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English Programs

Prince Edward Island Social Studies Curriculum

Social Studies

Grade 9

CURRICULUM



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Social Studies

Grade 9

Interdependence: Atlantic Canada
in the Global Community

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Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research as well as developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada in an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy — freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada on increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences (including geography, economics, political science, sociology, and anthropology), the humanities, literature, and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Introduction

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education through effective teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning experiences, instructional techniques, and assessment strategies in the Grade 9 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school or intermediate level in the Atlantic provinces;
- promotes the effective learning and teaching of social studies for students enrolled in Grade 9 classrooms.

Guiding Principles

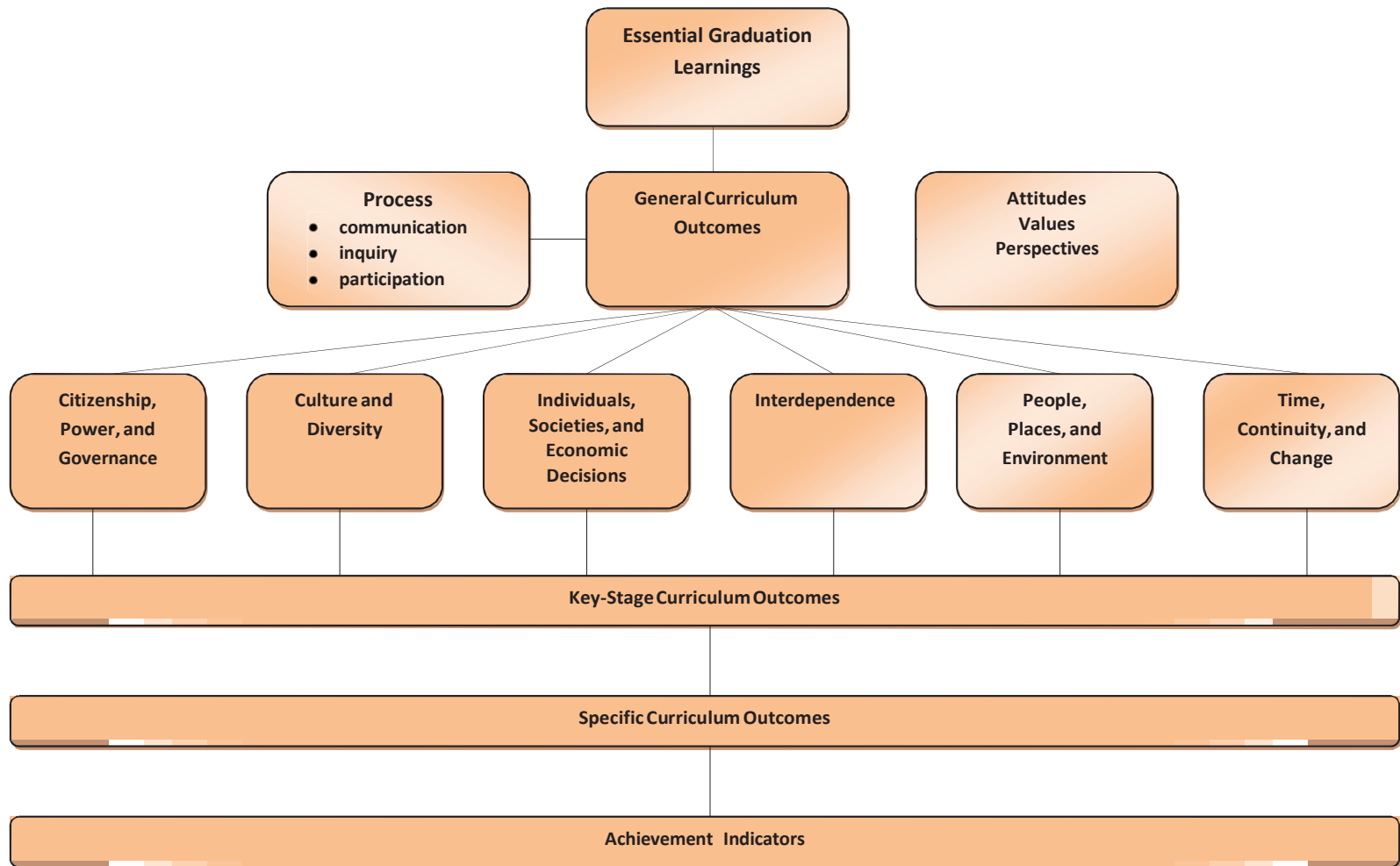
All kindergarten to Grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum (1999)* by

- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of the Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCO);
- reflecting a balance of local, national, and global content;
- promoting achievement of the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies;
- promoting the use of diverse learning and assessment strategies.

Program Design and Components

Overview

This social studies curriculum is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific curriculum outcomes (SCOs) were developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, as well as the attitudes, values, and perspectives, of social studies are embedded in the SCOs.



Program Design and Components

Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of key-stage outcomes in social studies which help students move towards attainment of the essential graduation learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of Grade 9, students will be expected to

- compare and analyse how culture is preserved, modified, and transmitted

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

By the end of Grade 9, students will be expected to

- analyse and explain various perspectives on selected public issues

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

By the end of Grade 9, students will be expected to

- identify and use concepts associated with time, continuity, and change

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of Grade 9, students will be expected to

- explain how economic factors affect people's incomes

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring linguistic, mathematical, and scientific concepts.

By the end of Grade 9, students will be expected to

- analyse how the movement of people, goods, and ideas has shaped, and continues to shape, political, cultural, and economic activity

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

By the end of Grade 9, students will be expected to

- explain how values and perspectives influence interactions among people, technology, and the environment

Program Design and Components

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcome statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands. Examples of key-stage curriculum outcomes, by the end of Grade 9, are given for each general curriculum outcome.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

By the end of Grade 9, students will be expected to

- explain the origins and continuing influence of the main principles of Canadian democracy
- take age-appropriate actions to demonstrate their responsibilities as citizens

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of Grade 9, students will be expected to

- explore the factors that influence one's perceptions, attitudes, values, and beliefs
- explain the concept of multiculturalism as it applies to race, ethnicity, diversity, and national identity in Canadian society

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.

By the end of Grade 9, students will be expected to

- explain the complexity that arises from the interdependent nature of relationships among individuals, nations, human organizations, and natural systems
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

Program Design and Components

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of Grade 9, students will be expected to

- analyse the influences of human and physical systems on the development of distinctive characteristics of place
- analyse how the movement of people, goods, and ideas has shaped, and continues to shape, political, cultural, and economic activity

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past, and how it affects the present and the future.

By the end of Grade 9, students will be expected to

- analyse and evaluate historical and contemporary developments in order to make informed, creative decisions about issues
- identify and analyse trends that may shape the future

Process

Social studies curriculum incorporates three major processes: **communication**, **inquiry**, and **participation**. These processes are embedded and reflected in outcomes, achievement indicators, performance tasks, and other suggestions for learning, teaching, and assessing.

Communication

- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry

- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation

- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support responsible citizenship

Program Design and Components

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in middle school social studies that have been organized according to the six conceptual strands of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process – this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance

- appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision-making that results in positive change

Culture and Diversity

- recognize and respond in appropriate ways to stereotyping or discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions

- appreciate the wide range of economic decisions that they make, and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence

- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence among society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment

- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change

- value their society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

Contexts for Learning and Teaching

Adolescent Learners

Grade 9 students studying *Interdependence: Atlantic Canada in the Global Community* fall into the adolescent learner stage. Although they are more mature than their Grade 7 or 8 counterparts, they continue to share many of the same attributes and characteristics. Educators who are knowledgeable about the unique challenges of engaging adolescent learners and who are able to design their classroom activities with that in mind will have the benefit of an engaged, curious clientele.

Adolescent learners are generally considered to be students in their “teen” years although there are no set parameters at either end of the spectrum. Physical changes may start long before a child becomes a teenager, and the slow-down in development may last well into the early twenties. Within a single classroom of adolescents, there may be as many as six to eight different levels of physical development and academic achievement. (National Middle School Association, 2000, pp. 9-10) Teachers are tasked with an enormous responsibility in dealing not only with the variety of levels, but also with the rate of change in these levels. Considering this, there are many implications for instructional design and delivery within the adolescent social studies classroom. There is also profound potential for long-lasting effects and attitudes about learning at this age, therefore making the role of the teacher even more critical.

Physical changes are the most outwardly noticeable signs of development. It is at this stage that adolescents may wrestle with self-identity (including gender identity), self-esteem, and self-consciousness. At the same time, there is a great deal of change and growth happening cognitively, socially, and emotionally. Intellectually, adolescents are transitioning from concrete thinking to abstract thinking and higher levels of reasoning. **Some researchers believe that the intellectual activities that are offered and emphasized at this stage will influence learning for the rest of the student’s life.** (Wilson and Horch, 2002, p. 58) Adolescents are also beginning to think “metacognitively” — thinking about thinking — which can lead to confusion along their journey of self-discovery. For better or worse, the constant change that defines the adolescent classroom can present many positive opportunities for learning along with many daunting challenges.

Implications for Learning in Social Studies

Brain research has shown that adolescent students respond best to multi-sensory experiences. Therefore, the use of visuals, music, smell, touch, and emotion are key factors in their engagement with the learning material. Inquiry-based learning and project-based learning are also effective strategies for engaging this group.

Using essential questions to frame the unit, incorporating the senses and emotions to focus the learning, and then facilitating students in finding multiple ways to solve problems can focus adolescent learning while building complex neuron connections with the brain.

Wilson and Horch

Contexts for Learning and Teaching

Opportunities for physical movement and collaboration with groups are also effective strategies as physical development creates restlessness at times. As well, research indicates that social development calls for more interaction with peers in problem-solving, discussion, and reflections. Choice and relevance to personal self will further ensure that adolescents are engaging with learning materials.

According to John H. Lounsbury, author of “Understanding and Appreciating the Wonder Years” (NMSA, 2000), there are several generalizations that can be made about adolescents — some of these can play a critical role in how a social studies classroom operates. He states that adolescents

- seek autonomy and independence;
- are natural explorers, curious, and adventurous;
- have intellectual capabilities that are seldom tapped by traditional schooling;
- learn best through interaction and activity rather than listening;
- seek interaction with adults and opportunities to engage in activities that have inherent value;
- are sensitive, vulnerable, and emotional;
- are influenced by the significant others in their lives.

Other researchers have identified additional characteristics of the adolescent learner that can have a direct impact on learning in the classroom. Besides having an effect on the obvious challenges of attention span and behaviour, many of these traits relate to, and may be used to optimize learning in social studies. Some of these include the following traits that have been categorized into four areas of development. Traits that may be directly linked to social studies have been **bolded**.

Physical

- **physical movement, rest, and change of activity are necessary**
- rapid growth results in increased nutritional demands
- periods of extreme restlessness alternate with fatigue
- cartilage in some skeletal areas (e.g., tailbone) hardens, making prolonged sitting uncomfortable
- muscle-bone growth results in awkwardness
- females may be more physically advanced than males
- may have functional heart murmurs due to growth of heart vs. body weight
- sexual maturation
- chemical and hormonal imbalances

Contexts for Learning and Teaching

Intellectual

- enjoys both intellectual and manipulative activities
- **prefers active involvement in learning**
- **motivated when learning is linked to immediate goals and interests**
- **argues to clarify own thinking and to convince others**
- possesses a vivid imagination
- **exhibits independent, critical thinking**
- forgets easily due to preoccupation with so many other issues
- **sees relationships among similar concepts, ideas, and experiences, and makes inferences**
- **seeks to find causal and correlative relationships**
- begins to understand abstract ideas but often still in concrete operations stage
- personal-social concerns take precedent over academics
- enjoys discussions with adults
- **has intense curiosity about the world around them**
- **forms long-lasting attitudes about learning**

Social

- **vacillates between desire for regulation and direction, and desire for independence**
- **shows concern for oppressed groups**
- **seeks peer relationships in order to conform to group norms**
- strives to define gender role characteristics
- shows willingness to work and sacrifice for social rewards
- tests limits of acceptable behavior
- diminishes family allegiances, strengthens peer allegiances but still dependent on parental values
- frightened by new settings including school
- easily loses track of time
- **needs moderate amounts of time alone, in order to regroup and reflect on daily experiences**
- feels vulnerable to social inequities

Contexts for Learning and Teaching

Emotional

- relates self-esteem and self-concept to degree of physical development
- questions whether they are normal regarding physical appearance or development
- begins to deal with and understand nuances
- desires attention, sometimes without regard to how
- rebellious toward adults, believes they do not understand
- easy to offend, sensitive to criticism
- **shows optimism, hope for future**
- **values direct experience in participatory democracy**
- searches for the answer to “Who am I?”

These and other characteristics of adolescents will shape how a Grade 9 social studies classroom may look and feel. Grade 9 social studies teachers are encouraged to use the best of these traits to their advantage in planning activities that will engage this unique group of students, and to be aware of the traits that might derail instructional plans. These lists have been compiled from a selection of sources that focus on adolescent development and learning. See references for more information.

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Contexts for Learning and Teaching

Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity, and fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, students should be given equal access to educational opportunities in order to be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but these differences should not be obstacles, but rather opportunities, to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of, and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Contexts for Learning and Teaching

Relevant and significant


Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interests, but also encourage students to question their knowledge, their assumptions, and their attitudes. In doing so, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in development of the person and citizen.

Equity and Diversity

The Prince Edward Island social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

Prince Edward Island, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.



Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusion is still thought of in some countries as an approach to serving children with disabilities within general educational settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners.

UNESCO - Inclusive education: The way of the future, 2008

Contexts for Learning and Teaching

Social Studies for EAL Learners

The social studies curriculum in Prince Edward Island is committed to the principle that learners of English as an additional language (EAL) should be full participants in all aspects of social studies education. English language proficiencies and cultural differences must not be barriers to full participation. All students should study a comprehensive social studies curriculum with high-quality instruction and co-ordinated assessment.

Students, and EAL learners in particular, need to be given opportunities, encouragement, and support for speaking, writing, reading, listening, interpreting, analysing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers that will facilitate their participation as active citizens in Canadian society. The social studies curriculum in Prince Edward Island provides, and is supported by, resource materials that include and reflect the reality of Canada's diversity while fostering respect of cultural differences as an essential and valued component.

To this end,

- schools should provide EAL learners with support in both their dominant language and the English language while learning social studies;
- teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in social studies;
- the social studies proficiency level of EAL learners should be based solely on their prior academic record and not on other factors;
- social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
- the importance of social studies and the nature of the social studies program should be communicated with appropriate language support to both students and parents;
- educators should verify that barriers have been removed by monitoring enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, social studies courses.

Contexts for Learning and Teaching

Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning.

Carol Ann Tomlinson

Curriculum is designed and implemented to provide opportunities for all according to student abilities, needs, and interests. Teachers must be aware and responsive to the diverse range of learners in their classes. Differentiated instruction is key to addressing diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. **It involves actively planning for student differences in terms of the core concepts and skills being taught, the process by which the content is delivered, the resources used, and the products that students create.** The learning environment is tailored to the individual needs of the student. Teachers continuously make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe place to grow and succeed in a dynamic and personalized space.

Differentiating by Content

Based on the SCOs, the content can be described as the knowledge, skills, and attitudes we want students to develop. **Differentiating content requires teachers to pre-assess students.** This will identify students who require prerequisite instruction, as well as those who have already mastered the concept and may, therefore move past the instruction and proceed to apply the concepts to problem solving. Another way to differentiate content is to permit an able student to accelerate his/her rate of progress. He/she can work independently on projects to explore more deeply topics under consideration.

Teachers should consider the following examples of differentiating by content:

- Using reading materials such as novels, web sites, and other reference materials at varying reading levels.
- Presenting ideas through auditory, visual, and tactile means.
- Meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary.

Contexts for Learning and Teaching

Differentiating the Process

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., oral presentation) but the process by which students create the presentation may differ significantly. Some students may work in groups and peer-critique while others may meet individually with the teacher. The same assessment criteria can be used for all students.

Teachers may consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity being presented. Groups should be formed for specific purposes, be flexible in composition, and short-term in duration.

Teachers may consider the following examples of differentiating by process:

- Using activities in which all learners work with the same learning outcomes but progressing with different levels of support, challenge, or complexity.
- Providing activities and resources that encourage students to further explore a topic of particular interest.
- Providing students with activities that contain work common to the whole class, and that address individual needs and interests of learners.
- Offering alternate activities or supports for students who may need additional help.
- Varying the length of time a student may take to complete a task in order to provide additional support, or to encourage an advanced learner to pursue a topic in greater depth.

Differentiating the Product

Differentiating the product means varying the complexity and/or type of product that students create to demonstrate learning outcomes. Teachers can provide a variety of opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- Giving students options of how to express their learning (e.g., create a multimedia presentation, write a letter, develop a visual).
- Using rubrics that match and extend students' varied skill levels.
- Allowing students to work alone or in small groups on their products.
- Encouraging students to create their own product assignments as long as the assignments contain required elements and are pre-approved.

Allowing students to choose how they demonstrate their understanding is a powerful way to engage students. It is important to offer students learning activities that are appropriate to their learning needs, readiness, and interests.

Contexts for Learning and Teaching

Differentiating the Learning Environment

The learning environment includes the physical and affective tone or atmosphere in which teaching and learning take place. It can include noise level within the room, student activities that are static or mobile, or room furnishings and arrangements. Classrooms may include tables of different shapes and sizes, zones for quiet individual work, and areas for collaboration. Teachers can divide the classroom into sections, create learning centres, or have students work independently or in groups. The structure should allow students to move from whole group to small group, pairs, and individual learning experiences that support a variety of ways to engage in learning. Teachers should be sensitive and cognizant of ways in which the classroom environment supports or impacts their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Ensuring that there is a balance of work zones in the room for students to work both quietly and without distraction, and collaboratively.
- Providing materials that reflect diversity of student background, interests, and abilities.
- Establishing clear guidelines for independent work that matches individual needs.
- Developing routines that allow students to seek help from peers or other sources when teachers are occupied with other students.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development — poverty alleviation, human rights, health, environmental protection, climate change — into the curriculum. ESD is a complex and evolving concept that requires learners to analyse the key themes from a social, cultural, environmental, and economic perspective, and explore how these factors are interrelated and interdependent. With this in mind, it is important that all teachers, particularly social studies teachers, make an effort to incorporate ESD themes into their classrooms. Teachers of Grade 9 social studies should note that the sustainability theme is incorporated into most outcomes throughout the course.

Contexts for Learning and Teaching

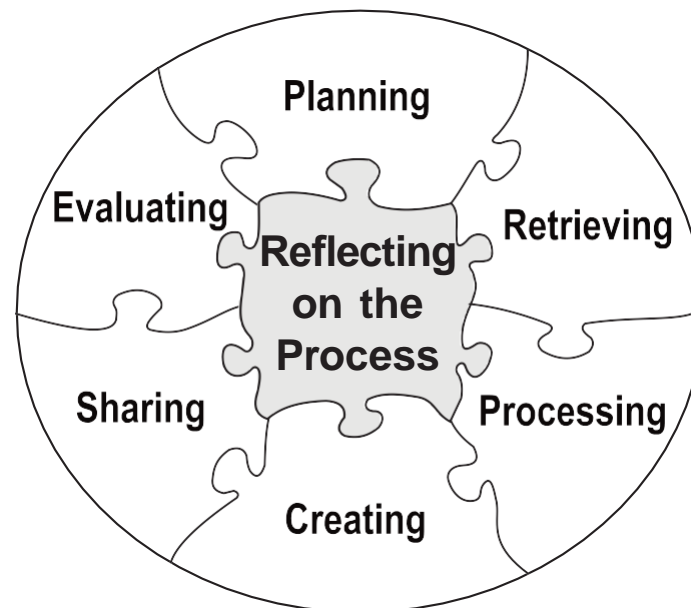
Introduction to Inquiry-Based Learning

Inquiry-Based learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require students to practise and refine their critical and creative-thinking skills. “Inquiry” and “research” are often used interchangeably within an educational context. While research often becomes the end-result of an inquiry process, it is the process itself — working with acquired information and reformulating it into newly-constructed meaning — that is emphasized in this course.

In order for students of Grade 9 social studies to become fully engaged in the inquiry process, they will need to draw upon prior knowledge, conduct preliminary research to help define the direction of their inquiry, and ask many questions. Classroom discussions about specific global issues may help them to decide where their inquiry will lead them. The *Global Classroom Initiative*, a resource that was developed specifically for Grade 9 social studies is applicable to this curriculum and is still available for use (see Support Documents on the Department of Education, Early Learning and Culture web site). Current events portrayed in the media may also be catalysts for student inquiry, as may information from other sources. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

A Sample Inquiry Model

The following graphic from Alberta Learning’s “Focus on Inquiry” guide (2004) provides a sample visual model based on six phases associated with the inquiry process.



