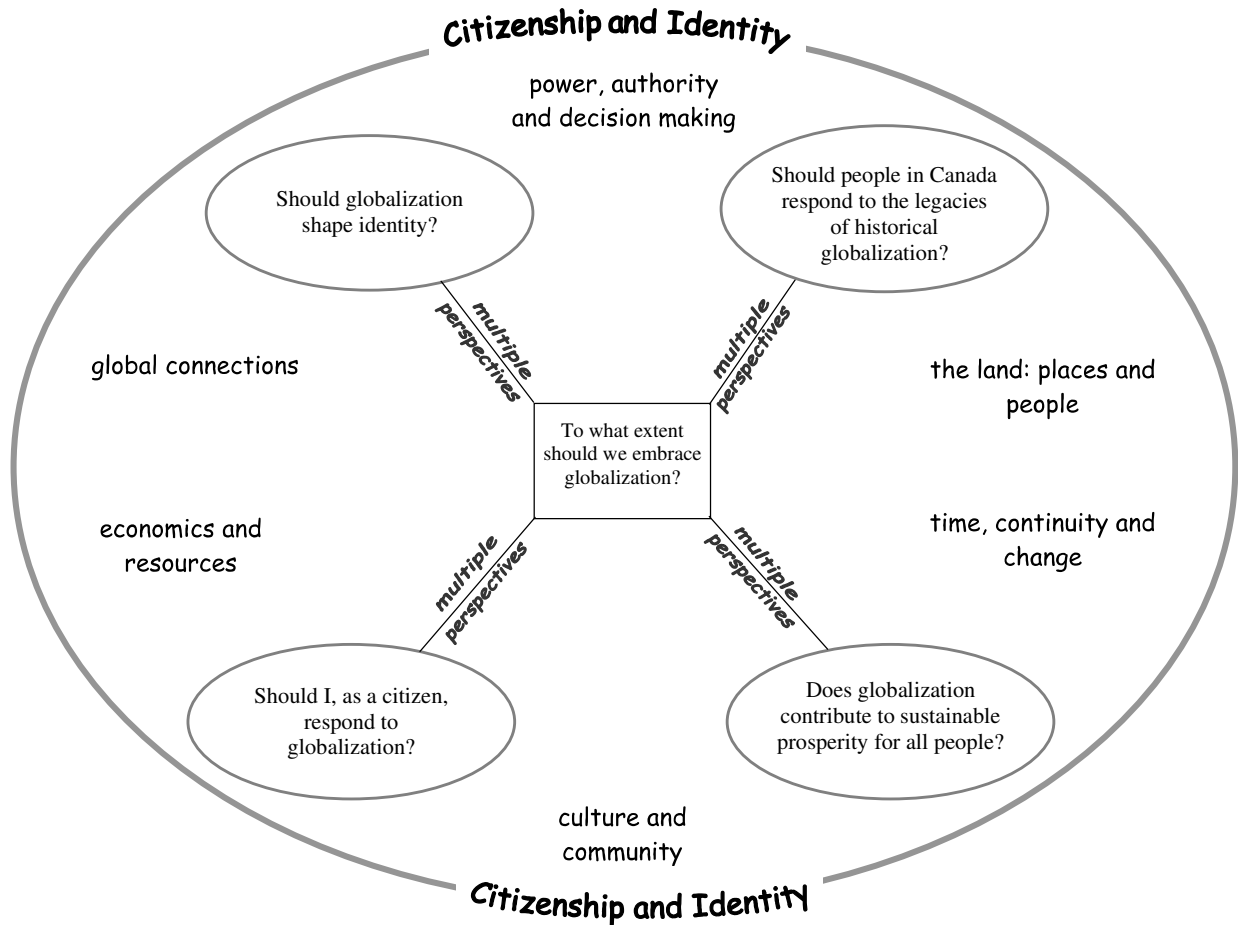
### General Outcomes

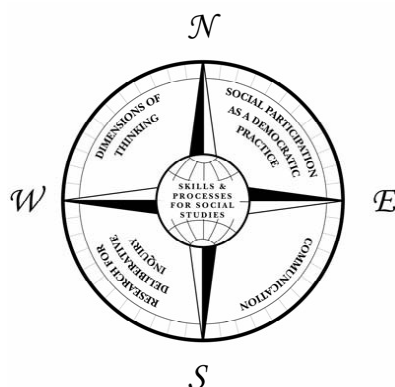
1. <i>Should globalization shape identity?</i>	Students will explore the impacts of globalization on their lives.
2. <i>Should people in Canada respond to the legacies of historical globalization?</i>	Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.
3. <i>Does globalization contribute to sustainable prosperity for all people?</i>	Students will understand economic, environmental and other impacts of globalization.
4. <i>Should I, as a citizen, respond to globalization?</i>	Students will examine their roles and responsibilities in a globalizing world.

## SENIOR HIGH SCHOOL SOCIAL STUDIES COURSE ORGANIZER



## SOCIAL STUDIES 10-2 COURSE ORGANIZER





### Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

<b>Dimensions of Thinking</b>	
<i>critical thinking and creative thinking</i>	analyze ideas and information from multiple sources
<i>historical thinking</i>	understand diverse historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	analyze the ways in which physical and human geographic features influence world events
<i>decision making and problem solving</i>	demonstrate skills needed to reach consensus, solve problems and formulate positions
<b>Social Participation as a Democratic Practice</b>	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
<b>Research for Deliberative Inquiry</b>	
<i>research and information</i>	develop and express an informed position on an issue
<b>Communication</b>	
<i>oral, written and visual literacy</i>	communicate effectively in a variety of situations
<i>media literacy</i>	assess the authority, reliability and validity of electronically accessed information

## SKILLS AND PROCESSES FOR SOCIAL STUDIES 10-2

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 10-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol □.

### DIMENSIONS OF THINKING

*Students will:*

#### **S.1 develop skills of critical thinking and creative thinking:**

- 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

#### **S.2 develop skills of historical thinking:**

- 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

#### **S.3 develop skills of geographic thinking:**

- 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

#### **S.4 demonstrate skills of decision making and problem solving:**

- 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

*Students will:*

- S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**
- 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 needs and perspectives of others
  - identify and use a variety of strategies to resolve conflicts peacefully and equitably
  - demonstrate cooperativeness in groups to solve problems
- S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**
- 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

*Students will:*

- S.7 apply the research process:**
- 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

## COMMUNICATION

*Students will:*

**S.8 demonstrate skills of oral, written and visual literacy:**

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, written and visual 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)

