



J.A. WILLIAMS HIGH SCHOOL

Social Studies 10-1 - Course Outline 2018/19

Instructor's Name: Mrs. K. Nutbrown

Email: kerri.nutbrown@nlsd.ab.ca

School Phone: [\(780\) 623-4271](tel:(780)623-4271)

RESOURCES

Text: *Perspectives on Globalization* (Oxford)

Supplies: Pen, Paper, Binder, Looseleaf, Flash Drive

COURSE OBJECTIVES

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.

Rationale

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to emergent issues related to globalization. Recognizing and appreciating the influence of globalization will lead students to develop individual and collective responses to emergent issues.

Daily Current Events.

Current Events is highly regarded within the J.A.W.S Social Studies Department because it provides excellent supplement to curriculum related content. Issues will be discussed on a daily basis, and it could be translated into classroom assignments.

This course is divided into 4 key areas as follows:

Related Issues	Time Frame*	General Outcome	Assignments/Projects
1: Recognizing Globalization	Chapters 1-5 (Sept 4-28)	Students will explore the impacts of Globalization on their lives.	<i>Chapter Questions, Cartoon Analysis, Vocabulary, Acronyms, Current Events</i> Popular Culture Project Simpson's episode/questions Banana Wars (Final Project introduced)
2: Historical Globalization	Chapters 6-9 (Oct 1 - Oct 31)	Students will understand the impacts of historical globalization on Indigenous and non-Indigenous Peoples.	<i>Chapter Questions, Cartoon Analysis, Vocabulary, Acronyms, Current Events</i> Imperialism PPT Movie/Questions 'Blood Diamond' Civil Strife Questions Storybook Project
3: Economic Globalization	Chapters 10-14 (Nov 1- Nov 30)	Students will understand Economic, environmental and other impacts of Globalization.	<i>Chapter Questions, Cartoon Analysis, Vocabulary, Acronyms, Current Events</i> Movie/Questions 'The Lorax' Environmental Newsletter Independent Booklet Free Trade Report
4: Roles & Responsibilities	Chapters 15-19 (Dec 3- Jan 10)	Students will examine their roles and responsibilities in a globalizing World.	<i>Chapter Questions, Cartoon Analysis, Vocabulary, Acronyms, Current Events</i> Global Citizenship Project Dragon's Den Final Project work on Text Questions

Note: Due to the nature of the Social Studies curriculum, discussion of issues involving religion, sexuality, and gender may occur throughout the course. *Also, time frame & assignments may slightly change due to unforeseen circumstances.

Assessment:

Term Work - 70%

R1: Recognizing Globalization: 7.5% Assignments + 10% Tests

R2: Historical Globalization: 7.5% Assignments + 10% Tests

R3: Economic Globalization: 7.5% Assignments + 10% Tests

R4: Roles & Responsibilities: 7.5% Assignments + 10% Tests

Final Exam - 30%

- Multiple Choice & Written Response

NOTE: All summative assessments will be completed in class, in a secure setting. Re-evaluation may be afforded if the student demonstrates that all of the formative work has been complete & that re-learning (extra work, tutorial, etc.) has taken place.

How to Succeed:

- **Attend class regularly, be punctual, bring all your material**
- **Produce work that you are proud of and on time**
- **Be an active participant and listener in class (WAIT YOUR TURN TO TALK)**
- **Become an informed citizen by being knowledgeable of current affairs**

Expectations:

- **Arrive on time** – It is expected that you are in class ready to start when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption but be aware that **5 lates = lunch detention with me in my room.**
- **Missed summative assessments** - If you are absent it is your responsibility to get the notes and make up the work you missed. In addition, the school offers 3 ‘Zero Days’ throughout each semester to be able to write an **alternate** assessment to replace the missing or unsuccessful attempt. At the discretion of the teacher a student may be allowed to re-write in the supervised location on these dates: **November 9, December 21, January 21.**
- **Cell phone** - **TURN TO SILENT & OUT OF SIGHT** At times it may be used for educational purposes only BUT WITH MY PERMISSION. If used inappropriately, (taking calls, checking msgs or social media) it may be confiscated or use may be restricted. Listening to music on a phone or an ipod may be permitted during individual work time, but **ALWAYS AT THE DISCRETION OF THE TEACHER.** Earphones should not be used unless **CLEAR PERMISSION** has been given to do so.
- **Respect yourself. Respect others. Respect property.**

There are 4 issues that students will examine in order to be able to respond to the key issue. Each of the four issues has specific outcomes that the student must demonstrate that they understand.

Related Issue 1: To what extent should globalization shape identity?

General Outcome: Students will explore the impacts of globalization on their lives.

Values and Attitudes

Students will:

- 1.1 acknowledge and appreciate the existence of multiple perspectives 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 identities and cultures shape, and are shaped by, globalization

Knowledge and Understanding

Students will:

- 1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)
- 1.6 examine the impact of communications technology and media 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 analyze 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 the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Values and Attitudes

Students will:

- 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 various perspectives regarding the prevalence and impacts of Eurocentrism

Knowledge and Understanding

Students will:

- 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 in India, British and French rule in Canada, post-colonial governments in Canada)

- 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 assess economic, environmental and other contemporary impacts of globalization.

Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives 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

Knowledge and Understanding

Students will:

- 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 relationship 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.

Values and Attitudes

Students will:

- 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

Knowledge and Understanding

Students will:

- 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