Contexts for Learning and Teaching

Inquiry Stages and Skills

The inquiry model on the previous page is only one sample of an inquiry model. Other models may use variations of these phases, terminology, or headings. Below is another model that uses three stages to organize its inquiry model.

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to maneuver through an inquiry process. A typical inquiry process may follow three stages — Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry — each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as basis for new inquiry
- developing and refining a range of inquiry questions — finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context
- interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view
- using technology to access and organize information collaborating with others to exchange new ideas and develop new understandings

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings
- using communication skills to share new understandings in a way that others can access, view, and use
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property

Adapted from *Standards for the 21st-Century Learner*, (2007), AASL.

Guided Inquiry

Guided inquiry draws upon the expertise of teachers and teacher-librarians in directing students to find a variety of sources to address an inquiry, solve a problem, or increase understanding of an issue. This type of ongoing mentoring of students requires careful planning and ongoing assessment. However, the rewards of a guided inquiry approach are many. Students are more engaged when they are grappling with a question of their own making, and they develop more competencies as they work through the process of finding relevant information, evaluating that information, and analysing their findings. The guided inquiry approach in Grade 9 Social Studies issues takes students through stages of an inquiry one step at a time. Students will learn how to navigate each stage by first following a teacher-led model of the step, and then applying the skills learned in this stage to their own inquiry project.

Contexts for Learning and Teaching

Habits of Mind for Inquiry

Students grow as independent inquirers and critical thinkers by developing and refining learned inquiry skills, and by practising positive dispositions that support their inquiry. Habits of mind for inquiry are the attitudes or dispositions that allow a person to set aside personal bias or self-limiting beliefs that may interfere with the ability to reach newer levels of understanding. To achieve deeper understanding in any inquiry, students need to practise being

1. open-minded (willing to consider evidence that may oppose their own views);
2. fair-minded (willing to consider others' viewpoints);
3. independent-minded (willing to stand up for firmly held beliefs);
4. critical thinkers (willing and able to question for clarity and validity).

Additional habits of mind that lead to a successful inquiry include persistence, adaptability, and the ability to collaborate. Positive habits of mind enable a student to deal with common obstacles that arise during an inquiry process. Persistence in pursuing information, despite challenges, will ensure a broad range of information on which to base new meaning. Adaptability allows a student to deal with possible changes related to focus questions, resources, or strategies. A willingness and ability to collaborate with others will enrich the inquiry process and lead to a broader and deeper understanding of new information for all involved. Adapted from *Active Citizenship: Student Action Projects* (2004) and *Standards for the 21st Century Learner*

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, various learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic of study in ways which allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy — accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources. The development of the critical skills needed for these tasks is essential to the social studies processes. The range of possible resources include

- print books, magazines, newspapers, documents, and publications;
- visuals — maps, illustrations, photographs, pictures, and study prints;
- artefacts, concrete objects, educational toys, and games;
- individuals and community interviews, museums, field trips;
- multimedia films, audio and video tapes, laser and video discs, television, and radio;
- information technology — computer software, databases, CD-ROMs;
- communication technology — Internet connections, bulletin boards, social media.

Contexts for Learning and Teaching

Project-Based Learning

Project-based learning (PBL) is a teaching and learning methodology in which students engage in a rigorous, extended process of inquiry focused on complex, authentic questions and problems as they achieve the knowledge, skills, and attitudes defined by curriculum outcomes.

A set of learning experiences and tasks guides students in inquiry toward answering a central question, solving a problem, or meeting a challenge, as opposed to several activities tied together under a theme, concept, time period, culture, or geographic area (e.g., climate change, Aboriginal issues, poverty in Canada, the war on terror). Throughout the project, students work as independently from the teacher as possible, and have some degree of “voice and choice”.

PBL is unlike traditional projects in the sense that it is informed by the curriculum and drives the instruction and learning, as opposed to involving students in a “fun activity” or “making something”. It is often focused on creating physical artefacts but must involve other intellectually challenging tasks and products focused on research, reading, writing, discussion, investigation, and oral presentation.

Through PBL, students can develop and demonstrate in-depth understanding of academic knowledge and skills while enhancing habits of mind, collaboration, critical thinking, and communication skills. PBLs can be interdisciplinary in nature and allow for curriculum integration from different subject areas within one project. This learning experience ends with a high-quality product or performance which is created by the student(s) and presented to a public audience.

Two important components of PBL are the creation of a driving question and the collaboration with a Subject Matter Expert (SME).

The Driving Question

A well-crafted driving question is essential to all effective PBLs. It is this question that will form the basis of explicit links with the curriculum, create the focus of the project for the students, and encourage their process of inquiry and investigation. **All driving questions should be provocative, challenging, open-ended and complex, and must be linked to the core of what students are to learn as determined by the provincially authorized curriculum.** Sample driving questions might include:

- Is war ever justifiable?
- Is watching TV beneficial or harmful to teenagers?
- What effect does population growth have on our society?
- Who are the heroes of our community?
- How can we create a piece of media to demonstrate diversity in our schools?

Students may work individually or in collaborative teams to investigate, research, and refine knowledge and skills to adequately answer the driving question. Because the driving question is open-ended, students are able to reach a variety of potential conclusions in countless ways, while still building in-depth knowledge and skills. This creates the independent nature of the project and also the feeling of “voice and choice” for the students. The teacher then assumes a role of facilitator/coach, assisting and guiding during an investigation and providing direct instruction when necessary.

Contexts for Learning and Teaching

Subject Matter Expert (SME)

A well-crafted PBL also includes the role of a Subject Matter Expert, or SME. These individuals/groups play a key role in PBL as they bring first-hand authentic knowledge and experience from the specific content field to the classroom. They may be sought out by the students during their investigation or prearranged by the teacher depending on the project. Experts provide additional support and information related to the topic and they help demonstrate that the work they are completing is authentic and “real-world”. **The involvement of subject matter experts allows educators to expand the classroom walls and make strong connections and links with surrounding communities or globally.**

At the conclusion of the PBL, students are required to present their findings to a public audience. Their peers in the classroom may act as the dress rehearsal audience for this presentation and provide valuable feedback to refine the presentation. However, in order to “raise the stakes” for the students’ final presentation, students should present their findings to members of the community, experts in the field (including the involved SME), parents, or school administration in addition to presenting to their classroom peers. Adapted from PBL Starter Kit, (2009) *The Buck Institute for Education*. (www.bie.org)

Community-Based Learning

Community-based learning programs encourage the expansion of learning opportunities for primary, elementary, intermediate, and senior high school students by bringing the community into the school and by placing students in the community as part of their studies. Community-based learning is a partnership involving the student, family, school, and community, with each of the partners sharing responsibility for the student’s learning experiences. Students benefit from the expertise, talent, and resources of community-based service organizations, agencies, businesses, industry, citizen groups, entrepreneurs, and parents/guardians. They also gain opportunities to apply and enhance, in real-life contexts, the knowledge, skills, and attitudes acquired through their work in the school.

Community-based learning enhances students’ personal development, their sense of belonging in their community, and their understanding of community roles and responsibilities.

Contexts for Learning and Teaching

Multiliteracies and Social Studies

Literacy achievement is supported through the social studies . According to some studies, almost half of a student’s vocabulary is based in social studies. In other words, social studies provides the context through which students understand the world around them. Students then base new knowledge on these understandings.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students’ awareness of stereotyping, cultural bias, author’s intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives, and to interpret the various levels of meaning in a given text, both explicit and implicit. In this regard, the level and focus of questioning becomes very important. **The depth of a student’s response will often be determined by the depth of questioning and inquiry.** Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. It means engaging students in many learning opportunities which are designed to challenge and enhance their communication in a variety of modes such as writing, debating, persuading, and explaining, and in a variety of media such as the artistic and technological. In the social studies classroom, all literacy strands are significant.

In recent years, the meaning of literacy has been expanding outside the realm of the “traditional literacies” of reading and writing in one’s native language. Multiliteracies have developed as a result of the realities of a global culture and growing technologies. These new literacies include communicating and understanding in ways other than traditional ways, and subsequently, it follows that there is a new world of multimodalities. Today’s students must be skilled consumers of information — critical readers, writers, creators, and communicators. Newer literacies include but are not limited to:

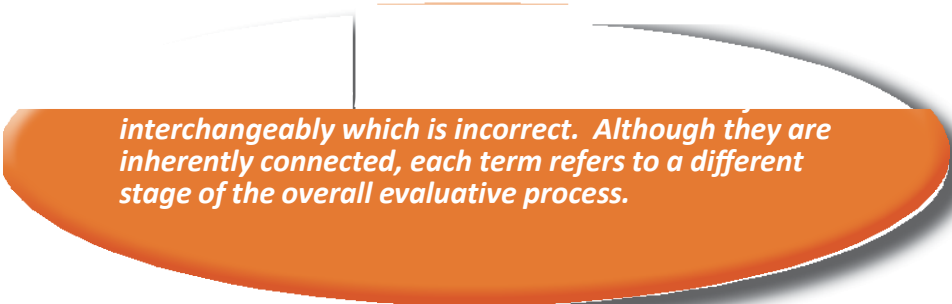
- Artistic and Creative Literacy
- Career Literacy
- Communication and Collaboration Literacy
- Critical Literacy and Problem Solving
- Cyber Literacy
- Eco-Literacy
- Financial Literacy
- Globalization and Multicultural Literacy
- Historical Literacy
- Information Literacy
- Interpersonal Literacy
- Numeracy
- Physical Fitness and Wellness Literacy
- Social and Emotional Literacy
- Spatial-geographical Literacy
- Technology and Multimedia Literacy

Contexts for Learning and Teaching

Evaluative Process

Assessment and evaluation are integral components of the teaching and learning process.

Effectively planned evaluation promotes learning, builds confidence, and develops students' understanding of themselves as learners. Effectively planned assessment and evaluation also improves and guides future instruction and learning.



interchangeably which is incorrect. Although they are inherently connected, each term refers to a different stage of the overall evaluative process.

Assessment and evaluation are continuous activities that are planned for, and derived from the SCOs, and are consistent with the instructional learning strategies. The depth and breadth of each SCO, as defined by the achievement indicators, informs teachers of the skills, processes, and understandings that should be assessed.

Effective and authentic assessment involves

- designing performance tasks that align with specific curriculum outcomes;
- including students in determining how their learning will be demonstrated;
- planning for the three phases of assessment (*for, as, and of* learning).

Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed. Effective evaluation involves considering the totality of the assessment data and interpreting it to make informed judgments about student learning.

Assessment

Assessment is the act of gathering information on an ongoing basis in order to understand students' individual learning and needs. It is the journey of their learning.

Effective assessment improves the quality of learning and teaching. It helps students to become self-reflective and to feel in control of their own learning, and enables teachers to reflect on and adjust their instructional practices. When students are given opportunities to demonstrate what they know and what they can do with that knowledge, optimal performance can be realized.

Contexts for Learning and Teaching

Assessment has three interrelated purposes:

- Assessment **for** learning to guide and inform instruction.
- Assessment **as** learning to involve students in self-assessment and setting goals for their own learning.
- Assessment **of** learning to determine student progress relative to curriculum outcomes.

Even though each of the three purposes of assessment requires a different role and planning for teachers, the information gathered through any one purpose is beneficial and contributes to an overall picture of an individual student's achievement.

All assessment practices should respect the needs of diverse learners in classrooms and should respect and appreciate learners' cultural diversities. Teachers should provide students with a variety of ways to demonstrate on an ongoing basis what they know and are able to do with many different types of assessments over time. Valuable information about students can be gained through intentional conversations, observations, processes, performances, and products. A balance among these sources ensures reliable and valid assessment of student learning.

Effective assessment strategies

- are appropriate for the purposes of instruction, the needs and experiences of the students, and learning strategies used;
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility;
- reflect where the students are in terms of learning and help to determine the levels and types of support or instruction that will follow;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement and engage students in metacognitive self-assessment and goal setting that can increase their success as learners;
- are explicit and communicated to students and parents, so students know expectations and criteria to be used to determine the level of achievement;
- must be valid in that they measure what they intend to measure and reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- involve students in the co-construction, interpretation, and reporting of assessments by incorporating their interests, multiple intelligences and their learning styles;
- accommodate for the diverse learning needs of students;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction.

Students should know what they are expected to learn as designated by the SCOs as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do. It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgments about their own learning. Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Contexts for Learning and Teaching

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, “What do you want?”, students should be asking themselves questions such as, “What have I learned? What can I do now that I couldn’t do before? What do I need to learn next?”

Student involvement in the assessment process can be achieved by

- incorporating students’ interests into assessment tasks (e.g., allowing students to select texts to read/view that relate to their interests);
- providing opportunities for students to self-assess their learning;
- co-creating assessment criteria with the student, working to describe how a specific skill or product is judged to be successful;
- using student exemplars to illustrate a range of skill development (i.e., practise using the assessment criteria to guide their own work).

Evaluation

Evaluation is the culminating act of interpreting the balanced information gathered through relevant and authentic assessments for the purpose of making judgments. Inherent in the idea of evaluating is “value.” Evaluation is based on the cumulative assessments of the SCOs. The SCOs should be clearly understood by learners before instruction, assessment, and evaluation takes place. Evaluation is informed by a quality authentic formative and summative assessment process.

During evaluation, the teacher

- interprets all assessment information and makes judgments about student progress;
- reports on student progress;
- makes informed decisions about student learning programs based on the judgments or evaluations.

Sample Products and Assessment Tools

anecdotal records

case studies

checklists

conferences

debates

essay writing

formal and informal observations

graphical representations

interviews

learning journals

multimedia presentations

oral presentations

panel discussions

peer and self-assessments

performance assessments

portfolios

questioning

questionnaires

rating scales

role plays

rubrics

simulations

teacher-made and other tests

work samples

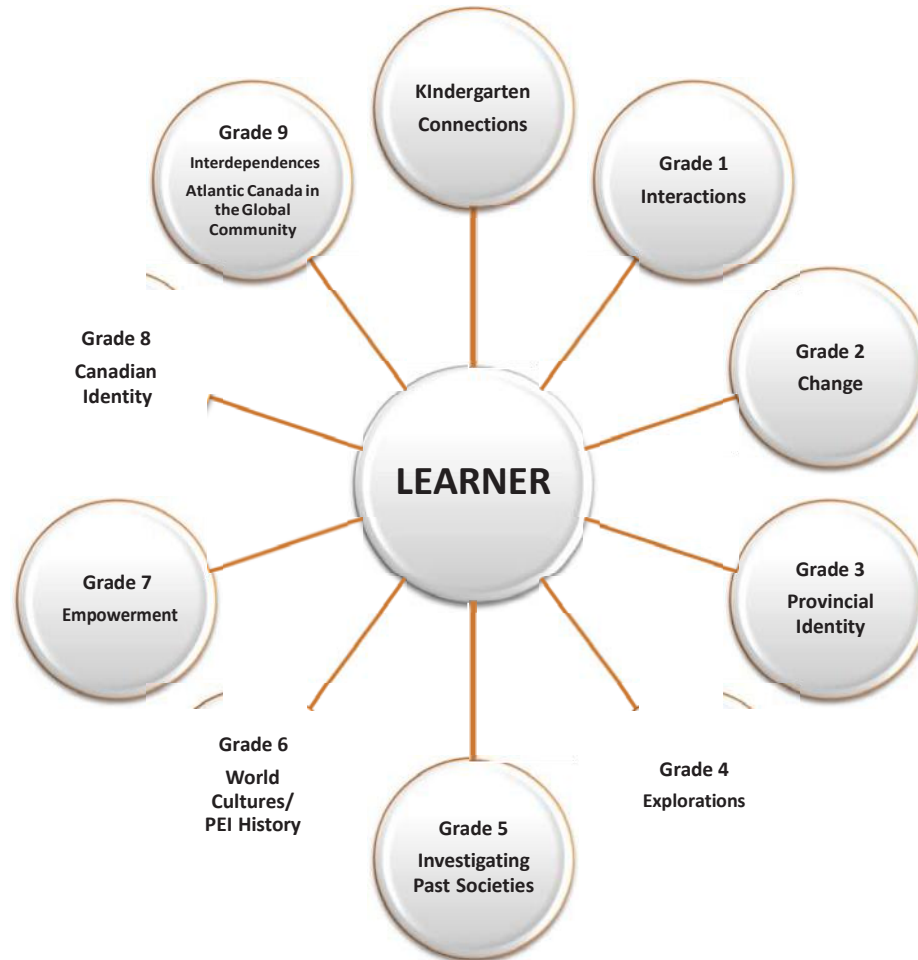
Through the entire evaluative process, the teacher reflects on the appropriateness of the assessment tools and techniques used to evaluate student achievement of the SCOs. Such reflection assists the teacher in making decisions concerning adjustments to subsequent instruction, assessment, and evaluation.

Contexts for Learning and Teaching

Curriculum Overview K-9

Kindergarten — 9 Social Studies Program

The social studies program for kindergarten to Grade 9 is designed around ten conceptual organizers as identified.



Contexts for Learning and Teaching

Course Overview — Interdependence: Atlantic Canada in the Global Community



The Grade 9 social studies course, *Interdependence: Atlantic Canada in the Global Community*, is designed to have students reflect on the increasingly interdependent nature of our world and the implications this has on them as individuals, as Atlantic Canadians, and as global citizens. Students will identify and investigate current trends that are implied by the term “globalization”, explore the current and potential impact of these trends on their lives and those of other Atlantic Canadians, and investigate the opportunities and challenges presented by a shrinking planet. Separate units will have students examine the concept of globalization, the cultural implications of globalization, the emergence of global patterns in production and trade, environmental issues that threaten the planet and its inhabitants, and the international struggle to advance human rights. In discussing each of these issues, the curriculum will emphasize the link between the local and the global, between current trends and sustainable development, and will conclude with a summative unit that asks students to consider their responsibilities as active citizens in responding to the challenges presented at the local and global level by the issues studied.

The prescribed course of study seeks to introduce issues from the adolescent student’s perspective and then expand each issue to place it in the Atlantic Canadian and the global context. Through this approach, students will become aware of their personal connections to each of the issues examined. This is achieved through incorporating various disciplines into the key themes identified above.

Contexts for Learning and Teaching

Course Organization — Interdependence: Atlantic Canada in the Global Community

The following organizational themes form the basic structure for *Interdependence: Atlantic Canada in the Global Community*: 1) Introduction - Atlantic Canada in the Global Community, 2) Culture in the Global Community, 3) Trade in the Global Community, 4) Environment in the Global Community, 5) Human Rights in the Global Community, and 6) Citizenship in the Global Community. In developing the curriculum, recognition was given not only to the interdependent nature of our world but also to the interdependent nature of these topics and units so that students will emerge as “system thinkers” who recognize that we all live downstream and that everything is connected to everything else.

Unit 1

Introduction - Atlantic Canada in the Global Community introduces the related concepts of interdependence and sustainable development and provides a framework for analysing issues by introducing the interplay between economic, environmental, and social issues and the need to recognize competing perspectives in examining these issues.

Unit 2

Culture in the Global Community examines the various manifestations of culture in the student’s life (language, entertainment, recreation, consumer trends, music, food) and introduces the concepts of cultural diffusion, acculturation, and assimilation within historical and contemporary examples. The trend towards cultural homogenization, the factors responsible for these trends, and the impact of these trends are all analysed.

Unit 3

Trade in the Global Community explores current trade patterns (in comparison to historical patterns), the factors contributing to the increased globalization of production, as well as consumption and impact on, and possible response to, these developments in the Atlantic and other regions.

Unit 4

Environment in the Global Community asks students to identify an environmental issue that has global dimensions and to investigate the link between the local and the global in analysing both the causes and effects of environmental issues that transcend borders. Students are also asked to apply the concept of sustainable development in assessing strategies to meet these challenges.

Unit 5

Human Rights in the Global Community introduces students to the concept of universal human rights and examines the extent to which the globalization phenomena has made us more aware of the rights of others and provided some of the tools with which to advance the struggle for a more socially just and equitable world. Students will also study Canada’s residential school legacy as an example of human rights abuses that have occurred closer to home and the ongoing impact of this historical legacy.

Unit 6

Citizenship in the Global Community serves as a concluding exercise in which students are required to take age-appropriate action to demonstrate their understanding of global citizenship. Using an inquiry approach, students select a global/local issue that is of personal interest, gather sources and information to become knowledgeable about the issue, develop and institute a plan in response to the perceived need, and then reflect upon the experience.

