***EXPLORING GLOBALIZATION***

**Social Studies 10-1**

**Mr. J. Lowe**

justinlowe@gpcsd.ca

mrlowegpcsd.weebly.com

***Overview***

**Students will explore multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life. Students will examine the relationships among globalization, citizenship, and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.**

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| Related Issue | General Outcomes |
| To what extent should we embrace globalization? | **Students will understand, assess, and respond to the complexities of globalization.** |
| 1. To what extent should globalization shape identity?
 | Students will explore the impacts of globalization on their lives. |
| 1. To what extent should contemporary society respond to the legacies of historical globalization?
 | Students will assess impacts of historical globalization on indigenous and non-indigenous peoples. |
| 1. To what extent does globalization contribute to sustainable prosperity for all people?
 | Students will assess economic, environmental, and other contemporary impacts of globalization. |
| 1. To what extent should I, as a citizen, respond to globalization?
 | Students will assess their roles and responsibilities in a globalizing world. |

***Prescribed Resources/Textbook***

**Exploring Globalization. Gardner, Lavold**

**SKILLS AND PROCESSES FOR SOCIAL STUDIES 10-1**

The following skills and processes are outcomes to be developed in Social Studies 10-1 and to be achieved by the end of the Social Studies 30-1. 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

S.2 develop skills of historical thinking

S.3 develop skills of geographic thinking

S.4 demonstrate skills of decision making and problem solving

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

Students will:

S.5 demonstrate skills of cooperation, conflict resolution and consensus building

S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community

**RESEARCH FOR DELIBERATIVE INQUIRY**

S.7 apply the research process

**COMMUNICATION**

S.8 demonstrate skills of oral, visual, and textual literacy

S.9 develop skills of media literacy

**Related Issue 1**

To what extent should globalization shape identity?

**General Outcome**

Students will explore the impacts of globalization on their lives.

**Specific Outcomes**

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| 1.1 | Acknowledge and appreciate the existence of alternative viewpoints in a globalizing world |  |
| 1.2 | Appreciate why peoples in Canada and other locations strive to promote their cultures, languages, and identities in a globalizing world |  |
| 1.3  | Appreciate how the forces of globalization shape, and are shaped by, identities and culture |  |
| 1.4 | Explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modeling) |  |
| 1.5 | Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) |  |
| 1.6 | Examine the impact of media and communications technology on diversity (universalization of pop culture, hybridization, diversification) |  |
| 1.7 | Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) |  |
| 1.8 | Examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)  |  |
| 1.9 | Evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content, legislation, cultural revitalization, linguistic revitalization) |  |

**Related Issue 2**

To what extent should contemporary society respond to the legacies of historical globalization?

**General Outcome**

Students will assess impacts of historical globalization on indigenous and non-indigenous peoples.

**Specific Outcomes**

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| 2.1 | Recognize and appreciate historical and contemporary consequences of European contact, historical globalization, and imperialism on Aboriginal societies |  |
| 2.2 | Exhibit a global consciousness with respect to the human condition |  |
| 2.3 | Accept social responsibilities associated with global citizenship |  |
| 2.4 | Recognize and appreciate the validity of oral histories |  |
| 2.5 | Recognize and appreciate the various perspectives regarding prevalence and impacts of Eurocentrism |  |
| 2.6 | Examine impacts of cultural contact between indigenous and non-indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) |  |
| 2.7 | Explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) |  |
| 2.8 | Explore the relationship between historical globalization and imperialism |  |
| 2.9 | Examine multiple perspectives on the political, economic, and social impacts of historical globalization and imperialism |  |
| 2.10 | Examine imperialist policies and practices that affected indigenous peoples (British rule of India, British and French rule in Canada, post-colonial governments in Canad)  |  |
| 2.11 | 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) |  |
| 2.12 | Evaluate various attempts to address consequences of imperialist policies and practices on indigenous peoples in Canada and other locations |  |
| 2.13 | Examine legacies of historical globalization and imperialism that continue to influence globalization |  |

**Related Issue 3**

To what extent does globalization contribute to sustainable prosperity for all people?

**General Outcome**

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

**Specific Outcomes**

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| **3.1** | Recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment, and globalization |  |
| **3.2** | Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy, and the environment |  |
| **3.3** | Explore understandings of contemporary economic globalization |  |
| **3.4** | Examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman) |  |
| **3.5** | Analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) |  |
| **3.6** | Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) |  |
| **3.7** | Explore multiple perspectives regarding the relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) |  |
| **3.8** | Evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) |  |
| **3.9** | Analyze multiple perspectives on sustainability and prosperity in a globalizing world |  |

**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.

**Specific Outcomes**

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| --- | --- | --- |
| **4.1** | Recognize and appreciate the impact of globalization on the quality of life of individuals and communities  |  |
| **4.2** | Recognize and appreciate the importance of human rights in determining quality of life |  |
| **4.3** | Accept political, social, and environmental responsibilities associated with global citizenship |  |
| **4.4** | Explore various understandings of quality of life |  |
| **4.5** | Analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) |  |
| **4.6** | Analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) |  |
| **4.7** | Evaluate relationships between globalization and democratization and human rights |  |
| **4.8** | Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) |  |
| **4.9** | Explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations, and businesses may have in addressing opportunities and challenges presented by globalization |  |
| **4.10** | Evaluate means by which individuals, governments, organizations, and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) |  |
| **4.11** | Develop strategies to demonstrate active, responsible global citizenship |  |

**Course Evaluation**

Critical Challenges/Assignments 28%

Quizzes 05%

Tests 16%

Position Papers 15%

Source Analysis 06%

Part A Exam 15%

Part B Exam 15%

Total 100%

**Contact Procedures and Course Expectations**

**Method #1 – PowerSchool – Parents have passwords, students have passwords. Access marks through the school website. Marks and attendance can be tracked through PowerSchool. Marks will be posted on a timely basis. Please be patient!**

**Method #2 – e-mail** **justinlowe@gpcsd.ca**

* **Show up! Attendance is essential in order to be successful in this class**
* **Accommodations should be communicated immediately**
* **This is a safe classroom – we are all equal and will help each other**
* **No Bullying! There is absolutely no place for it.**
* **Be critical and ask questions!**
* **Ask for help, I am not a mind reader.**