**S.9 develop skills of media literacy:**

- ☐ 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

## Social Studies 10-2

**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.**

### **Specific Outcomes**

#### ► **Values and Attitudes**

*Students will:*

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

#### ► **Knowledge and Understanding**

*Students will:*

- 1.4 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)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- 1.9 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)

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	



## Social Studies 10-2

**Key Issue:** *To what extent should we embrace globalization?*

### 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.

#### Specific Outcomes

##### ► Values and Attitudes

Students will:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)
- 2.4 recognize and appreciate the validity of oral histories (TCC, CC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

##### ► Knowledge and Understanding

Students will:

- 2.6 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)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM)
- 2.10 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)
- 2.11 analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM)
- 2.12 identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

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## Social Studies 10-2

**Key Issue:** *To what extent should we embrace globalization?*

### Related Issue 3

*Does globalization contribute to sustainable prosperity for all people?*

#### General Outcome

Students will understand economic, environmental and other impacts of globalization.

#### Specific Outcomes

##### ► Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

##### ► Knowledge and Understanding

Students will:

- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 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)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 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)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

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## Social Studies 10-2

**Key Issue:** *To what extent should we embrace globalization?*

### **Related Issue 4**

*Should I, as a citizen, respond to globalization?*

### **General Outcome**

Students will examine their roles and responsibilities in a globalizing world.

### **Specific Outcomes**

#### ► **Values and Attitudes**

*Students will:*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 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)

#### ► **Knowledge and Understanding**

*Students will:*

- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 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)

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C Citizenship			I Identity		
ER Economics and Resources	LPP The Land: Places and People	GC Global Connections			
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- 4.10 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)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

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