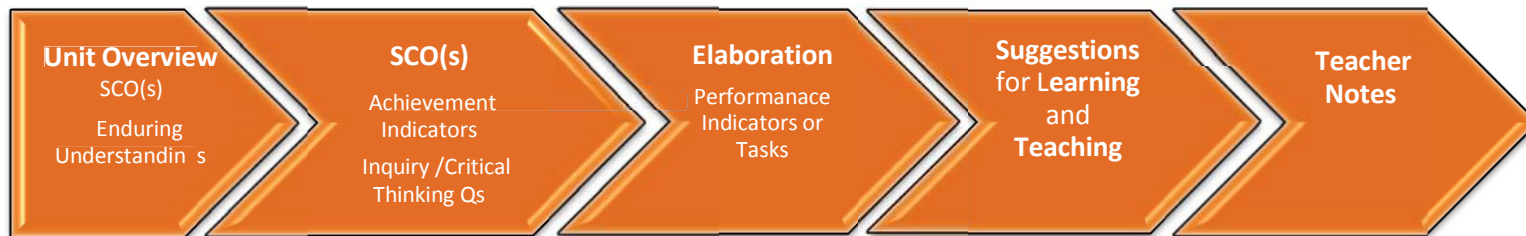
Contexts for Learning and Teaching

Course Quick Reference — Interdependence: Atlantic Canada in the Global Community

Unit	Interdependence Focus	Discipline Focus
1. <i>Introduction - Atlantic Canada in the Global Community</i>	general concepts and terminology related to interdependence and sustainability	multi-disciplinary — economic, societal, political, environmental, geography/mapping
2. <i>Culture in the Global Community</i>	influence of global forces on elements of culture in Atlantic Canada and globally	globalization of culture, cultural diffusion, acculturation, and assimilation
3. <i>Trade in the Global Community</i>	trends and issues that arise with emerging globalization of trade, business, and economic development	economics, consumerism, equity, politics
4. <i>Environment in the Global Community</i>	causes and effects of environmental issues that transcend political borders	geography, stewardship, politics, importance of biodiversity
5. <i>Human Rights in the Global Community</i>	global factors that raise awareness of universal human rights; the local and global response to this phenomenon	social justice, politics, historical roots of injustices in Canada, reconciliation efforts
6. <i>Citizenship in the Global Community</i>	age-appropriate active citizenship, responsibility	multi-disciplinary, social justice, problem-solving, analysing issues, planning action

Document Design and Components

This document follows a “backward design” approach — that is, each unit and its SCO(s) begin with the end in mind. This means that the **SCO** (learning goal) and the **Performance Indicator/Task** (evidence of achieving the SCO) are the foci before consideration is directed to classroom activities. In this way, educators can stay focused on the learning goal, and can plan instruction and tools to reach and assess that goal. To assist in the instructional design of an SCO, teachers will also find **Achievement Indicators, Enduring Understandings, Inquiry or Critical Thinking Questions, an Elaboration, Suggestions for Learning and Teaching, and Teacher Notes.**



Unit Overview

The unit overview provides a broad description of what to expect in the section along with the overall goals for students. It may also contain some general or background information for the benefit of the teacher. The overview is very much the “big picture” view of the unit.

Specific Curriculum Outcome (SCO)

A unit may contain only one SCO or several SCOs. Each one is treated individually although there are often opportunities to integrate parts or all of more than one SCO. Specific curriculum outcomes state the intended outcomes of instruction and identify what students are expected to know and be able to do for a particular unit or course. SCOs articulate the goals or targets of instruction in terms of measurable or observable student performance and provide a basis for assessment and evaluation of learning. Each SCO is supported by a set of achievement indicators.

Enduring Understandings

Within each unit or SCO, there are “big ideas” or concepts that are key to student learning and understanding. These are called *Enduring Understandings* and their sole purpose is to provide a big picture focus to the unit or SCO. These statements that are prefaced with “Students who have achieved this outcome will understand that...” Enduring Understandings are usually succinct statements based upon unifying concepts (*globalization affects all*), persistent questions or challenges (*state vs. religion*), differing perspectives (*terrorist or freedom-fighter*), paradoxes (*poverty amidst plenty*) or many other broad question approaches. Essentially, these are what we want students to “take away” from their learning experience.

Document Design and Components

Achievement Indicator (AI)

Each SCO contains a set of achievement indicators that help to support and define the depth and breadth of an outcome. Taken together as a set, AIs define specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. AIs help to clarify the intent and scope of the outcome. It is important to note that AIs are **not** a prescriptive checklist to be taught in a sequential manner. The intent of AIs is for clarity and understanding so that instructional design is aligned with the SCO. Teachers may substitute or add to the set of AIs as long as these maintain the integrity of the SCO. By constantly analysing and monitoring the needs of the students, teachers can determine which indicators are appropriate relevant to prior knowledge, developmental stages, or continuum of scholastic year.

Inquiry or Critical Thinking Questions

Inquiry-based learning is known to engage students far more than traditional transmissional (stand and deliver) instruction. The sample questions provided with each SCO are based upon established pedagogical research in *Historical Thinking Concepts* and *Geographical Thinking Concepts*. They are intended to provoke thoughtful discussion and debate and as such, there are not necessarily any “right” answers. Rather, students should be given opportunities to think deeply, gather information to construct new knowledge, and try to come to their own conclusions based upon evidence. **The questions are not intended to be assigned as homework or seatwork but could be an effective starting point for rich classroom interaction or group inquiry.** Students will require time to process and respond to critical thinking questions and may have to return to the same question at several points of study. Teachers are encouraged to develop their own critical thinking questions and to assist students in developing strong open-ended questions for their own use. It is important for students to understand that not all questions are “answerable” and sometimes it is the **questions that are more important than the answers.**

Elaboration

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It sets the parameters of the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO.

Performance Indicator/Task

Performance indicators or tasks are ways to assess learning and can be either *formative* or *summative*. These tasks require students to show what they have achieved by having them complete an authentic challenge which provides evidence of their learning related to the SCO. The tasks or indicators are designed to replicate “real-world” tasks where students must provide their own responses (as opposed to simply selecting responses from pre-determined options (e.g., multiple choice test). There are many ways to demonstrate learning using this approach — a product such as newspaper article, photo-essay, concept map, written/oral response, demonstration of a procedure, reflection writing, peer assessment, or other means of representing acquired knowledge or skills.

A performance indicator or task can be a way of measuring where a student is currently situated on the learning continuum, thereby providing an opportunity to adjust the learning experience or differentiate instruction (formative assessment). Or, it can measure a broader spectrum such as the entire SCO by way of a complex project or assignment at the end of a unit (summative assessment). It is not necessary (nor recommended) to create a performance task for every individual achievement indicator within an SCO as this counters the concept of integrated learning.

Document Design and Components

Ideally, a performance indicator or task that has been created to assess the entire SCO will encompass many, if not all, of the concepts and/or skills found in the achievement indicators. Key to the learning process is the transference of knowledge/skills to a **new** situation or context, not simply a recall or reconstruction of something already done in class. It is a way for students to prove that they “got it”. Performance Indicators or tasks should **not** to be considered an afterthought — they should be carefully planned before instruction takes place. Their purpose is to provide a clear path to the learning goal or SCO.

Suggestions for Learning and Teaching

A number of ideas are presented as suggestions for building understanding and scaffolding toward the final goal of achieving the overall SCO. It is not necessary to do all (or any) of these and teachers may add, edit, revise, or modify these suggestions to best suit their students and learning styles.

Teacher Notes

The suggestions included as teacher notes may include links and/or supporting resources that may be helpful in teaching this section. It is advisable to check out links before using them in the classroom to ensure they are intact and appropriate. Teachers should vet material for any inappropriate side bars, questionable information, or redirected links.

Table of Specifications

Purpose

A table of specifications (TOS) is a two-dimensional organizer used to ensure that SCOs align with instructional design and assessments. The Table of Specifications is a visual reference for teachers. It shows where SCOs fall within a continuum based upon cognitive process and knowledge domains. The Grade 9 social studies course has been developed to encompass a balanced yet rigorous set of SCOs that represent and span these domains.

“The TOS can be used in conjunction with lesson and unit planning to help the teachers make clear connections between planning, assessment, and assessment.”

Fives, H. & DiDonato-Barnes, N. (2013) Classroom test construction: the power of a table of specifications. Practical Assessment Research and Evaluation, 18 (3), 6. <http://pareonline.net/getvn.asp?v=18&n=3>




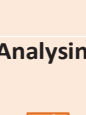


A table of specifications offers many advantages for teachers. It provides an overall “blueprint” and assists in up-front planning and pacing for the entire course/year. It ensures that students will have learning opportunities and fair assessments that match the cognitive and knowledge levels of the SCOs.

Domains



A table of specifications is determined by plotting SCOs at their respective levels of cognitive process (Bloom’s Revised Taxonomy) and within a range of knowledge areas on a grid template. The *Cognitive Process* is a continuum of verbs — that which we want students **to do**, while the *Knowledge Dimension* consists of nouns — that which we want students **to know**. The six levels of Bloom’s Revised Taxonomy are then compressed to create three levels — 1, 2, and 3. A table of specifications also helps to determine the weighting of SCOs or units of study for assessment and evaluation purposes.

Document Design and Components

Revised Bloom's Taxonomy - Cognitive Levels

	Level of Taxonomy	Definition	Process Verb			Assessment		Question Stems
Level 1	 Remembering	Recall previously learned information from memory	Choose	Listen	Recite	Concept Map	Recitation	- What happened after...?
		Facts, terms, basic concepts, answers, mnemonics, songs	Cite	Locate	Record	Definition	Reproduction	- How many...?
		Demonstrate comprehension by explaining ideas or concepts by summarizing, interpreting, describing.	Define	Match	Repeat	Fact	Test	- What is...?
Level 2	 Understanding	Use newly-learned information, skills, techniques, rules in a different situation or to solve new problems.	Describe	Name	Select	Interview	Workbook	- Who...?
		Break information into constituent parts to explore and understand relationships, motives, or causes.	Give examples	Omit	Spell	List	Worksheet	- Can you name...?
		Find evidence to support generalizations.	Label	Quote	Underline	Mind Map		- Which is true or false?
Level 2	 Applying	Demonstrate comprehension by explaining ideas or concepts by summarizing, interpreting, describing.	Ask	Identify	Recognize	Concept Map	Outline	- Can you write in your own words?
			Calculate	Illustrate	Report	Debate	Quiz	- How would you explain...?
			Classify	Infer	Retell	Definition	Reproduction	- What could happen next?
Level 2	 Analysing	Use newly-learned information, skills, techniques, rules in a different situation or to solve new problems.	Convert	Interpret	Review	Directions	Story Problems	- Who do you think...?
			Describe	Locate	State	Dramatization	Summary	- What was the main idea...?
			Discuss	Observe	Summarize	Example	Test	
Level 2	 Applying	Use newly-learned information, skills, techniques, rules in a different situation or to solve new problems.	Explain	Outline	Tell	Explanation		- Do you know of another instance where...?
			Give examples	Paraphrase		Label		- Can you group...?
			Adapt	Experiment	Solve	Demonstration	Prediction	- Which factors would you change...?
Level 2	 Applying	Use newly-learned information, skills, techniques, rules in a different situation or to solve new problems.	Apply	Illustrate	Teach	Diagram	Presentation	- What questions would you ask of...?
			Articulate	Implement	Transfer	Experiment	Report	- From the information given, can you develop a set of instructions about...?
			Calculate	Make	Use	Illustration	Scrapbook	
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Change	Manipulate		Journal	Simulation	- Which event could not have happened?
			Compute	Practice		Lesson		- How is ... similar to ...?
			Demonstrate	Produce		Map		- What are some other outcomes?
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Draw	Sequence		Model		- What did ... occur?
			Employ	Show		Performance		- What was the problem with
			Execute	Simulate		Poster		
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Calculate	Differentiate	Organize	Chart	Outline	
			Categorize	Discover	Outline	Checklist	Plan	
			Classify	Distinguish	Question	Concept Map	Questionnaire	
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Compare	Examine	Relate	Database	Report	
			Contrast	Experiment	Research	Diagram	Spreadsheet	
			Correlate	Group	Sequence	Graph	Summary	
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Deconstruct	Interpret	Survey	Illustration		
			Deduce	Interrogate		Investigation		
			Diagnose	Investigate		List		
Level 2	 Analysing	Break information into constituent parts to explore and understand relationships, motives, or causes.	Diagram	Order		Organizer		

Document Design and Components

Level 3	Evaluating 	<p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on criteria.</p>	<p>Argue Appraise Assess Choose Compare Conclude Critique Debate Decide</p>	<p>Deduct Defend Determine Disprove Evaluate Hypothesize Interpret Judge Justify</p>	<p>Prioritize Rank Rate Recommend Support Tell why Value</p>	<p>Conclusion Debate Editorial Investigation Judgment Opinion Recommendation Report</p>	<p>Survey Verdict</p>	<ul style="list-style-type: none"> - Is there a better solution to...? - What do you think about...? - Do you think...is a good or bad thing? - How would you feel if...? - How effective are...? - What are the pros and cons of...?
	Creating 	<p>Compile information together in a new way by combining elements, patterns, or components.</p> <p>Propose alternative solutions.</p>	<p>Act Arrange Assemble Combine Compose Construct Create Design Develop</p>	<p>Devise Formulate Generate Imagine Improve Infer Innovate Invent Make up</p>	<p>Modify Plan Predict Prepare Repurpose Revise Show Write</p>	<p>Advertisement Blueprint Cartoon Collage Computer code Film Formula Innovation Invention</p>	<p>New game News paper Painting Plan Play or Song Poem Presentation Story Video</p>	<ul style="list-style-type: none"> - Can you design a ...to...? - Can you see a possible solution to...? - How would you devise your own way to...? - What would happen if...? - How many ways can you...? - Can you create new and unusual uses for...?

Document Design and Components

Knowledge Domains

	Factual	Conceptual	Procedural	Metacognitive
Remembering	Basic elements used to communicate, understand, organize a subject: <i>e.g., terminology, labels, vocabulary, jargon, symbols or representations, specific details such as dates, events, people, sources of information</i>	Knowledge of classifications and categories, principles, theories, models or structures <i>e.g., social structures, criteria to differentiate between local/global issues, geography formation; geological or historical time periods, economic or political concepts</i>	Knowing how to do something; performing a skill, algorithm, method of inquiry or technique <i>e.g., historical or geographical method, inquiry process, map decoding/encoding, critical viewing, evaluating information sources</i>	The process or strategy of learning and thinking, awareness of one's own cognition, and the ability to control, monitor, and regulate one's own cognitive processes <i>e.g., reflecting on learning, changing approach to improve achievement</i>
Understanding				
Applying				
Analysing				
Evaluating				
Creating				
	KNOWING THAT	KNOWING WHAT and WHY	KNOWING HOW	KNOWING HOW to KNOW

Document Design and Components

Table of Specifications for Grade 9 Social Studies

Interdependence: Atlantic Canada in the Global Community	Cognitive Levels			Weight %	Suggested (Approx) Time + Focus
	Level 1	Level 2	Level 3		
Unit 1 <i>Introduction: Atlantic Canada in the Global Community</i>	1.1.1 1.1.2 1.1.3	9.1.1 1.1.4 1.1.5		5	3 wks Unit 1 + Intro 6.1
Unit 2 <i>Culture in the Global Community</i>	9.2.1 2.1.1 2.2.1 2.3.1 2.1.2 2.2.2 2.3.2 2.1.3 2.1.4	9.2.2 2.2.3 2.3.3	9.2.3 2.3.4	15	6-7 wks Unit 2 + Inquiry
Unit 3 <i>Trade in the Global Community</i>	9.3.1 3.1.1 3.2.1 3.1.2 3.2.2 3.1.3 3.2.3	9.3.2 3.2.3 3.3.1 3.2.4 3.3.2 3.3.3	9.3.3 3.3.4	20	7-8 wks Unit 3 + Inquiry
Unit 4 <i>Environment in the Global Community</i>	4.1.1 4.2.1 4.3.1 4.3.2	4.1.2 9.4.2 4.2.2 4.1.3 9.4.3 4.2.3 4.1.4 4.3.3 4.3.4	9.4.1	25	7-8 wks Unit 4 + Inquiry
Unit 5 <i>Human Rights in the Global Community</i>	5.1.1 5.2.1 5.3.1 5.1.2 5.2.2 5.3.2 5.1.3 5.2.3 5.1.4	9.5.1 9.5.2 5.2.4 5.1.5 5.3.3	9.5.3 5.3.4	25	8-10 wks Unit 5 + Inquiry
Unit 6 <i>Citizenship in the Global Community</i>	6.1.2	6.1.1	9.6.1 6.1.3 6.1.4 6.1.5	10	2-3 wks Final Presentations + Reflections on Learning
	2/14 14.3%	7/14 50%	5/14 35.7%	100%	

Social Studies

Grade 9

Interdependence: Atlantic Canada
in the Global Community

UNITS 1-6

Social Studies: Unit 1 - Introduction: Atlantic Canada in the Global Community

Introduction: Atlantic Canada in the Global Community introduces the related concepts of interdependence and sustainable development, and provides a framework for analysing issues. This unit helps students to understand the three lenses through which issues of a local or global nature are usually viewed — economic, environmental, and societal/cultural. Students will learn that there are often differing perspectives on an issue and that it is important to recognize and to acknowledge all viewpoints. This is also the starting point of an in-depth inquiry journey for students, one that allows them to pursue answers to their own question(s) about an area or issue of particular interest to them. Before the inquiry gets underway, students need time to become familiar with terminology and concepts through the exploration of some current issues as a whole class. Students should understand that they will be expected to start thinking about areas or issues that pique their interest in preparation for their inquiry. They will also need to see how the inquiry process will unfold with projected benchmarks for steps or work completed, an assessment tool such as a rubric, and any other information relevant to the inquiry process. This is an ideal unit to introduce students to crafting powerful or driving questions as a class so that they will feel more confident in crafting their own inquiry questions later on their own.

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Enduring Understandings

Students who have achieved this outcome will understand that

- Globalization has a significant and lasting impact on Atlantic Canada and elsewhere.
- The impact of globalization is usually viewed through the lenses of the economy, the environment, and society/culture.
- The inquiry process helps to construct new knowledge about globalization, interdependence, and sustainability.

UNIT 1	Factual	Conceptual	Procedural	Meta-cognitive
LEVEL 1 Remember Understand				
LEVEL 2 Apply Analyse		9.1.1		
LEVEL 3 Evaluate Create				

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Achievement Indicators

Students who have achieved this outcome should be able to

- 1.1.1 define globalization, interdependence, and sustainability
- 1.1.2 explain how interdependence creates challenges and opportunities related to sustainability
- 1.1.3 explain how issues of sustainability in Atlantic Canada are linked to society/culture, economics, and environment
- 1.1.4 differentiate sustainability issues in rural areas with those in urban areas of Atlantic Canada
- 1.1.5 compare sustainability issues in Atlantic Canada from those in other parts of Canada and the world
- 1.1.6 develop a plan for an inquiry process including key dates and assessment tool(s)

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

1. **Cause and Consequence (H)**
What impact has globalization had on the way Atlantic Canadians purchase consumer goods?
2. **Patterns and Trends (G)**
Looking at energy types and uses, consider how these have changed over time in Atlantic Canada.
3. **Interactions and Associations (G)**
How does global consumerism impact the environment?
4. **Continuity and Change (H)**
How has consumption of goods changed over time in Atlantic Canada?
5. **Geographical Value Judgments (G)**
Should sustainable practices be imposed on manufacturing companies?

UNIT 1	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	1.1.1	1.1.2 1.1.3		
LEVEL 2 Apply Analyse		9.1.1 1.1.4 1.1.5		
LEVEL 3 Evaluate Create				

H = Historical Thinking
G = Geographical Thinking

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Elaboration

As we begin to look at the effects of globalization, we are able to gain a better understanding of the benefits of globalization as well as the challenges it brings. While mass media allows citizens to see how the world is changing in response to global forces, it also enables citizens to help shape these changes. Consumers who see the exploitive tendencies of a corporation operating in another region may respond by boycotting those products and forcing the company to take action or make retribution. The inherent nature and immediacy of globalization often includes both ethical and economic dimensions. It is with this context in mind that *Introduction: Atlantic Canada and the Global Community* sets about developing students' perceptions and understanding of the world in which they now live and its implications for the future.

Students may begin by considering the globalized nature of the world in which they live. A brief discussion of historical globalization efforts involving Atlantic Canada will set a context for a contemporary perspective. Discussions of historical and background information need only focus on broad changes related to society, economics, or politics. Teachers should guide students in identifying and defining appropriate terms to be used when referring to countries or regions of the world that are less developed than Canada. In their investigations of globalization, students will need to consider the three lenses of sustainable development — economic, environmental, and social/cultural. It is through these viewpoints that students can best understand globalization. Teachers should help students select topics that are of high interest or relevance to them. They should clearly see the notion of cause and consequence related to the choices humans make within these domains.

Sustainable Development

	Benefits	Challenges
Economic	the competitive nature of the global marketplace encourages efficiency and innovation which leads to a faster and increased use of Earth's resources	corporate motives or greed to maximize earnings often results in unsustainable practices that may cause irreversible damage to or effects on humans and the environment
Environmental	the spread of improved ideas, technologies, and techniques in agriculture can help to promote sustainable practices	the cumulative effect of greenhouse gas emissions over time will affect Earth's climate in ways that we are currently unable to predict for the long-term, thus, potentially threatening all life
Social/Culture	the spread of ideas related to education, health care, and human rights has helped to improve the quality of life for many citizens	the global spread of dominant ideologies threatens the survival of the more fragile aspects of traditional cultures resulting in a loss of diversity — one of the primary sources of innovation and creativity

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Performance Indicators

Complete the following chart using a specific event (or events) to describe how a global happening affects our own lives. Prepare a brief summary report, infographic, visual, or other product to illustrate the connection between the event(s) and *interdependence*. Determine which of the three areas of the sustainability are linked to this — societal/cultural, economic, or environmental. Create a “Tweet” (140 characters) about the event.

Event Reported in Newspaper	Effect on Canada	Effect on Atlantic Region	Effect on Me

Track personal interactions with global interactions on a daily basis for a week or more. Write an editorial letter, create a brief television/radio ad, or select another expression that describes the extent to which our daily lives are connected to the global community through clothes, food, music, architecture, or in other ways.

Create a written or visual/photo journal that explores some of the changes and impacts created by an expanding “global village”. Use the following grid to organize information.

	Changes	Results of Changes
Communications		
Transportation		
Other		

Using a selection of case studies, students (individually or in groups) investigate a selected topic, (e.g., fair trade coffee, clothing manufacturing, chocolate production) to learn about the factors that have contributed to globalization in each case. Students will examine the challenges and opportunities related to each case. For example, students can investigate the coffee industry to determine which countries grow coffee and the different roles involved in the growth and distribution process. Students can then conduct a study of local coffee shops and stores to gather information about the origins (fair trade) of coffees that are purchased. Students can use the information to evaluate the level of fair trade coffee consumption and how this issue connects to globalization in Atlantic Canada.

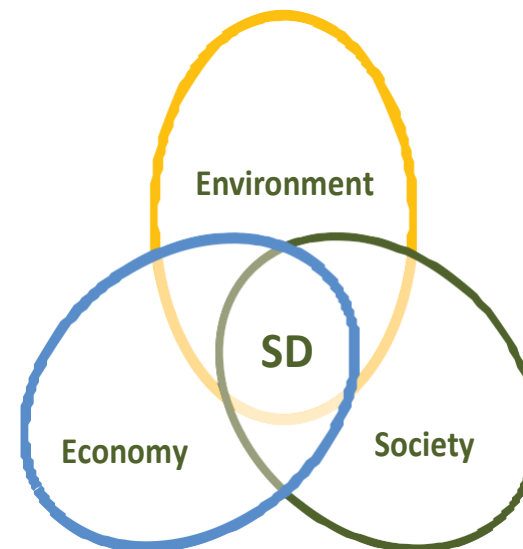
Create a Google Earth track of origin and distribution of a common item used by students everyday such as a cell phone. Investigate where the item is produced and, if applicable, the origins of the components that comprise the item. Track locations where the components are found and where the item is manufactured. Identify how this item represents globalization and interdependence.

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Suggestions for Learning and Teaching

Analyse the local and global impact of the following concepts using the sustainable development graphic below.

- Increased use of fertilizers and herbicides by Atlantic Canadian farmers
- Increase in silviculture (forest management) in the Atlantic Canadian region
- Increased industrial growth in China
- Increasing use of farmland in North America to grow crops for bio-fuel rather than food
- Increasing off-shore contracts for work normally done locally
- Cheaper imports than Canadian-made products
- Easier access to education/healthcare
- Improved vaccines
- Improved technologies
- Space exploration discoveries
- Increased air travel to foreign countries
- More demand for ethnic cuisine
- Global warming/climate change
- Increased trade agreements
- Invasive species threats
- Employment rate declines
- Quality of life indicators
- Clean water accessibility
- Affordable housing
- Food security
- Regentrification in urban areas
- Drop/rise in oil price



Sustainable development is based on interconnectedness of, and within, these areas: Environment, Economy, and Society. It should be noted that “Society” will encompass the political sphere and political decision making that, in turn, will affect the other two areas.

SCO 9.1.1 Investigate how globalization affects Atlantic Canada

Teacher Notes

Just Us! Development and Education Society (JUDES) is a site that hosts many teaching materials including the Nova Scotia-CIDA collaboration of *Teacher Guide* and *Taking Action Guide*, along with the *Intro to Fair Trade Case Study* and the six *Fair Trade* case studies — Bananas, Cocoa, Coffee, Cotton, Sports Balls, and Sugar that make up this package.

<http://www.judesfairtrade.ca/resources/>

TakingItGlobal is a site full of infographics, videos, links, tweets, and more about globalization in general as well as varied areas related to globalization — health, economics, environment, culture, education, human rights, peace and conflict, media, and technology. This is a good place to introduce globalization, its history, its connection to interdependence and sustainability.

<https://issues.tigweb.org/globalization> **<https://issues.tigweb.org/globalization>**

Miniature-Earth simplifies the staggering numbers associated with global statistics by using 100s in place of billions.

<http://www.miniature-earth.com/>

Interdependence and You — How interdependent are you? This is a National Geographic activity designed to show students where their daily products originate. There are several other potential activities and resources available on this site.

http://education.nationalgeographic.com/education/activity/interdependence-and-you/?ar_a=1

The Canadian Geographic Atlas Online provides a multitude of entry points to themes and lessons that may be linked to the broader theme of globalization and interdependence. It has a searchable database.

<http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En>

Foreign Affairs, Trade and Development Canada is a federal government site that provides a variety of informational sections including a Youth Zone and a Teacher Zone, links to current events and issues, and much more.

<http://www.international.gc.ca/international/index.aspx?lang=eng>

An interactive *Developing World Map* with instructions on how to use in the classroom. This map is a good resource for discussion about the *Human Development Index* (HDI) which can be a reference throughout the entire course.

<http://worldmap.canadiangeographic.ca/>

Learning for a Sustainable Future (LSF) introduces the concept of sustainable development — environmental, social, economic — with a multitude of links, reviews, and teaching resources.

<http://www.lsf-lst.ca/en/dots>

Social Studies: Unit 2 - Culture in the Global Community

Culture in the Global Community examines the various manifestations of culture a student’s life (e.g., language, clothing, music, sports, celebrations, food, consumer trends, family values). The unit introduces the concept of cultural diffusion using both historical and current examples. In order for students to clearly understand the impact of globalization on culture later in this unit, they should be introduced to, and become familiar with, terminology used within this context: *diffusion, acculturation, assimilation*. Students will analyse trends toward the homogenization of culture as well as attempts to resist this, contributing factors to the outcomes of globalization, and the impact of globalization on beliefs, values, practices, and realities of a culture.

SCO 9.2.1 Describe trends that reflect the globalization of culture

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

SCO 9.2.3 Assess the impact of the globalization of culture

Enduring Understandings

Students who have achieved this outcome will understand that

- Globalization affects cultures around the world.
- Students can identify evidence of globalization in their personal lives.
- Culture comprises both internal and external elements.
- Interaction between and among cultures results in a mutual cultural diffusion.
- The rate of cultural diffusion is steadily increasing.
- Globalization of culture presents both challenges and opportunities for culture and the world.
- Globalization of culture does not mean equity among cultures.

UNIT 2	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	9.2.1			
LEVEL 2 Apply Analyse		9.2.2		
LEVEL 3 Evaluate Create		9.2.3		

SCO 9.2.1 Describe trends that reflect the globalization of culture

Achievement Indicators

Students who have achieved this outcome should be able to

- 2.1.1** identify expressions of culture, including language, that are part of contemporary society
- 2.1.2** describe the most visible, audible, or tactile aspects of culture that are/ have been influenced by globalization
- 2.1.3** explain cultural diffusion, acculturation, and assimilation
- 2.1.4** identify examples from history that demonstrate early roots of cultural diffusion, acculturation, and assimilation

UNIT 2	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	9.2.1 2.1.1 2.1.2 2.1.4	2.1.3		
LEVEL 2 Apply Analyse				
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Patterns and Trends (G)**
Consider how music is a vehicle for globalization worldwide.
- 2. Continuity and Change (H)**
Has your community or province changed over time as a result of globalization?
- 3. Cause and Consequence (H)**
Does cultural diffusion always result in assimilation?
- 4. Evidence and Interactions (G)**
What evidence is there to prove that that globalization is part of our everyday lives?

**H = Historical Thinking
G = Geographical Thinking**

SCO 9.2.1 Describe trends that reflect the globalization of culture

Elaboration

Culture is perhaps the most common means by which students can understand the concept of globalization and cultural diffusion. This outcome focuses on identifying expressions of culture that are part of our everyday lives. For example, young people may listen to podcasts from Italy on a Chinese-made cell phone, or munch on Mexican tacos while wearing decorative Indonesian-inspired jewelry. Their language may incorporate a number of foreign words or phrases that have made their way into popular language and are most likely understood in many parts of the world.

By examining their own practices and the cultural influences in their immediate world, students can better understand how ideas and materials move and become adopted globally. Students may do this by looking more closely at their surroundings, material goods, leisure activities, and family values and celebrations. Borrowed language expressions may be researched through the library or online etymology sites. Students should be able to describe several ways in which they have discovered that globalization creates constant change in culture around the world. In order to understand the significance of cultural patterns and movements, students will need to become familiar with the terms *cultural diffusion*, *acculturation* and *assimilation* (see below) within both historical and contemporary contexts of globalization. This outcome sets the preliminary stage for delving further into how and why cultural diffusion, acculturation, and assimilation take place and how cultures are affected over time by the movement of ideas, goods, and values.

An historical investigation could provide numerous examples of globalization. Records reveal that there were concerns about acculturation (and therefore, assimilation or loss of primary culture) as far back as 2300 BCE where rules and regulations were introduced for those entrepreneurs conducting trade to foreign ports, and for anyone else interacting with “foreigners”. Plato went so far as to recommend **no** travel until the age of 40! Later exploratory expeditions and quests for lands, resources, and trade partners expanded the waves of globalization. Whether large or small, instances of cultural interactions resulted in a “diffusion” of ideas, beliefs, material goods, or people. Students can draw upon their prior knowledge of exploration to cite examples. Other lesser-known examples may be provided by inquiry searches, teacher-provided examples, or literary sources. The Silk Road, one of the most famous of ancient trade routes, connecting what is now Europe, the Middle East, and Asia, was a conduit for material goods, merchants, soldiers, prophets and messengers of religious tenets. It worked equally well as a conduit for disease and destruction. A note of interest — a new “Silk Road” has emerged in contemporary times - a digital version that is most often synonymous with illegal sales and trade. This new manifestation of an ancient trade route exemplifies the significance of human movement in global expansion and the changing nature of globalization over centuries.

Definitions

cultural diffusion - the result of world cultures mixing through advanced communications, technologies, and transportation; spread of cultural beliefs, values, and practices

acculturation - adjustment to, or adaptation of new ideas and beliefs of a cultural group by an individual or other cultural group; cultural modification and psychological change usually by both cultures involved in sustained contact (e.g., adoption and/or modification of tools - harpoon, guns)

assimilation - adaptation of a new culture; absorption into a new culture resulting in loss of minority cultural traits, beliefs, practices

SCO 9.2.1 Describe trends that reflect the globalization of culture

Performance Indicators

Create a culture capsule that reflects the culture of your local community. Identify the objects to be placed in the capsule, explain the reasons for selecting each item, and indicate what each item tells about the local culture.

Develop a cultural photo album of the local community by taking digital pictures that reflect the influence of globalization on the local culture. Write captions for each photo, identifying a link to the global community, and draw a map to indicate the countries represented in your community.

Create a visual, drama, poetry/prose/essay, or other representation to illustrate how cultural expressions are both internal and external. Include as many examples as possible to show the broad range of cultural contributions. If possible, identify the origin (heritage) of some expressions of culture (e.g., Celtic music, Thai food).

Create a concept or mind map with you (the student) at the centre. Complete the map by illustrating as many cultural “influences” as possible. These may include internal (inherited or existing within immediate family or community) as well as external (cross-cultural influences transmitted via social media, travel, or other).

SCO 9.2.1 Describe trends that reflect the globalization of culture

Suggestions for Learning and Teaching

Explore evidence of cultural diffusion in the community by reference to the following:

- origin of spices and herbs used in foods;
- items on the school cafeteria menu that originated in other countries
- what is “fusion-food” - give examples or invent examples

Make a list of items or ideas from other countries that have been adopted/adapted by Atlantic Canadians, and items or ideas from North American culture that other countries have adopted/adapted. Share with class using a form of presentation.

Evidence of other cultures adopted by us	Evidence of our culture adopted by others

Participate in an etymology exercise as follows.

- (1) Identify the origin of the following sets of words as illustrative of cultural diffusion in language:

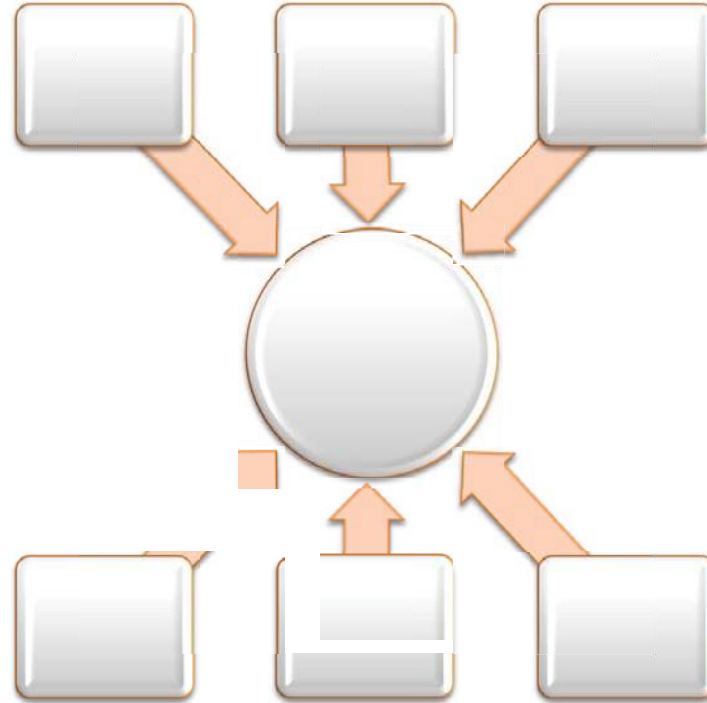
linguini, terrazzo, villa, pizza, pasta
amigo, taco, sombrero, gracias, siesta
canoe, tipi, toboggan, bon voyage
la carte, laissez-faire, pita

- (2) Add other words to the list.
- (3) Use dictionaries to find the roots of various words such as “democracy”, “kindergarten”, “algebra”, “tattoo”, “ski”, “coffee”, “Thursday”.
- (4) Use newly-found knowledge to write a newspaper article about etymology and how the origin of words can tell us about our culture.

SCO 9.2.1 Describe trends that reflect the globalization of culture

Suggestions for Learning and Teaching (cont'd)

Use the diagram below to provide examples of words used in Atlantic Canada that have their origin in the countries indicated. Write “etymology” in the centre and the language (Spanish, Arabic, Cantonese, Hebrew, Japanese, Scottish) with examples in the diagram blocks.



Select a piece of music to show how it has been influenced by different cultures or incorporated into popular music (e.g., Celtic fiddle or steel drums).

Select a piece of clothing or style of clothing that reflects different cultures (e.g., African prints, shearling trim, mocassin-style boots).

Research a clothing designer that incorporates global trends into their fashions.

Create a “fusion” menu for a new restaurant of your choice and design a catchy restaurant name and sign.

SCO 9.2.1 Describe trends that reflect the globalization of culture

Teacher Notes

Lizzie's Morning demonstrates the “global-ness” of everyday life. The text describes a day in the life of a teenager pointing out all the global origins of everyday items.

http://education.nationalgeographic.com/archive/xpeditions/activities/11/popup/lizzie.html?ar_a=1 (text version)

Culture and Food and Ritual, Oh My! How does culture affect food rituals? In this National Geographic activity, students learn about and compare food choices and rituals related to three major world religions — Judaism, Islam, and Christianity.

http://education.nationalgeographic.com/education/activity/culture-and-food-and-ritual-oh-my/?ar_a=1

Gender Roles in Jewish and Muslim Cultures examines the concept of gender roles within a society as well as cultural convergence and divergence.

http://education.nationalgeographic.com/education/activity/gender-roles-jewish-and-muslim-cultures/?ar_a=1

Geographic Groceries: What are the regions of the grocery store? This activity was designed for a slightly younger audience however, it could be easily adapted to make it appropriate for Grade 9.

http://education.nationalgeographic.com/education/activity/geographic-groceries/?ar_a=1

Behind the Name is a site that explains the historical roots of first (given) names. Students may be surprised to learn how “global” their name really is and how many variations there may be of the name.

<http://www.behindthename.com/>

Globalization Fusion-ized Culture is a collection of interviews and ideas demonstrating the modern fusion of cultures within music, food, clothing, and architecture. YouTube has numerous examples of globalization of culture — please ensure that these are previewed before using in the classroom.

<https://www.youtube.com/watch?v=FyUT6IYztsg>

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

Achievement Indicators

Students who have achieved this outcome should be able to

- 2.2.1** explain how human movement — exploration, relocation, migration, commercial transportation, leisure travel — contributes to the global exchange of ideas and culture
- 2.2.2** examine how mass and/or social media contribute to the globalization of culture, cultural diffusion, acculturation, and assimilation
- 2.2.3** explain how globalization of culture may be either intentional or non-intentional

UNIT 2	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		2.2.1 2.2.2		
LEVEL 2 Apply Analyse		9.2.2 2.2.3		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

1. Patterns and Trends (G)

What are the push/pull factors that result in migration, and ultimately, cultural diffusion and/or acculturation? Can a pull factor become a push factor and vice versa?

2. Cause and Consequence (H)

How do events or conditions in one region of the world contribute to cultural diffusion in another region of the world? Is cultural diffusion a positive or a negative?

3. Continuity and Change (H)

How have contributing factors to globalization changed (or not) over time?

H = Historical Thinking
G = Geographical Thinking

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

Elaboration

Globalization of culture has existed for thousands of years, some say even pre-dating common era (CE). Historically, societies from around the globe have ventured forth in search of resources, riches, and trading partners, or to expand their own territories. With them, they brought goods, ideas, cultural practices, and beliefs (as well as disease). In many cases, migration was attributed to push and pull factors such as displacement from native lands due to oppression or persecution, or the search for freedom and opportunities. Advancements in travel and communication have become significant factors in the movement, exchange, and diffusion of people, goods, and ideas.

The human landscape of Canada has been changing more rapidly in recent years with the influx of immigrants seeking education or work in a country that is viewed globally as a symbol of freedom and wealth. Government programs have played a critical role in promoting Canada as a new starting place for immigrants who can contribute to the Canadian labour market and fill gaps that are not being met by Canadians. Government policies around foreign workers has recently changed in light of abuses of the system and the impact on Canadian workers in search of employment. Another significant pull factor in the global migration of people to Canada is the opportunity for education. Why do so many “foreigners” flock to Canada and the U.S. for education? Why is Canadian curricula sought after and purchased for use in foreign countries? Does a student in China or Egypt, who completes a Canadian curriculum, have the same opportunities or advantages as a Canadian student? From another perspective, humanitarian missions, the work of Canadian non-governmental organizations (NGOs), and the outsourcing of paid work to emerging or developing countries also play a significant role in cultural diffusion. What is the impact on Canadians — Atlantic and otherwise?

Mass media has played an increasingly significant role in the transmission of global culture. For example, many isolated communities around the world now have access to information and cultural messages from the rest of the world. Social media is a growing part of the entire mass media phenomenon that has made our world so much more interconnected. Canadians can now have instant access to events in the lives of people around the world and vice versa. Anyone with a cellphone camera can immediately become a video or photo journalist, able to broadcast events or happenings within seconds.

An increasingly-connected world means that we can no longer ignore events and trends that are happening in other areas of the world; we are all affected — socially, economically, or environmentally.

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

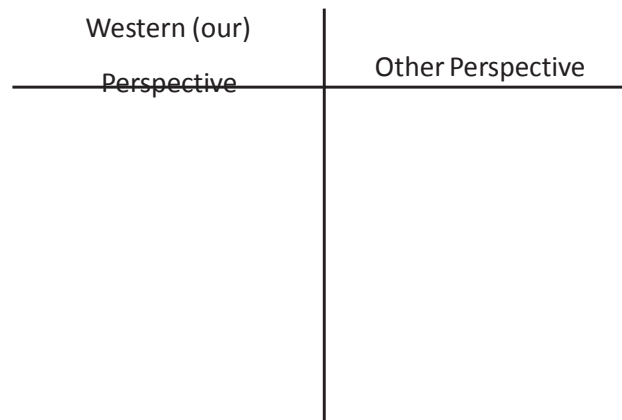
Performance Indicators

Create a photo essay or digital video/presentation to illustrate the various ways (factors in globalization) in which cultural expressions expand, diffuse, or move to other parts of the globe (e.g., music, travel, television, movies, imported goods, migration of people, consumer patterns, trendsetters, reality shows, entrepreneurial niche marketers, sports).

Create a concept, mind map, or other graphic to show how various factors contribute to the globalization of a selected aspect of culture. Discuss the “desire to be/have something different” as a status marker. How does our desire to be unique integrate with our desire to fit into our own culture?

Debate which factor contributes the most to the transference of culture globally (media, travel, exploration, business demands). Are there degrees of “acculturation” ? What is the single most difficult barrier to acculturation? Is acculturation the same as cultural diffusion? Assimilation?

Illustrate “Western (or, dominant Northern) perspective vs. other cultural perspectives” on various key topics or issues: child labour, pollution, human rights, education for girls, deforestation, food security, environmental footprint, happiness, health, humanitarian aid, conflict, or other. How does perspective lead to additional factors of globalization? Is happiness measurable and if so, by whose standards is it measured?



SCO 9.2.2 Analyse factors that contribute to the globalization of culture

Suggestions for Learning and Teaching

Explore examples of cultural diffusion in the past by examining one of the following:

- Olympic Games (or one specific sport such as golf, karate, soccer)
- Anne of Green Gables (translated to 22 languages worldwide) or other literature examples
- Social Media
- Music
- Food

Compare your “access to the world” with that of your grandparents and parents by completing (check off) the following chart of items found in your home with that of your grandparents and parents when they were teenagers. How does “reach” contribute to world view? How does access to information affect your world view compared with that of your ancestors? Create a timeline of technologies to show the progression and historical track of access to outside information. What has remained the same or similar? What has changed significantly? (Historical Concept - Continuity and Change). Write a summary statement about how global reach impacts world view.

Item	Grandparents	Parents	YOU
Newspaper			
Radio			
Television			
Computer			
Telephone			
Smartphone			
Electronic Entertainment			
GPS			

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

Suggestions for Learning and Teaching (cont'd)

Choose a global product, company, or brand such as Coca-Cola, McDonalds, or the Gap. Research and create a visual or multimedia presentation (video, PowerPoint, Google Earth) to identify the following:

- a) different media used for advertising the company name or the product (Internet, television, films, social media, signage, newsprint)
- b) number of countries in which your product or company is currently available — global reach of the advertising
- c) impact of mass media on the promotion of the product
- d) impact and implications of globalization of culture

Canada Immigration — research programs and initiatives that bring people to Canada. Consider factors such as Canada's aging demographics, labour shortages, current issues in labour, and trade that may change demand for certain skills or products. Map the countries of origin, the most common entry points to Canada, and the most common areas of settlement in Canada. (Note that most new immigrants do not typically remain in the region where they initially entered Canada — how do we account for this trend? What impact does this have on regions? How should governments entice immigrants to stay in areas where their skills and numbers are needed?)

Topics for discussion - What prompts people to leave Canada? Why do people leave one region of Canada for another?

SCO 9.2.2 Analyse factors that contribute to the globalization of culture

Teacher Notes

Statistics Canada provides Canadian data on population and demographics. The site may be searched using a multitude of topics: culture, migration, cultural diversity, projections of diversity, and more.

<http://www.statcan.ca/start.html>

Global-Migration illustrates the bilateral flows between and among 196 countries as estimated from sequential stock tables. They are comparable across countries and capture the number of people who changed their country of residence over five-year periods.

<http://www.global-migration.info/>

Anne of Tim Hortons: Globalization and the Reshaping of Atlantic-Canadian Literature by Herb Wylie (2011) (Paperback or Kindle)

This book is intended for background interest and information for teachers. It is a study of twenty contemporary Atlantic Canadian writers who take on the challenge of countering stereotypes of the east coast as a “quaint and backward place”. It examines important cultural, political, and economic histories and realities that have created the contemporary Atlantic Canada of today. The book is relevant in that it is the world in which our Atlantic Canadian youth are living and forming their world views. Just as importantly, it uncovers the inside/outside views toward Atlantic Canada and the implications of these views for current policies and the future.

Cultural diffusion is the spread of cultural beliefs and social activities from one group to another. The mixing of world cultures through different ethnicities, religions and nationalities has increased with advanced communication, transportation, and technology. Examples of Cultural Diffusion provides a list of examples — common, religious, cultural, and economic.

<http://examples.yourdictionary.com/examples-of-cultural-diffusion.html>

“In today’s interconnected world, culture’s power to transform societies is clear. Its diverse manifestations — from our cherished historic monuments and museums to traditional practices and contemporary art forms — enrich our everyday lives in countless ways. Heritage constitutes a source of identity and cohesion for communities disrupted by bewildering change and economic instability. Creativity contributes to building open, inclusive and pluralistic societies. Both heritage and creativity lay the foundations for vibrant, innovative, and prosperous knowledge societies.”

<http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity#sthash.FUHmOaIW.dpuf>

SCO 9.2.3 Assess the impact of the globalization of culture

Achievement Indicators

Students who have achieved this outcome should be able to

- 2.3.1** identify changes in culture as a result of globalization
- 2.3.2** describe benefits and opportunities that may arise from the globalization of culture
- 2.3.3** explain challenges and limitations that may arise from the globalization of culture
- 2.3.4** debate the argument for or against globalization of culture

UNIT 2	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		2.3.1 2.3.2 2.3.3		
LEVEL 2 Apply Analyse		2.3.4		
LEVEL 3 Evaluate Create		9.2.3		

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Cause and Consequence (H)**
What are some of the more significant cultural challenges that occur with globalization? What are some of the cultural opportunities?
- 2. Geographical Value Judgments (G)**
Does globalization always result in the loss of languages and traditions for some cultures? Is globalization avoidable? Is it good or bad?
- 3. Ethical Judgment (H)**
Is “assimilation” a good or bad thing? Can we, or should we, atone for the negative actions of our ancestors? Are we responsible for creating “marginalized” cultures?

H = Historical Thinking
G = Geographical Thinking

SCO 9.2.3 Assess the impact of the globalization of culture

Elaboration

Globalization is part of our modern culture. It is a key factor in the interconnectedness and interdependence of modern life. As people share their experiences and cultures through a range of global networks, there is potential for both positive and negative change.

Globalization of culture allows for an appreciation and understanding of other cultures and practices worldwide. Globalization (particularly through mass/social media) allows for greater opportunities for awareness and appreciation of diverse cultural assets. It also allows for the preservation of culture through enmass-sharing of multiple expressions of cultural traditions and knowledge (e.g., visual arts, sciences, beliefs, practices, religion). Consider the following statement from UNESCO:

The potential for negative consequences is also high as a result of globalization. The promotion of dominant Western or Northern culture and values (which often emphasize materialism and/or consumerism) can prove detrimental to, or even disastrous, for some cultures. The loss of language and traditional values can be a fatal consequence due to the dominant cultures and their impact on the global landscape.

This outcome should lead to the natural questions around how cultures are impacted and what does that mean? Students should be challenged to think about far-reaching impacts of globalization over time (intergenerational) and what that may mean for them in the future. What are past examples that may enlighten us as we think about the impact of globalization? Within Canada, one timely example is the intergenerational impact of the residential school legacy and the “60s Scoop”* of Aboriginal children across the country. Both of these actions have left deep scars upon Canada’s First Nations peoples and their descendants. These are issues that have resoundingly become part of contemporary Canada as investigations are conducted, formal apologies sought, and in some cases, retribution to help heal the wounds of the past. Students could also examine a parallel situation in Australia within the country’s Aboriginal community.

** Canada’s “60s Scoop” refers to a mass sweep operation carried out by government authorities between the 1960s and 1980s. The “scoop”, as it came to be known, saw thousands of Aboriginal children taken from their homes and communities without consent and adopted out to non-Aboriginal homes, some as far as away as the United States. These children are often referred to as the “stolen generation” and many continue to try to find their biological and rightful families.*

Statistics from the Department of Indian Affairs reveal a total of 11,132 status Indian children adopted between the years of 1960 and 1990. It is believed, however, that the actual numbers are much higher than that. While Indian Affairs recorded adoptions of ‘status’ native children, many native children were not recorded as ‘status’ in adoption or foster care records.

<http://www.originscanada.org/aboriginal-resources/the-stolen-generation>

SCO 9.2.3 Assess the impact of the globalization of culture

Performance Indicators

You are part of a diverse panel of cultural experts which is presenting at a world conference on “Globalization of Culture: Change for Better or Worse?” Prepare a case study on the impact of globalization of culture. Select a focus for the case study either by geographical region or cultural element and trace the changes that have occurred due to globalization, along with the benefits and/or challenges that accompany these changes. Your panel should include a variety of perspectives and opinions on the topic.

Develop a script for a mini Ted-Talk to respond to the question of “Globalization - am I better for it?”

Create an original or digital musical composition as a metaphor for world globalization. What are the harmonious and not so harmonious blends? How does this reflect globalization of culture?

Create a visual/musical interpretation, online blog, Prezi, or other representation with one of the following themes as a basis:

- I Am a Product of Globalization;
- Multiple Worlds Colliding — the Perks and the Pitfalls;
- Scooped - the Search for My Aboriginal Roots.

Complete a critical analysis of a selected globalization political cartoon. Refer to helpful resources regarding critical viewing and analysing cartoons.

SCO 9.2.3 Assess the impact of the globalization of culture

Suggestions for Learning and Teaching

Undertake a “Culture in the Cupboard/Closet” scavenger hunt where each student brings to class 3-5 items from their closet or cupboard (clothes, music, grocery items, iPods, other). As each item is presented in class, discussion should focus on possible links to other peoples and cultures. Once a link is established, a Post-It note should be attached to a class world map to provide visual evidence of this worldwide cultural web. Ask students to respond to the visual that the map creates in terms of “webs”, connections, or other observations. Encourage the use of the language of globalization (i.e. sustainability, interdependence) in extending this exercise to the impact of these items (rise of consumerism, commercial transportation, stress on environment, jobs created/lost, etc.).

Create a visual presentation that includes product or company logos that illustrate the reach and impact of transnational companies on local cultures in the developing world. What does this mean for these cultures, and for our culture?

Find or create an image that juxtaposes traditional culture with dominant western culture. Write an appropriate slogan or caption to express the impact of modern culture on traditional culture. Alternatively, engineer a sound byte that expresses this sentiment.

Research the impact that globalization has had on the lives of people within an isolated, traditional culture outside of Canada or North America. Use the RAN diagram below to record your findings. Outline the topics you would cover if you were preparing a documentary on the issue.

Reading and Analysing Non-Fiction Strategy

What I think I know	Confirmed	Misconceptions	New info that I learned

Research and present the challenges faced by Aboriginal and other minority cultures (Acadian, Gaelic) in preserving and promoting their language(s) in the face of globalization. Identify any benefits of globalization in these cases (e.g., ease of communication and networking opportunities).

SCO 9.2.3 Assess the impact of the globalization of culture

Teacher Notes

National Geographic - Travel and Cultures. Examine the picture galleries of specific countries to identify examples of traditional culture, “westernization” of culture, and hybrid culture. Students can investigate (and listen to examples of) the origin and spread of various musical traditions around the world.

<http://travel.nationalgeographic.com/places/directory.html>

Mapping World Heritage: Where are sites of significant natural and cultural heritage located around the world?

http://education.nationalgeographic.com/education/activity/mapping-world-heritage/?ar_a=1

Supply Chain: What is a supply chain? Students follow the journey of a candy bar from raw materials to consumer product.

http://education.nationalgeographic.com/education/activity/a-supply-chain/?ar_a=1

Illicit: The Dark Trade Education: Learn how Illegal Trade Affects the World Economy

http://education.nationalgeographic.com/education/illicit-the-dark-trade-education/?ar_a=1

Social Studies: Unit 3 - Trade in the Global Community

Trade in the Global Community explores current trade patterns, the contributing factors to the increased globalization of production and consumption, and the impact on developments in Atlantic Canada and other regions. Students will identify similarities and differences between past economic activity within the Atlantic region, and current or trending economic activity. Students will need to see a “big picture” view of the global economy in order to understand the scope and **interdependent** nature of trade. They should be challenged to think about sustainability issues with the current models of practice and the possible/probable impacts of continuing in this way. As the next generation of leaders, policy makers, and decision makers, students should be reminded that their knowledge will be integral to creating a sustainable future.

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canadians and others in the global community

Enduring Understandings

Students who have achieved this outcome will understand that

- Economic globalization is not a new phenomenon.
- The distribution of global wealth has begun to spread from west to east.
- Changes to industries raise issues related to sustainability.
- The global economy is a market economy.
- Key economic concepts drive the decisions made in a global economy.
- Goods and services are becoming increasingly international in composition and distribution.
- Economic globalization can force change in traditional industries in Atlantic Canada.
- The distribution of wealth continues to be primarily concentrated in the Northern Hemisphere.

UNIT 3	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		9.3.1		
LEVEL 2 Apply Analyse		9.3.2		
LEVEL 3 Evaluate Create		9.3.3		

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

Achievement Indicators

Students who have achieved this outcome should be able to

- 3.1.1** identify historic and global economic activity involving Atlantic Canada
- 3.1.2** describe similarities and differences between historical trading patterns and contemporary trade routes (origins and destinations of goods)
- 3.1.3** identify the most significant Atlantic Canadian trade commodity(ies) of the past and the present

UNIT 3	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		9.3.1 3.1.1 3.1.2 3.1.3		
LEVEL 2 Apply Analyse				
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Continuity and Change (H)**
How has the “who” and “where” of Atlantic Canada’s trading partners changed or remained the same?
- 2. Cause and Consequence (H)**
What has been the outcome of a trading phenomenon that is driven mainly by richer, western partners?
- 3. Historical Perspective-taking (H)**
How did early European traders view Aboriginal people before, during, and after the height of the fur trade?
- 4. Moral Judgment (H)**
Are increasingly globalized economies beneficial to everyone in the world?

H = Historical Thinking
G = Geographical Thinking

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

Elaboration

This outcome explores the foundations of historical globalization in relation to the rise of mercantilism, capitalism, and industrialization. By considering these factors, students can begin to identify how early forms of historical globalization made an impact upon firstly, Atlantic Canada, and later, the broader global picture. Students will have some prior knowledge from previous social studies courses but will likely need a refresher and additional information. This can be done through a mini-inquiry — an assigned “fact-checker” search of basic information and maps as a starting point for subsequent inquiry.

Students may examine various motivations that led to the development of international trade. From innovations in transportation technologies to the rise of European empires and their desire to increase their wealth through international trade and land acquisition, students can begin to explore the political, economic, and social implications of the early global economy on Atlantic Canada.

It is important that students consider the severe social ramifications of the early European trade on Canada’s First Nations. The evolution of trade in Atlantic Canada, as the region transformed through the years of colonial possession, also highlights significant social, political, and economic change. It would be very useful to examine both primary and secondary industries in the region and their development over time through the industrial revolution of the mid-1700s to the present day pattern of decentralization of specific economic activities such as manufacturing or knowledge-based industries (e.g., call centres, large-scale warehouse ordering).

By looking at past data related to the distribution of wealth and economic strength, students can begin to consider the factors that contribute to economic dominance. This knowledge will allow them to make connections to present-day economic realities of globalization.

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

Performance Indicators

Compare historic trade routes and partners on a map of the world. Examine and explain the involvement of Atlantic Canada within these various routes and with various partners. Summarize the similarities and differences between the past and the present using a Then and Now chart.

Similarities and Differences

Then	Now
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

Research and create a digital or other presentation to illustrate the evolution of the trade of a particular commodity from the Atlantic region (e.g., fish, lumber, coal). What conclusions can be drawn about the value of the commodity and changes that occurred over time to economic activity? What is the current status of this commodity? Predict what the future might look like for this commodity (if it exists).

Create an illustrated time line or concept map to show the evolution of global economic activity in Atlantic Canada including any trade agreements or impacts that may have had an influence.

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

Suggestions for Learning and Teaching

Select or create various images to show change over time of a commodity or industry significant to the history of global trade in Atlantic Canada.

- a. Search for (or create) at least three powerful images related to the selected commodity or industry.
- b. Identify each image and describe its significance in two sentences.
- c. Identify how the images depict change over time of the commodity or industry and explain or show how these changes reflect the evolution of trade in the region.

Examine the Stanfield Company of Truro as a case study of a company that has survived in an industry (textiles) where global competition was, and continues to be, fierce.

Select an Atlantic Canadian company that has been involved in international economic trade historically, and write or create a visual to illustrate the story of this company over time and its part in the broader globalization story.

Gather, organize, and present information to show the historic and significant role of Atlantic Canada's Aboriginal population and other ethnic minorities in economics trade activity.

SCO 9.3.1 Describe the evolution of global economic activity in Atlantic Canada

Teacher Notes

Illicit: The Dark Trade Education (2008) - National Geographic's television special, *Illicit: The Dark Trade Education*, explores the onslaught of illicit activities exploding worldwide and the consequences of globalization — from arms trafficking and human smuggling to money laundering and music bootlegging. Students will learn how illegal trade affects the world economy.

<https://www.youtube.com/watch?v=l2Sg5lxVzlo> (This link is a brief segment 5'30" that could be used as an introduction or discussion starter.)

World without Walls - Stop Motion - Globalization (3:17") is a student-made short clip showing the effects of an increasingly global world.

https://www.youtube.com/watch?v=As3pWXoq_as

Globalization: You're Living IT (1:03") is a short clip pointing out the effects of globalization and brand names. There are numerous other clips that would be suitable for this unit/topic within the YouTube website. Please ensure that these are previewed before using in class.

<https://www.youtube.com/watch?v=g2Sei7F61U8>

Oxfam contains multiple links to relevant materials and resources. Search topics along numerous pathways.

<http://www.oxfam.org.uk/education>

Get Into Film with I Am Kalam Why does development make some people better off than others? Explore the case study of India; organise a screening of the film, *I Am Kalam*, and creatively communicate the impact of global inequality.

<http://www.oxfam.org.uk/education/resources/get-into-film-with-i-am-kalam>

The Canadian Council for Geographic Education has developed many activities and resources relevant to this unit.

<http://www.cgeducation.ca/default.asp>

World Mapper is a site featuring many reference maps and engaging animations of maps that show, for example, change in concentration by country and continent of less than \$1/day to over \$200/day; also shows wealth by years: 1500 1900 1969 1990 2015. A searchable database allows for maximal exploration of topics related to globalization.

Worldmapper.org

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

Achievement Indicators

Students who have achieved this outcome should be able to

- 3.2.1** explain the economic concepts of *demand* and *supply*, and *absolute advantage*
- 3.2.2** examine how international agreements and trade organizations contribute to the globalization of the economy
- 3.2.3** explain the connection between consumerism and global economic activity
- 3.2.4** relate the concepts of *demand and supply*, and *absolute advantage* to a specific case study involving Atlantic Canada

UNIT 3	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	3.2.1			
LEVEL 2 Apply Analyse		9.3.2 3.2.2 3.2.3 3.2.4		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Cause and Consequence (H)**
*What impact did the industrial revolution have on global trade?
 What has been the most significant legacy of this period?*
- 2. Interactions and Associations (G)**
*What is the impact of an environmental disaster (e.g., oil spill) on global economic activity?
 Is the risk of environmental disaster worth the economic benefits?*
- 3. Geographic Value Judgments (G)**
*How does the world react to the decimation of the natural resources in one region to fulfill demand in other regions?
 Should the government focus more on the economy or the environment?*

H = Historical Thinking
 G = Geographical Thinking

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

Elaboration

There are three suggested factors that have accelerated economic globalization:

- 1) the advancement of science and technology;
- 2) the market-oriented economic reforms;
- 3) the contributions by multinational corporations.

A reduction in transportation and communication costs has contributed to renewed globalization of economies around the world since the 1930s. This was possible due (mainly) to the advancement of science and technology. Compared to the costs of shipping in the 1930s, ocean shipping is now one half (50%), airfreight costs are one-sixth (17%), and telecommunications costs are one-hundredth (1%) of previous rates. This trend paved the way for the growth of international trade and investment in recent years. Under the General Agreement on Tariffs and Trade (GATT) and World Trade Organization (WTO) frameworks, many countries have reduced their tariff and non-tariff barriers. Along with this external influence, some governments have shifted their economies from a central-planned economy to a market economy. These internal reforms have provided for more commonalities among world economies. The reforms have also helped to integrate multinational corporations in expanding their businesses, organizing production, and allocating resources all over the world. Multinational Corporations (MNCs) are responsible for international financial transactions and, as a result, workforce distributions. By setting up branch offices, factories, and out-sourcing its services, MNCs are principal contributors to economic globalization.

Atlantic Canada has been a part of the global trade community dating from the early 15th-16th centuries when Basque fishers found their way to the region. Later explorations and forays to expand land holdings and power led to increased commerce between “mother countries” and newer colonies. Trade became vital in subsequent centuries as the region grew and attracted more and more people in need of various foods, tools, household items and such. Students can compare how globalization looked “then” and “now”. Are there vast changes? Are there some constants?

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

Performance Indicators

Prepare a case study of a country or region where the economy and society has changed significantly due to globalization. The focus of the study should be on the factors that led the country or region into the world of globalization and the products that keep it there. Share the case study with the class by means of a digital presentation, drama, or mini-documentary video. Other examples might include developing countries such as India or a factory in China, an Prince Edward Island potato industry, or any other Atlantic Canadian resource industry.

Compile a collection of political cartoons to analyse and explain the factors that have contributed to the globalization of the economy. Consult a website such as that of UNICEF.

Prepare and conduct a debate on the pros and cons of globalization. Some examples might include the demand for, or the ban on, certain exports/imports such as seal pelts, how transnational companies contribute to globalization in both positive and negative ways, exploitation of labour to satisfy the demands of North American (or other) markets, the lumber industry, or government subsidies in particular industries — auto, lumber, fisheries.

Research a transnational corporation such as McDonald's, Starbucks, or Walmart to trace the historical involvement and current influence on a region's economic activity. How does mass media play a role in the economic success of these corporations?

Free-write for several minutes about consumerism in today's world, how it is a contributor to globalization, and what role you play in this practice.

Use the principle of *demand and supply* to explain the economic scale of the following:

- the salaries of professional baseball, hockey players, and actors;
- a Van Gogh (or other famous artist's) painting;
- the housing market;
- the price of gas;
- recreational real estate;
- food;
- new technologies;
- other.

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

Brainstorm ideas to create a list of factors that may contribute to the globalization of economic activity. Include basic economic concepts such as *demand* and *supply* (e.g., gas/oil or electricity), and emerging communications and technologies.

Free-write for several minutes about consumerism in today’s world and how it influences (yours and others’) personal economic activity.

Create a Cause/Effect chart to illustrate the role or influence of international agreements (e.g., NATA, APEC, GATT), transnational corporations, and international organizations (e.g., WMF, EU) on the globalization of economic activity.

Invite a guest speaker to the classroom to talk about factors that affect local economy (e.g., government representatives from various departments - agriculture, fisheries, technology, industry). Prepare interview questions in advance and write a summary afterward.

Select from among the foods consumed daily, those not produced locally and complete the following chart. Interview a local farmer to discuss the impact of this practice. Conversely, find out where locally-produced foods are exported or consumed. Describe how this practice affects the local economy. Produce a “Pecha Kucha” presentation (see Appendix xx) to explain the “Local Food Movement”.

Food Item	Country of Production	Distance (km) Travelled to Table

SCO 9.3.2 Analyse factors that contribute to the globalization of economic activity

Teacher Notes

Resource4Rethinking is a repository of activities, information, and links on topics related to environment, sustainability, and stewardship.

<http://resources4rethinking.ca/en/resource/passion-for-fashion>

<http://resources4rethinking.ca/en/resource/whats-globalization-got-to-do-with-me>

<http://resources4rethinking.ca/en/resource/why-did-we-come-to-canada>

<http://resources4rethinking.ca/en/resource/world-of-100>

<http://resources4rethinking.ca/en/resource/globalization-sweatshops-and-the-clothes-we-wear>

<http://resources4rethinking.ca/en/resource/population-consumption-and-the-global-economy>

www.unicef.org/videoaudio/video_top_cartoons.html

The issue of child labour and its connection to trade globalization could make an interesting study. The Convention on the Rights of the Child and the Universal Declaration of Rights would be useful references in investigating this topic.

<http://www.unicef.ca>

<http://www.freethechildren.com>

Where Does Your Lunch Come From?

http://www.greenlearningstation.org/foodsystem_lunch.aspx

Global Issues - Social, Political, Economic and Environmental Issues That Affect Us All (database of various inter-related issues)

www.globalissues.org/issue

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canada and the global community

Achievement Indicators

Students who have achieved this outcome should be able to

- 3.3.1** give examples to show how the production and consumption of goods and services in the Atlantic region has changed over time
- 3.3.2** compare changes in production and consumption within the Atlantic region with those in other global regions
- 3.3.3** identify opportunities and challenges associated with global economic activity for the Atlantic region
- 3.3.4** debate whether “consumerism drives global economic activity” or “global economic activity drives consumerism”

UNIT 3	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		3.3.1		
LEVEL 2 Apply Analyse		3.3.2 3.3.3		
LEVEL 3 Evaluate Create		9.3.1 3.3.4		

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Cause and Consequence (H)**
How do modern-day trends such as out-sourcing to other countries affect us in Atlantic Canada? Elsewhere?
- 2. Sense of Place (G)**
How does the global mobilization of workers affect one’s sense of place? Does it matter if it is a forced or free-choice decision?
- 3. Evidence and Interpretation (G)**
How do we explain the discrepancies in what statistics might say about a particular region and the reality of the people who live there? (For example, does a country’s Gross Domestic Product [GDP] translate to, or guarantee quality of life for all of its citizens?)

H = Historical Thinking
G = Geographical Thinking

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canada and the global community

Elaboration

The main idea of this section is to understand that globalization creates change in the distribution of economic activities. Over time, goods and services are produced more efficiently but at the expense of a reduction and/or relocation of jobs — displaced workers then need to be re-trained for new jobs. Students can investigate how the consumption of goods and services in their own region has become increasingly globalized over time. For example, students could consider changes over time in automobile purchases or availability of choice in clothing. In this case, there can be positive effects as a result of global trade as in the following example:



Students should be able to draw conclusions about how competition sometimes results in the loss of jobs in an area. They will already have knowledge of temporal/seasonal/permanent out-migration from the Atlantic region. (*Note: This can be a sensitive issue for many students.*)

Students will need to examine how the loss of industry can sometimes force a region to adapt to become economically viable once again. While citizens are often forced to relocate to secure employment, it should be noted that this is one possible response but it need not be the only one. Many displaced workers remain in their home region and re-train for new employment. This requires that the local environment contain the necessary conditions needed to enable this type of adaptation to occur. This is a particular challenge for the Atlantic region. Often, the necessary environmental factors are not present to encourage adaptation of the local economy to new industry. However, it should be emphasized that encouraging the presence of factors that enable economic adaptation is critical for the long-term sustainability of the regions. What are the factors?

This section should conclude by having students consider how the region can respond to current and emerging trends to ensure long-term sustainability. This provides opportunity to relate how these adaptations influence culture/lifestyle.

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canada and the global community

Performance Indicators

Create a drama, poem, or story to depict the impact on an Atlantic Canadian family faced with the loss of an important industry in their community. Identify why the industry failed or left the region, and the decisions that the family must make in response to this change. Is “brain drain” a myth?

Develop a presentation on the impact of global economic activity involving a commodity or product of Atlantic Canada. For example, this may include an industry that has experienced a significant downturn (e.g., fishery) or alternatively, a growth in activity (e.g., eco-tourism).

Create PSAs (public service announcements) to illustrate both sides of a selected message:

- Atlantic consumers benefit from global competition.
- The environment and the economy benefit when people buy locally.
- Innovation, rather than natural resources, is the key to economic success.
- Sustainable development should be the only consideration when using a natural resource.

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canada and the global community

Suggestions for Learning and Teaching

Investigate a case study such as the role of mineral extraction (e.g., tantalum) in parts of Africa for the production of components for cell phones, computers, and medical implants. Students could also investigate the diamond mines of Africa. Students would need to consider the following questions:

1. Where is this resource located?
2. Why is it in such demand?
3. What impact does the mining of this resource have on the physical environment and on the social well-being of the people who live in certain countries within Africa such as the Democratic Republic of the Congo (DRC)?

Students should be encouraged to consider these questions in terms of their economic, environmental, and social/cultural effects using the diagram below:



Investigate the impact (on global economies) of innovations such as shipping containers or improved refrigeration units aboard ships. Students should be able to identify how a single innovation can change global economic activity by looking at both positives and negatives.

Investigate the rise of child labour in relation to multinationals and consumerism. Use case studies such as diamond mines, banana plantations, coffee production, or other non-regulated industries. Consider how the need for cheaper products facilitates a type of human rights abuse.

Investigate transnationals and develop a visual (map, poster, chart) to illustrate the profile or “reach” of the company. Identify those factors that may have contributed to the level of economic success of the company. Some examples may include these Atlantic Canadian companies: Sobeys, McCains, Irving, Ganong.

Outline the impact that environmental lobbyists outside of Canada may have on certain economic activities in Atlantic Canada.

Invite a local politician, a farmer, or a representative of a local industry to speak to the class about the impact that globalization is having on the livelihood of the community.

SCO 9.3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canada and the global community

Teacher Notes

The Atlas of Canada includes maps, statistics, and lesson plans that explore economic activity in Atlantic Canada and other regions of the country.
<http://atlas.nrcan.gc.ca/site/english/index.html>

The Atlantic Canada Opportunities Agency (ACOA) website is a useful source of information for teachers wishing to better understand the challenges and opportunities faced by Atlantic Canada as it competes in a global economy. Teachers may invite an ACOA representative to speak to the class about these issues.

<http://www.acoa-apeco.gc.ca/>

Ganong's of St. Stephen, NB can be used as a case study of a local industry that has a global reach. See link to *Our Heritage*.

<https://ganong.com/>

Global Issues - Social, Political, Economic and Environmental Issues That Affect Us All (database of various inter-related issues)

www.globalissues.org/issue

Social Studies: Unit 4 - Environment in the Global Community

Environment in the Global Community asks students to identify an environmental issue that has global dimensions and to investigate the link between local and global in analysing both the causes and effects of environmental issues that transcend borders. Students are further asked to apply the concept of sustainable development in assessing strategies to meet these challenges.

SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

SCO 9.4.2 Analyse factors that contribute to environmental issues

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Enduring Understandings

Students who have achieved this outcome will understand that

- Perspective on environmental issues is relative.
- Local environmental actions have global consequences.
- There is a cause and effect relationship in human-environmental interaction.
- Environmental issues are viewed through the lenses of political, economic, and social factors.
- Solutions to environmental issues may be achieved through political, economic, and social means.
- The inquiry process leads to a critical investigation of environmental issues.

UNIT 4	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand				
LEVEL 2 Apply Analyse		9.4.2	9.4.3	
LEVEL 3 Evaluate Create		9.4.1		

SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

Achievement Indicators

Students who have achieved this outcome should be able to

- 4.1.1** identify a variety of environmental issues, both local and global
- 4.1.2** develop criteria to distinguish a local issue from a global issue
- 4.1.3** compare varying perspectives in environmental issues including Aboriginal perspectives
- 4.1.4** examine the balance between cause and consequence in relation to environmental issues in Atlantic Canada and elsewhere

UNIT 4	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		4.1.1		
LEVEL 2 Apply Analyse		4.1.2 4.1.3 4.1.4		
LEVEL 3 Evaluate Create		9.4.1		

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Geographical Value Judgment (G)**
The demand for crude oil creates enormous environmental risks — how should the global community deal with this?
- 2. Interactions and Associations (G)**
What measures, if any, are put in place to ensure the sustainability of a resource or industry that is in high demand on the global market?
- 3. Patterns and Trends (G)**
What are the long-term effects of an industry (e.g., fishing) that ignores regulations?
- 4. Cause and Consequence (H)**
Predict how our current actions and reactions to environmental issues will affect future generations.

H = Historical Thinking
G = Geographical Thinking

SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

Elaboration

The intent of this outcome is to have students consider the global nature of environmental issues. There are many environmental issues that are present at the local level. Often these are linked to larger, global problems. Therefore, it is important to have students explore an environmental issue at both the local and global levels. Note that “local” issues may refer to national or domestic issues while global is more encompassing (see criteria below).

Students are asked to brainstorm a number of environmental issues to set a context for this unit. As a class, they may consider a specific issue such as waste management to better understand how this problem is an issue at both the local level and the global level. Teachers should guide students in developing a set of criteria by which they can determine whether an environmental issue is a local problem only, or whether it is part of a broader, global context. Some examples of criteria may include the following points:

- the magnitude of the consequences relating to the issue;
- the number of people, countries, or regions affected by the issue;
- the length of time that the effects of an issue will exist, and the time required to address the problem.

It is important for students to understand that there may be several different perspectives involved in an environmental issue, and that other world views may play a role in how an issue is addressed, or not. During this unit, students should consider the way in which the world is becoming increasingly interdependent (i.e. how local actions can have global consequences) and that they, as global citizens, play a role in global issues.

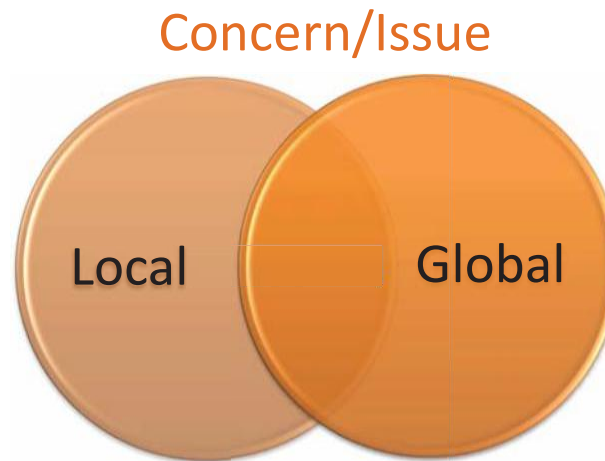
SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

Performance Indicators

Given several examples of environmental issues that currently exist in Atlantic Canada (e.g., climate change, resource depletion, energy usage, habitat destruction), create a graphic organizer to show how the issues are either local, global, or both in nature, using criteria developed during study.

Using current newspapers, find an article about an environmental issue. Determine whether the issue is local and/or global by using criteria generated. Respond to the article by creating a “blog” that voices several varying perspectives on the issue.

Identify a local concern, such as a refinery that emits pollutants into the air, and illustrate how this is a local issue as well as a global issue according to criteria. The following organizer may help.



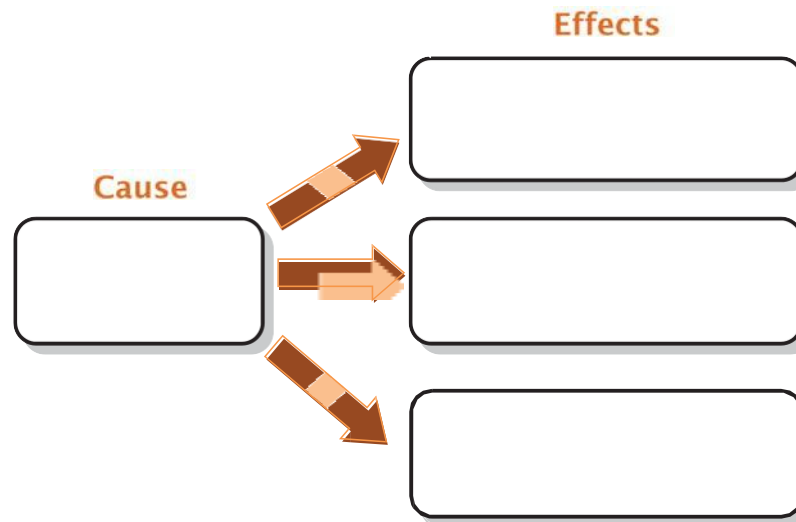
SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

Suggestions for Learning and Teaching

Using a teacher-selected collection of newspapers, students sort articles into domestic (national) and international categories. During a class discussion, students can explain the rationale that they used in making their decisions around categories.

In groups, brainstorm the question: What makes an issue global? Use a placemat activity to gather ideas around this question. Students place their strongest ideas in the centre box of the placemat and then use these to create a set of criteria that will help them to distinguish similarities and differences between local and global environmental issues.

Create a Cause and Effect chart to illustrate how a local (regional or national) may contribute to a global issue (e.g., air pollution).



Outline competing perspectives on the issue of potable (clean) water or another environmental issue by completing the following chart.

Developed Countries	Commodity to be bought/sold Easily accessible No danger of running out
Developing Countries	Vital to survival Difficult to access Health and sanitation concerns No assurance of supply

SCO 9.4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues

Teacher Notes

While teachers may select a global issue of their choice, a strategy is outlined here to have students examine climate change. The approach used herein, however, is generic in nature and may be used in the study of other global issues. It should be noted, however, that an investigation of climate change would lead to consideration of other possible global issues such as energy production and consumption, and waste management.

Green Teacher has produced a useful resource, Teaching About Climate Change: Cool Schools Tackle Global Warming.

<http://www.greenteacher.com/tacc.html>

The World Wildlife Federation (WWF) has a number of lesson plans designed to address the causes and consequences of climate change.

<http://www.climatechangeeducation.org/>

TC2 Globalizing factors in the history of environmental protection

http://www.tc2.ca/pdf/H1_Environmental.pdf

TC2 Recent developments involving environmental protection

http://www.tc2.ca/pdf/H2_Environmental.pdf

TC2 Global initiatives in environmental protection

http://www.tc2.ca/pdf/H3_Environmental.pdf

SCO 9.4.2 Analyse factors that contribute to environmental issues

Achievement Indicators

Students who have achieved this outcome should be able to

- 4.2.1** describe factors (economic, political, and social) that contribute to environmental issues
- 4.2.2** examine how sustainability policies may help preserve the environment
- 4.2.3** relate contemporary consumer patterns to environmental issues

UNIT 4	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	4.2.1			
LEVEL 2 Apply Analyse		9.4.2 4.2.2 4.2.3		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Interactions and Associations (G)**
How do the three facets of sustainable development (society, economy, environment) work together and/or against each other in the face of environmental issues?
- 2. Geographical Importance (G)**
World organizations such as UNESCO work to preserve unique physical and cultural locations or structures — how necessary are these organizations?
- 3. Historical Perspective-taking (H)**
How critical are the values and traditions of elders and ancestors in considering current environmental issues?

H = Historical Thinking
G = Geographical Thinking

SCO 9.4.2 Analyse factors that contribute to environmental issues

Elaboration

The factors that generally contribute to environmental issues can be grouped into three interrelated categories: economic, political, and social. It is important that students understand that while these are contributing factors to environmental issues, they may also provide potential solutions.

- Economic — consumerism and desire for profitability often creates scenarios where the environment is compromised (e.g., clear-cutting, strip mining).
- Political — governments have not always been proactive in their efforts to protect and preserve the environment and are often reluctant to interfere with industry and business in their jurisdictions.
- Social — rampant demand for consumer goods has produced a society where little consideration has been given to the negative impact on the environment of this behaviour.

It is important to note that these three areas are also the means by which environmental issues can be addressed. Consider the following examples:

- Economic — corporations voluntarily engage in “green” practices to gain competitive advantages with an increasingly environmentally-conscious consumer; businesses in the fossil-fuel energy sector begin moving to zero-emission and renewable fuel sources.
- Political — governments enact legislation which (i) safeguards critical environmental resources, and (ii) proactively averts potential environmental problems.
- Social — consumer behaviour favours products and services that are environmentally sustainable, thus displacing non-sustainable goods and services.

SCO 9.4.2 Analyse factors that contribute to environmental issues

Performance Indicators

Students play the roles of various stakeholders in a local issue whereby the various economic, political, and social perspectives are voiced. Students will need to research their particular role/perspective in order to participate in the simulation.

Sample case study of an environmental issue in your community: **Local Harbour and Sewage Waste Management**

Sample roles:

Economic	Political	Social
Local business on the waterfront	Municipal	Homeowners on waterfront
Local business not on waterfront	Provincial	Harbour users
Users of harbour	Aboriginal	Tourists
- shipping/industry	Federal	Health concerns
- transportation (ferries)	Lobby or interest groups (environmental, tourism, town beautification)	Other
- recreational watercraft		
- fishers		

Simulate a town hall meeting to decide whether to proceed with the construction of a shopping mall complex that will require the draining and filling in of a local wetland. Write the scripts for the following meeting participants and role-play the meeting.

- local contractor
- representative of the Provincial Department of the Environment
- representative of the Provincial Department of Economic Development
- representative of nearby First Nations community
- potential mall merchant
- land owner
- representative of local environmental group

SCO 9.4.2 Analyse factors that contribute to environmental issues

Suggestions for Learning and Teaching

Explore the political, economic, and social factors that influence environmental issues by examining the following examples.

Environmental Issue	Political Considerations	Economic Considerations	Social Considerations
Pesticide use			
Carbon emissions			
Strip-mining			
Other			

Perform a 5-minute free-write about sustainability or sustainable practices. Discuss in small or large groups to share ideas around contributing factors that either promote sustainability or act as barriers to sustainability.

Examine the collapse of the northern cod industry as an example of non-sustainable policies and practices. Using a jigsaw format, students become “experts” on the economic, political, and social factors that contributed to this industry’s decline. Write a summary statement or report that recommends a sustainable plan for action.

Use one of the available websites to determine their own ecological footprint. Students can write a reflective statement or paragraph about how they contribute positively and negatively to environmental issues.

View a video clip such as “Coffee Comes Alive” — see Teacher’s Notes. Investigate a fair trade product to connect the following graphic to the concept of sustainability and sustainable practices.



SCO 9.4.2 Analyse factors that contribute to environmental issues

Teacher Notes

Education for Sustainable Development Toolkit includes activities designed to introduce the concept of sustainable development.

http://www.esdtoolkit.org/concept_intro/default.htm

TakingITGlobal.org is an online community that assists youth in finding inspiration, accessing information, getting involved, and taking action in their local and global communities.

<http://www.takingitglobal.org/>

Youth Action for Agenda 21 allows young people, parents, and educators to look at the implications of Agenda 21 for their own community. It offers a way to take stock of the local situation, to look for solutions, and to plan the changes needed to contribute to a sustainable future.

http://www.tgmag.ca/enviro/ag3_e.html

Young Reporters for the Environment

<http://www.environmentaldefence.ca/campaigns/youngreporters.htm>.

<http://r4r.ca> (Coffee Comes Alive)

Green Teacher magazine contain many teaching ideas and class/school projects that relate to the environment and issues of sustainability.

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Achievement Indicators

Students who have achieved this outcome should be able to

- 4.3.1** describe factors that have contributed to the selected issue
- 4.3.2** explain how globalization relates to the selected issue
- 4.3.3** recognize the role of media (mass/social) and NGOs in addressing environmental issues

UNIT 4	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	4.3.1	4.3.2		
LEVEL 2 Apply Analyse		9.4.3 4.3.3		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

1. Evidence and Interpretation (G)

What evidence is there that large corporations, consumers, and governments contribute to environmental issues? Is there conflicting evidence?

2. Interaction and Associates (G)

To what degree should corporations and consumers be required to contribute to environmental solutions?

3. Historical Perspective-taking (H)

How should historical practices (that led to environmental issues) be viewed?

H = Historical Thinking
G = Geographical Thinking

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Elaboration

This outcome provides an opportunity for students to conduct an inquiry into an environmental issue of their own choosing. Following an inquiry process (see pg. 18 and Appendix E), students will be expected to examine (i) economic, political, and social factors that contribute to the issue; (ii) the impact of the issue on Atlantic Canada and the global community; and (iii) possible actions that may address the issue.

As students carry out their investigations, they should consider various perspectives (local and global) regarding the issue, and how globalization plays a significant role. Students should be encouraged to develop their own individual or local responses to address the problem.

A point likely to emerge is that effective long-term solutions to environmental problems often require new ways of thinking about the way humans live in, and relate to, each other and the natural world.

Examples of Environmental Issues:

- resource depletion
- deforestation
- fishing
- logging
- mining
- dams (effects of)
- energy sources — wind, alternate, oil
- energy use — carbon footprint, consumption
- land use — urban sprawl, habitat destruction
- greenhouse gases
- rising sea level
- pesticide use
- pollution
- land degradation
- farming practices — monoculture
- invasive species

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Performance Indicators

The following Analysis Model format may be adopted to examine any global issue. A jigsaw approach during the inquiry might be used to obtain the required information collectively before students begin their individual responses.

Global Environmental Issue Analysis Model

Issue:	
<ul style="list-style-type: none">• Define the problem• List facts to prove that there is a problem• Organize your facts in a logical sequence	
<ul style="list-style-type: none">• Causes• List and briefly explain the causes of the problem	
<ul style="list-style-type: none">• Perspectives• How do different groups or nations view the problem?	
<ul style="list-style-type: none">• Local and Global• How does this issue affect us at the local (domestic) and global level?	
<ul style="list-style-type: none">• Successful programs• What strategies have been successful in dealing with the issue?	
<ul style="list-style-type: none">• Think globally, Act locally• List ideas for action and/or organizations in which you can participate to deal with the issue	

Create a multimedia presentation to share information and conclusions from the inquiry into an environmental issue.

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Suggestions for Learning and Teaching

Investigate possible environmental issues that might result from the following industrial activities; identify the location of these industries on a map of Atlantic Canada; and investigate the potential impact of these industries on the environment locally and globally.

Industrial Activity	Potential Environmental Impact	Location
Pulp and Paper Mills		
Coal-fired and oil-fired generating stations		
Smelters		
Petroleum Refineries		

Write the script for a conversation between a fisher and the owner of an aquaculture operation in which they discuss the benefits and challenges resulting from aquaculture. Use the script for a piece of classroom theatre.

Create a poster or diorama of a community that includes the following activities: potato farming and dairy farming. Show the possible environmental effects on local waterways.

Create a day-in-the-life story of a First Nations family on a northern reserve in Canada where there is a daily struggle to obtain potable water and where water-borne diseases are a major threat to life.

Research the waste stream for electronic waste (computers, mobile phones, monitors, etc.) from the developed to the developing world. Record the data collected (amount, sources of, destination, human and environmental effects) on a map of the world.

Select an item one consumes and undertake a “true-cost” analysis of its production and disposal using the following organizer:

	Name of Product	Environmental Impact
Raw materials required		
Processing of product		
Transportation of product		
Disposal of product		

SCO 9.4.3 Investigate a current global environmental issue using an inquiry process

Teacher Notes

The Atlas of Canada provides learning resources and maps including data on the physical environment. There are sections on fresh water, environment, health, and economy along with accompanying lesson plans.

<http://atlas.nrcan.gc.ca/site/english/index.html>

The Canon Envirothon is an annual competition in which winning state/provincial teams compete for recognition and scholarships by demonstrating their knowledge of environmental science and natural resource management.

<http://www.envirothon.org/>

Worldwatch Institute's annual State of the World publication provides useful teacher resource on the health of the planet and its people.

<http://www.worldwatch.org/>

The American Forum for Global Education provides a number of lesson plans that teachers may find useful in exploring global environmental issues.

<http://www.globaled.org/curriculum6.html>

National Geographic's Space and Science site includes a variety of interesting presentations related to the environment.

<http://science.nationalgeographic.com/science/environment.html>

The Canadian Forestry Association provides a series of teaching kits in print or digital format.

<http://www.canadianforestry.com/kits/index.html>

Social Studies: Unit 5 - Human Rights in the Global Community

Human Rights in the Global Community introduces students to the concept of universal human rights. Students will examine the extent to which increasing globalization creates awareness of the rights of others as well as promoting a global responsibility to respond to social injustices. Students will consider globalization vehicles (e.g., social/mass media) as either positive or negative agents of change. They will explore current advances and challenges within the human rights context. As Canadians, while investigating “global” human rights cases, we must also look into our own struggles with major social issues — specifically, that of systemic racism toward Canada’s Aboriginal peoples and other marginalized Canadians. Students need to see the connections between their own communities, the legacies of past decision making within Canada’s own borders, and what it means for the future of Canada and their own futures.

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

SCO 9.5.3 Demonstrate an understanding of advances and challenges related to universal human rights including those within Canada

Enduring Understandings

Students who have achieved this outcome will understand that

- **Universal human rights exist globally but they are not always respected.**
- **Awareness of universal human rights is increasing due to globalization.**
- **Mass media is a powerful tool.**
- **The global community plays a significant role in the awareness and support of universal human rights everywhere.**
- **There have been significant advancements in the area of universal human rights.**
- **There have been, and will continue to be, significant challenges in the advancement of universal human rights.**

UNIT 5	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand				
LEVEL 2 Apply Analyse		9.5.1 9.5.2		
LEVEL 3 Evaluate Create		9.5.3		

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

Achievement Indicators

Students who have achieved this outcome should be able to

- 5.1.1** define the broad concept of universal human rights (not specific articles)
- 5.1.2** describe various areas of universal human rights (not specific articles)
- 5.1.3** explain the need for recognition of universal human rights in Canada and in the global community
- 5.1.4** describe some of the human rights violations that have occurred within Canada involving Aboriginal peoples
- 5.1.5** examine past and present human rights issues involving Canada's Aboriginal peoples through the lenses of sustainability: *societal, economic, and political*

UNIT 5	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	5.1.1 5.1.2 5.1.4	5.1.3		
LEVEL 2 Apply Analyse		9.5.1 5.1.5		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Historical Significance (H)**
What has been the most influential factor in making the universal human rights movement a positive global force?
- 2. Moral Judgment (H)**
Do we have a right to impose Western (i.e., white privilege) values on other cultures?
- 3. Evidence and Interpretations (G)**
How much evidence is required before the global world is obliged to act on a human rights issue?
- 4. Moral Judgment (H)**
Is it possible for a country to erase the injustices of the past as in the case of Canada's Indian Residential School period?

H = Historical Thinking
G = Geographical Thinking

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

Elaboration

Universal human rights have emerged through a collective social consciousness involving most countries, cultures, and citizens around the world. Historically, there have been several attempts to articulate a set of human rights aimed at protecting citizens. However, it is only within the last few decades (post-World War II) that a groundswell of awareness has resulted, due largely to increasing globalization and communication.

The focus of this outcome is on the broader concepts related to universal human rights: *What do we mean by universal human rights? Why do we need to pay attention to human rights? How does this involve me?* Students will already have some knowledge, formally or informally, about human rights issues. A significant component of this unit will involve human rights related to Canada's Aboriginal population.

Violations of human rights are not always something that occur "somewhere far away". It is important for students to understand that there can be, and there continue to be human rights violations within our own country. For example, the right to be safe and secure is a current issue within Canadian borders as well as in the broader world. Human trafficking, illegal or inhumane treatment of immigrants, those within the LGBT community, and the unexplained disappearance and/or murders of over 1000 indigenous girls and women over the past several years are proof that Canada is not immune to these violations. This outcome provides an opportunity to explore and contextualize contemporary perspectives and beliefs around universal human rights.

Indigenous women are going missing and being murdered at a much higher rate than other women in Canada — a rate so high it constitutes nothing less than a national human rights crisis. A report released by the RCMP in May 2014 states that 1,017 Indigenous women and girls were murdered from 1980-2012. Because of gaps in police and government reporting, the actual numbers may be much higher.

Amnesty International <http://www.amnesty.ca/our-work/issues/indigenous-peoples/no-more-stolen-sisters>

...every day, across the globe, sexual orientation or gender identity leads to abuse in the form of discrimination, violence, imprisonment, torture, or even execution. Persecution on the basis of sexual orientation and gender identity can take a variety of forms and these contravene the basic tenets of international human rights law.

Amnesty International <http://www.amnesty.ca/our-work/issues/lgbti-rights>

While it is tempting to begin examining specific issues immediately, teachers should encourage students to focus initially on the broader picture of universal human rights to build their understanding of this global movement. That being said, it is virtually impossible to avoid the daily occurrence of human rights violations shared through mass media. **It is strongly advised that teachers provide a balanced approach to media reports with "good news" stories to avoid an overly negative, traumatic atmosphere. It is also critical that teachers are adequately familiar with student backgrounds and personalities to ensure a safe and sensitive environment for discussion during this unit.**

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

Performance Tasks and Indicators

Truth and Reconciliation Traveling Exhibit

You are a well-known expert in the field of human rights. You have been invited to curate a special traveling exhibit that will visit selected locations within Canada to inform people about human rights, specifically those related to Canada's Residential Schools. It is your task to select stories, artefacts, literature, documents, visuals, sound clips, or other forms of media to tell the story and convey the message about human rights in Canada. You plan an engaging exhibit that will attract curiosity and educate people about the importance of universal human rights in Canada and throughout the world. When the exhibit has completed its tour, it will be on permanent display at the Canadian Museum for Human Rights in Winnipeg, MB.

United Nations Summit

Organize a model United Nations Summit in which students represent selected countries. Delegates will speak about issues related to the Convention on the Rights of the Child in their countries. The summit concludes with a statement and a plan of action. Possible issues include

- child soldiers
- child labour
- education for girls
- effects of land mines on children
- rights of Indigenous peoples
- clean water/food security
- health care/medical services
- right to play

Create a collection or webliography (5-10) of literature books/movies/videos/songs that are based on or have a message about human rights. Give a brief description of each and explain how each addresses a particular issue. Rank these in order of your favorite to least favorite explaining your choice.

Investigate an award for defending human rights such as the *John Peters Humphrey Freedom Award* or the *Martin Ennais Award*. Considering the criteria of the award, it is your task to recommend a recipient (individual or organization) of the award and to provide background information about how the recipient has contributed to the universal human rights movement (e.g., Craig Keilburger).

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

Suggestions for Learning and Teaching

Research key documents that relate to human rights and compare: What is the purpose of the document? For whom is the document intended? Is there historical significance? How is the document regarded? Why is it important to record and respect such documents? Is this always the case? What makes a “human right” a right? What is the difference between a human right and a “social expectation”?

Explore the concept of human rights by brainstorming a list of what they (students) consider to be “rights”. When complete, compare the list to that of the *UN Declaration of Human Rights* for similarities and differences. Discuss in pairs or as a class.

Students' List of Rights	Universal Declaration of Human Rights

Knowing that a particular human right such as the “right to education” is being denied to girls in a given society, complete a graphic organizer to explain to others the significance of this. Indicate the consequences that might follow (1st and 2nd level) as a result of the violation of this right.

Using one of several available web sites, participate in *Take the Temperature of Human Rights in Your School* activity. This online questionnaire is based upon the *Universal Declaration of Human Rights* and *Canada's Charter of Rights and Freedoms*.

Find stories or case studies of children who work in unfair, unsafe, or inhumane environments. Access information via sites at UNICEF, Oxfam Save the Children, Free the Children, or other sources. Identify the universal human rights involved in each case. See chart below.

Issue	Violated Rights
Children working in the rug or garment industry	
Children sold into slavery	
Street children (beggars)	
Children working as domestics or agriculture workers	
Child soldiers	

SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community

Teacher Notes

Canadian Museum of Human Rights - the *Canadian Human Rights Toolbox* can be found under LEARN on the main page
<https://humanrights.ca/>

Legacy of Hope Foundation (Residential Schools)
<http://www.legacyofhope.ca/about-residential-schools>

War Child maintains a site “Get Loud” that contains a variety of lesson plans related to children’s rights. Users are required to register.
http://www.getloud.ca/en/edu_resource.asp?id=16

A classroom workshop on the *Convention of the Rights of the Child*
<http://www.cyberschoolbus.un.org/crc/workshop.html>

A plain language version of the *United Nations Declaration of Human Rights*
<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

A simplified language version of the *Convention of the Rights of the Child*
<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

Oxfam’s *No Sweat Campaign* website includes lesson plans under educational resources
<http://www.oxfam.ca/what-we-do/campaigns/no-sweat>

The United Nations has developed a WebQuest on the issue of child soldiers that might be suitable for certain students.
<http://www.cyberschoolbus.un.org/childsoldiers/webquest/>

Worldbeat - lesson plans with a global perspective; recommended sites are peer reviewed and meet Saskatchewan curriculum objectives.
<http://www.earthbeat.sk.ca/worldbeat/>

John Humphey Peters Award / The Boy Who was Bullied (the story of John Humphries Peters) is available in your school library.
<http://www.dd-rd.ca/english/about/brochureHumphrey2001.html>

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

Achievement Indicators

Students who have achieved this outcome should be able to

- 5.2.1** explain how social and mass media have raised awareness around universal human rights issues
- 5.2.2** describe other global means of raising awareness about universal human rights including any specific initiatives within Canada
- 5.2.3** explain how globalization has created both positive and negative reactions to universal human rights issues
- 5.2.4** examine the role of globalization in both historical and current issues related to Aboriginal peoples of Canada

UNIT 5	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand		5.2.1 5.2.2 5.2.3		
LEVEL 2 Apply Analyse		9.5.2 5.2.4		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

1. Cause and Consequence (H)

*What is the global impact of social media when news of a human rights violation has occurred and is transmitted to the rest of the world?
Does social media curtail or encourage the actions of perpetrators? How do our actions contribute to the situation?*

2. Interactions and Associations (G)

*What are the roles and responsibilities of NGOs when human rights are threatened or violated? Is this always the “right” approach to a situation?
Who should decide when and where to intervene? Should government intervene?*

3. Evidence and Interpretation (G)

*What are/should be the limits on how much “evidence” is shared via mass or social media?
Who benefits more from the use of social media — violators or onlookers of human rights?*

H = Historical Thinking
G = Geographical Thinking

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

Elaboration

The aim of this outcome is for students to become more knowledgeable about global issues and to think critically about existing responses and potential reactions to specific problems. In this outcome, students are asked to analyse the relationship between access to information (that which may otherwise have remained hidden from world audiences) and the reaction that this information elicits.

Students should be made aware of *Canada's Museum for Human Rights* which opened in Winnipeg in September 2014. This unique museum is a world-class architectural structure which tells countless stories about human rights violations, triumphs, and persons infamously known as “Human Rights Defenders”. The museum now stands as a Canadian icon representing a tribute to the important story of global human rights.

The complexities of a modern world have increased with advancements in technologies and communications. Social and mass media have brought the most remote corners of our own country and the world into our homes, cafés, schools, vehicles, offices, and more through television, computer screens, tablets, smart phones, and will soon include alternative or future technologies. Photographs and videos are powerful tools in drawing attention to human rights abuses. In a world of smart phones with cameras, every citizen can be a potential journalist (including your students). It is critical that they also learn to be wary of manipulated images – that not every broadcast or *YouTube* clip or image is necessarily accurate. Think of the well-known “Loch Ness Monster” or “Bigfoot” images as examples. With help, students can explore some of the online sites and tools that have been created to try to verify documented images such as “Google reverse search”. To determine whether an image has been manipulated, simply upload a thumbnail of the image to its search area to see whether it (in its current form) has circulated the World Wide Web previously.

The expectation of this outcome is NOT for students to become civic media experts, but to be aware that media can, and often is manipulated for various reasons. There are numerous organizations such as *Witness.org* that are dedicated to training citizens and professionals in this area. An interesting discussion on this topic might include career possibilities — either on the journalism side, the area of image/video verification, or as a responder to global situations.

While media is responsible for opening up many information avenues, there are other means of communicating ideas and reactions related to human rights. Students will examine how world travel can result in the spread of ideas and values, or how the ongoing work of aid agencies results in creating awareness about human rights issues, ultimately, initiating a response to a problem. Within Canada, human rights defenders, supported by international agencies such as Amnesty International, have established movements such as *No More Stolen Sisters* in response to the many missing and murdered indigenous women over the past decades.

Other movements may involve efforts to purchase only *Fair Trade* coffee or to boycott certain national consumer brands due to alleged links with sweat shops or child labour. Calls to action such as these are communicated via the vast network that is a result of globalization. Whether it is within our own borders or across the world, news of human rights violations and the resulting action by individuals and groups rallying together creates enormous pressure on policy-makers and powers-that-be to act and to “make right” a situation.

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

Performance Tasks or Indicators

You are part of an international journalism team that has just returned from a grueling journey to a country that has many human rights violations. Prepare a mini-documentary, photo-essay, or other presentation to relay the message of the importance of universal human rights.

You are a spokesperson for a group assigned to creating an awareness campaign around universal human rights (or a specific topic related to human rights). Outline a strategy that might be used to draw attention to a particular country where the government has failed to address an important human rights issue. In planning your strategy, give consideration to the following:

- What medium will be used? Why?
- Who will be the potential audience?
- What action will fulfill the need in this case?
- What challenges are involved?
- How will success be measured?

Organize a multi-media presentation that incorporates music and visuals to draw attention to specific Aboriginal human rights issues. Make use of various related organizations and/or resources such as those from the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015).

Research the origins and successes of the following organizations in creating awareness around human rights. Select what you think is the most effective organization in this pursuit and explain your choice. Students can also choose non-mainstream media sources such as the publications of local human rights groups. See chart below.

Organization	Mandate	Rate Success
UNICEF		
Doctors without Borders		
International Red Cross		
United Nations		
Amesty International		
Your choice		

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

Suggestions for Learning and Teaching

Analyse media attention to human rights by maintaining a 3-day log that reports the number of references and the subject of human rights articles/reports during one of the following:

- Newspaper articles (note the placement of the article - front page, other)
- CBC radio/television
- Recent issues of *MacLean's*, *Newsweek*, or other news magazines (there are many free online magazines)
- Television documentary or news programs
- Web news sites

Source/Time	Issue	Details

You are part of a resistance group in a country where the government is guilty of human rights violations and maintains strict controls over traditional media. Your group discusses the merits of the World Wide Web in drawing global attention to the situations that some people are enduring. You are assigned to prepare a report on the topic. Use the following to draft your presentation.

	Internet and Human Rights
Potential to gather information	
Potential to expose violations	
Potential to solicit action	
Potential to coordinate action	
Challenges/Dangers	

Examine the effectiveness of protests/demonstrations, sanctions, or other acts of civil disobedience (e.g., Canada's *Idle No More* movement or *No More Stolen Sisters*) as a means of advancing human rights.

Examine the role of non-government organizations (NGOs) and/or celebrities in promoting awareness of human rights.

SCO 9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization

Teacher Notes

Canada's Museum for Human Rights is a new, national museum dedicated to telling the human rights stories of those in Canada and throughout the world. It is unique in many ways including its striking and symbolic architecture, its mandate, its technologies, and the fact that it is the only museum in the world that is not based on physical artefacts. Stories are the communication tool of the museum. Teachers can find numerous tools and ideas for teaching and learning.

<https://humanrights.ca/home>

CBC Truth and Reconciliation Commission: By the numbers June 2015 (Facts/Information)

<http://www.cbc.ca/news/aboriginal/truth-and-reconciliation-commission-by-the-numbers-1.3096185>

Truth and Reconciliation Report (2015)

<http://www.justice.gov.za/trc/report/>

CBC Archives include several clips related to Indian Residential Schools, Truth and Reconciliation, and other relevant materials.

<http://www.cbc.ca/archives/>

Amnesty International is an excellent resource for investigating human rights abuses and the efforts to address those abuses.

<http://www.amnesty.org/>

UNICEF is best known for its efforts to promote children's rights in the global community. UNICEF's "Voices of Youth" is specifically intended to alert and educate young people about children's rights.

<http://www.unicef.org/>

<http://www.unicef.org/voy/>

Peter Gabriel's project, *Witness*, uses videos and online technologies to open the world's eyes to human rights violations. This is a good source of ongoing news and education related to human rights media. *Ushahidi Guide to Verification*, found on the *Witness (Human Rights Channel)* site, is a short guide that provides tips and considerations to keep in mind when verifying user-generated videos.

<http://www.witness.org/>

http://hrc.witness.org/portfolio_page/verification/

Kids for Global Peace Official Video - song, "Human Rights" is a good example of youth involvement in human rights awareness

<https://www.youtube.com/watch?v=Scsq6zNhJl4>

SCO 9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada

Achievement Indicators

Students who have achieved this outcome should be able to

- 5.3.1** identify factors that have contributed to advances in universal human rights
- 5.3.2** describe challenges that have impeded advances in universal human rights
- 5.3.3** examine the moral and ethical implications related to globalization and universal human rights
- 5.3.4** examine advances and challenges related to Canada's legacy of residential schools and the treatment of Aboriginal peoples within Canada

UNIT 5	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand	5.3.1	5.3.2		
LEVEL 2 Apply Analyse		9.5.3 5.3.3 5.3.4		
LEVEL 3 Evaluate Create				

Inquiry – Critical Thinking

Students who have achieved this outcome might consider

- 1. Cause and Consequence (H)**
Is the impact of NGO work in areas of conflict, human rights violations, or natural disasters always positive?
- 2. Moral Judgment (H)**
What happens when we are not mindful of global cultural practices and beliefs when addressing human rights challenges?
- 3. Historical Perspective-taking (H)**
To what extent are current views and values of a particular culture influenced by its history?
- 4. Continuity and Change (H)**
Can Canada say it has moved forward in the fight for human rights?

H = Historical Thinking
G = Geographical Thinking

SCO 9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada

Elaboration

The fight for universal human rights is an ongoing battle. Sometimes there are great advances; other times, great setbacks. This outcome explores examples of progress as well as challenging dilemmas requiring more work in the attainment of global equity. Students will delve more deeply into the positive advances that have been attained with the signing of agreements or laws and historical documents such as Canada's *Truth and Reconciliation Report* (released June 2, 2015). Students will consider the difficult challenges that continue to plague those who fight for social justice. There remains deep social and political barriers that prohibit the universal application of national and international agreements or legislation that will address global human rights issues.

Within Canada, there have been recent advances in the area of Aboriginal issues, mostly in the form of awareness. Teachers should be aware that the concept of "Aboriginal Rights" is not necessarily synonymous with "Human Rights". Although there may be overlap, the focus of this unit is on "universal human rights", those basic rights that are granted to all human beings regardless of ethnicity, culture, religion, idealism, or other belief and/or value systems. These are the basic rights that pertain to human survival and freedom — food, water, shelter, personal safety, and freedom.

The challenges that are related to universal human rights may involve deeply-held cultural or religious beliefs and values, literacy, and education issues, or instances of cultural exception that dictate a "leave us be" kind of attitude to the external world. Examples of this would include countries that continue to practise methods of punishment that other jurisdictions have deemed archaic or inhumane. Inherent in any study of universal human rights issues will be some of the moral and ethical questions that arise such as, "Should we impose our own values on another culture?" or "What are the implications of intervening (or, not intervening) in this situation?" Students will have the opportunity to debate the pros and cons of international interventions.

"Equality is the floor, not the ceiling."

Cindy Blackstock

Culture Card: A Guide to Build Cultural Awareness, Mi'kmaq Confederacy of PEI

SCO 9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada

Performance Tasks and Indicators

Create a timeline or other infographic of key events, people, and decisions to illustrate the progress (forward and/or backward) of efforts to rectify the residential school legacy in Canada. The timeline may be general in nature or related to a specific initiative such as the *Truth and Reconciliation Commission* (TRC) or a non-government movement such as *The Idle No More* movement.

Collect a series of survivors' quotes about the residential school experience and the Canadian government's efforts to address the legacy of its effects. Arrange the quotes on poster board or in a newspaper format and create headlines or captions to suit each one and tell the overall story of the advances and challenges in addressing this era.

Research specific global declarations (e.g., Declaration of the Rights of the Child) or conventions (e.g., Convention on the Rights of Persons with Disabilities) related to human rights issues. Write an editorial or create another form of presentation to describe the advances and challenges that have resulted from the document. Include any moral or ethical aspects that are related to the agreement.

Research the efforts of one or more international organizations (e.g., International Red Cross) that have made progress in the area of human rights. Complete the following chart to explain how the organization has managed to progress as well as any remaining barriers.

Organization	Focus	Advances or Challenges

SCO 9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada

Suggestions for Learning and Teaching

Arrange on a timeline the following international highlights that have been key in the advancement of human rights. Add others to the timeline.

- Convention on the Rights of the Child
- Universal Declaration of Rights
- Canadian Charter of Rights and Freedoms
- Canada’s Truth and Reconciliation Commission (TRC) Report

Write a brief synopsis that identifies the impetus behind each of the documents and their individual goals. Identify the clauses in each of the above documents that have relevance for the dialogue that follows:

- the use of Sharia law by Muslim communities in Canada
- the right of Sikhs to wear the kirpan or traditional headgear
- the decision by the government of the Netherlands to ban face coverings such as the “hijab” (veil) worn by Muslim women
- the inclusion of the Christmas pageant as part of a school’s Christmas celebration

Discuss the message behind the poem by Pastor Martin Niemoeller, “First They Came for the Jews.” How does this message apply to any current situations? What are other examples of literature that raise awareness about universal human rights? What message(s) can we take from these writings?

Undertake an audit of selected media (newspaper, magazines, television, movies) over a week to determine the extent of the media’s treatment of human rights. The results of the audit will be reported in the following organizer.

Type of Media

Human Rights Issue	Countries or Organizations Involved	Competing Perspectives	Priority/Time of Airing	Proposed Solution/ Possible Action

SCO 9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada

Teacher Notes

Legacy of Hope Foundation - national, not-for-profit Aboriginal-run charity dedicated to promoting awareness and understanding about the legacy of Canada's Indian residential school era including first-hand effects and intergenerational impacts on First Nations, Métis, and Inuit Canadians.

<http://www.legacyofhope.ca/>

<http://www.legacyofhope.ca/downloads/100-years-timeline.pdf>

The Critical Thinking Consortium (TC2) publishes a series of teacher resources focused on infusing critical thinking into every school subject. One of their publications, *Caring for Young People's Rights*, is particularly relevant for this unit.

<http://tc2.ca/>

A number of Internet sites explore the Millennium Development Goals (MDGs).

- http://www.unicef.org/voy/explore/mdg/explore_mdg.php
- <http://www.oxfam.org.uk/education/resources/category.htm?37>
- <http://www.un.org/millenniumgoals>
- <http://www.un.org/millenniumgoals/youth.shtml>

Students might explore the role of sports or other stories in raising awareness of human rights by investigating the following:

- the 1936 and 2008 Olympics
- 2014 Olympics in Russia (ban on gay athletes)
- the Jackie Robinson story (baseball)
- the Willie O'Ree story (hockey)
- the 2015 Pam Am Games and the inclusion of the "Pride House Toronto" pavillion as a safe haven for LGBTQ athletes and fans
- the 2015 debate around a national inquiry in to missing and murdered Aboriginal women in Canada

Songs for Human Rights (a collection of past and contemporary songs written to raise awareness about human rights)

http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-2c.

The Story of a Pair of Boots (the 100,000 km/13 country trek to aid emergency medical care and vaccination programs for children worldwide)

<http://www.unicef.ca/en/video>

Social Studies: Unit 6 - Citizenship in the Global Community

Citizenship in the Global Community serves as a concluding exercise in which students are required to take age-appropriate action to demonstrate their understanding of global citizenship. Students are asked to select a global issue that is of particular interest to them, and then develop and implement a plan in response to the perceived need, and reflect upon the experience. It is recommended that this unit be introduced early in the course so that students may be thinking about it and collecting information as the course progresses. It may also be embedded into another unit such as Human Rights or Environment as part of that study. There are many ways to incorporate this final and very important unit/SCO into the broader scope of the course. The main message for students is that they do have a voice and that they can be instrumental in bringing about positive change to situations both near and far.

SCO 9.6.1 Take age-appropriate action that demonstrates active global citizenship

Enduring Understandings

Students who have achieved this outcome will understand that

- Global issues have an impact on everyone in some way.
- Everyone is capable of contributing to positive change.
- Small actions can help bring about big change.
- Global and local issues require a logical, problem-solving approach.

UNIT 6	Factual	Conceptual	Procedural	Metacognitive
LEVEL 1 Remember Understand				
LEVEL 2 Apply Analyse				
LEVEL 3 Evaluate Create		9.6.1		

SCO 9.6.1 Take age-appropriate action that demonstrates active global citizenship

Performance Indicators

Plan and develop an activity that addresses a global issue selected by the class and using some or all of the strategies outlined below.

Step 1

The situation/issue now is

- What we want it to be, is
- What we are going to do, is

Step 2

Use an outline of a tree in which

- The roots represent the causes of the problem
- The branches represent the effects
- The fruit represent the possible solutions

Step 3

Use a second outline of a tree in which

- The trunk represents the proposed action
- The roots represent the skills or materials required
- The branches represent tasks for achieving goals
- The leaves indicate who does what
- The fruit is indicated by symbols representing the goals

Step 4

Use SMART criteria to assess proposed solution where

- S – are the tasks specific
- M – are the results measurable
- A – are the tasks achievable
- R – are the goals and tasks realistic
- T – are the time lines manageable

SCO 9.6.1 Take age-appropriate action that demonstrates active global citizenship

Suggestions for Learning and Teaching

Working in teams, outline your ideal future for the planet and its people in terms of economic, environmental, and social/cultural conditions. Once completed, construct a manifesto (proclamation/declaration) for a healthy planet.

Working in teams, brainstorm the characteristics of a global citizen. Once complete, select the ten most prominent characteristics and organize these in a diamond-ranking format outlined below, where “1” is the most important and “10” is the least important.

1
2 2
5 5 5 5
8 8
10

Select a possible “Global Hero” (e.g., Bono, Craig Kielberger, Ibal Masih, David Suzuki, Angelina Jolie) and undertake the necessary research to determine whether they are deserving of the title. Complete the following organizer to record data.

Name	Area of Activity	Criteria for Judgment	Achievements/Successes
I believe _____ is a global hero because _____.			

As a class, select from among the “heroes” identified, one that is Canadian, and submit his or her name along with the required information to the annual *Reader’s Digest*, “Canadian Hero of the Year Awards” or to the Canadian Museum for Human Rights as a “Human Rights Defender”.

Identify a worthy Atlantic Canadian recipient for CTV’s hero award and submit the nomination to the TV station.

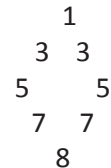
SCO 9.6.1 Take age-appropriate action that demonstrates active global citizenship

Suggestions for Learning and Teaching (cont'd)

Imagine you have \$100,000 to contribute to an organization that is working to improve the condition of the planet and/or its people. Working in teams, investigate the work of each of the following and decide how you would allot the monies available.

- UNICEF
- World Vision
- World Wildlife Fund
- Free the Children
- Martin Aboriginal Education Initiative
- Amnesty International
- War Child
- Your choice

Working in teams, identify and research the United Nations Millennium Goals. Once research is complete, work in teams of four to rank the Millennium Goals in order of importance using the Diamond ranking method below, where “1” is the most important of the Millennium Goals and “8” is the least important. Defend your arrangement.



Investigate the *Fair Trade* or *No Sweat* movements and undertake a class project with the Student Council and the school administration to implement the principles of these movements within the school (e.g., school cafeteria, school uniforms, sports equipment, other school products).

Identify and research various “World Days” or other days/weeks/months designated to acknowledge various causes related to human rights (e.g., Earth Day, World Food Day, International Day for the Elimination of Racial Discrimination, International Development Week). Plan and implement a series of activities to support of one of the events.

Undertake a class audit to collect data about the school’s energy or water use. Develop and implement a plan to reduce the school’s environmental footprint.

Include a final journal entry to record 1) what was learned; 2) reflections about what was learned; 3) possible actions based upon what was learned; and 4) a statement explaining how Atlantic Canada is part of the “global world”.

SCO 9.6.1 Take age-appropriate action that demonstrates active global citizenship

Teacher Notes

Amnesty International

<http://www.amnesty.org/>

World Food Day

<http://www.oxfam.ca/what-we-do/campaigns/world-food-day>

Oxfam Canada

<http://www.oxfam.ca/>

UNICEF

<http://www.unicef.org/>

UNICEF Voices of Youth

<http://www.unicef.org/voy/>

Save the Children

<http://www.savethechildren.ca/index.html>

World Vision

<http://www.worldvision.ca/Pages/Home.aspx>

Red Cross

<http://www.redcross.ca/article.asp?id=002627&tid=015>

Canadian International Agency

<http://www.acdi-cida.gc.ca/index-e.htm>

Active Citizenship: Student Action Projects, published by *Critical Challenges Across the Curriculum* is a useful resource for designing and carrying out a student action.

www.tc2.ca

Appendices

Appendix A

Historical Thinking

What is Historical Thinking?

Thinking historically makes history meaningful. It means doing more than just memorizing historical facts. It means using information from the past to arrive at your own conclusions about historical issues and events, or to solve a puzzling question. For example, “What has been the legacy of historical trading routes involving the Atlantic region?” Critical thinking will help to determine whether these routes have had any influence or bearing on contemporary trading routes. You will be able to draw your own conclusions to questions such as, “Is globalization a new phenomenon?”

Learning to think historically is not identical with learning to do the tasks performed by historical figures and historians. A primary reason for studying history in school is not to groom mini-historians but to prepare students as competent consumers of historical knowledge to guide their decisions and actions as members of society.

Roland Case. “Thinking About Thinking in Social Studies,” Journal of Alberta Teachers’ Association, 88, 3 (2007-08)

Six Concepts in Historical Thinking

Historical Significance – why an event, person, or period from our past is important. *Why has the name “Silk Road” endured when speaking of trade routes and commerce?*

Evidence – primary and secondary sources of historical information that often reveal biases and different perspectives of events or periods. *What are our views on preserving cultural artefacts and traces from the past?*

Continuity and Change – what has changed with time and what has remained the same. *How have religious/spiritual practices changed or remained the same in Atlantic Canada?*

Cause and Consequence – factors that lead to events or significant decisions in history and the results. *How have past immigration policies influenced the current landscape of Atlantic Canada?*

Historical Perspective – setting aside present-day norms and attitudes to think and feel like someone in another time period. It requires thinking within that context, and being able to withhold biased judgment. *Compare historical views with contemporary views about_____.*

Moral Judgment – ethical conclusions about historical actions, events, or decision making of the past. This is the placing of responsibility or blame for certain actions that had negative consequences. *What action should be taken, if any, with regard to addressing the recommendations within the Truth and Reconciliation Report (June 2015)?*

For more information about historical thinking concepts, please refer to:

- 1) Denos, M. & Case, R. (2006). Teaching about historical thinking. Vancouver: The Critical Thinking Consortium.
- 2) Seixas, P. & Morton, T. (2013). The big six: historical thinking concepts. Toronto: Nelson Education Canada.

Appendix B

Geographical Thinking

What is Geographical Thinking?

The six portals to geographic thinking provide a pathway to making the study of geography more meaningful for students and teachers. The portals challenge students to think in new ways about geographic topics or information. The following brief introduction to each of the geographic portals will help teachers to form new ideas around teaching geographic content and engaging students in a real-life inquiries.

Adapted from Babahani and Huynh, *Teaching about Geographical Thinking*. (2008) Vancouver: The Thinking Consortium (TC2).

Six Portals to Geographical Thinking

Geographic Importance

What makes a particular geographic location important or significant? Are there special geographic features in Atlantic Canada such as fragile sand dune systems or cultural structures such as historic buildings? Is the place important as an agricultural, economic, or cultural base? Does everyone share this view or are there differing views? How are Prince Edward Island's water systems viewed by a multinational fracking company? by a conservationist lobby group?

Evidence and Interpretation

Geographic evidence is gathered from primary — field notes, photos, first-hand descriptions; secondary — prepared charts, maps, graphs, articles based upon primary evidence; and tertiary — information that has been created from secondary sources such as maps drawn to interpret other maps. Interpretation of information (and the margin for error within that interpretation) is a key concept in this portal.

Patterns and Trends

Similar to change and continuity in historical studies, this portal addresses the changes that may (or may not have) occurred over time and/or across space. These are measured by rate, distribution, and pattern. The impact of change is integral to this portal.

Interactions and Associations

This portal examines “cause and effect” (although that is a simplified description.) Interactions, relationships, and associations present complex geographic questions. Factors may be contributing, causal, or counteracting. They may be external or internal. Effects may be direct and indirect and the impact of certain interactions or associations may be either positive or negative.

Sense of Place

Geographical perspective-taking is the focus of this portal. How do we get a sense of place for a region with which we are not familiar? What evidence can be gathered to help us develop a sense of place? What are the commonalities and differences between two or more regions?

Geographical Value Judgments

Value judgments refer to moral decisions about what should or should not take place. Criteria is an integral component of this concept and must include diverse perspectives. Judgments should be made on solid evidence and fact, not personal emotion or opinion. Should Canada export drinking water?

Appendix C

Understanding by Design (UbD)

Understanding by Design (UbD) is often referred to as “backward design”. UbD is a curricular planning model developed by American educators, Grant Wiggins and Jay McTighe. The main premise is that learning, and hence understanding, must be demonstrated through *transference* — the ability to apply what has been learned to a new situation or problem. In order to assess the level of learning, it is necessary to plan instruction as a “backward” experience of three stages beginning with the *end in mind* or the desired results, to the second stage of *evidence of learning* or assessment, and finally to the *learning plan* or the activities that will engage students and scaffold them toward the end result or *performance task*.

Basics of UbD:

- 1) promotes a way of thinking about curricular planning in a bigger, broader sense; not a rigid program or prescriptive plan
- 2) ensures deeper student understanding by making meaning from “big ideas”
- 3) reveals learning when students make sense of, and are able to transfer learning to new and authentic situations
- 4) overcomes tendency to commit the “twin sins” of *textbook coverage* and *activity-oriented teaching* (activity without a clear purpose)
- 5) helps to transform SCOs into meaningful learning elements and assessments
- 6) encourages teachers to become coaches and facilitators of meaningful learning rather than purveyors of superficial content
- 7) requires ongoing review of instructional design to ensure effective practice and continuous improvement for achievement
- 8) uses **GRASP(S)** strategy to develop a performance task (**G**oal, **R**ole, **A**udience, **S**ituation, **P**roduct/**P**erformance, and **S**tandards or criteria)

Sample Planning Template

Stage 1 Desired Results	Stage 2 Evidence	Stage 3 Learning Plan
<p><i>Students will:</i></p> <p>SCO 9.2.3 <i>Assess the impact of the globalization of culture</i></p>	<p><i>Students should be able to perform the following scenario:</i></p> <p>G - to demonstrate the impact of globalization on today’s youth R - invited guest presenter A - general public including youth S - key-note speaker at a new world premiere “Ted-Talk” youth series P - a “script” based on the impact of globalization on youth S - student-teacher developed rubric using mutually-agreed upon criteria for a “script” (opening hook, main theme/thesis, supporting details, conclusion, etc.)</p> <p><u>End product:</u> Written or recorded script for a “Ted-Talk” about globalization and how it affects today’s youth.</p>	<p><i>Students will start with, and build learning by:</i></p> <ul style="list-style-type: none"> • generating ideas about how their own lives are influenced by globalization • conduct a survey of peers, parents, teachers to collect various viewpoints • analyse and classify various ways in which youth are influenced, the role of “choice” and “voice” in a modern world • • •

Adapted from the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD

APPENDIX D

Assessment and Performance Tasks

- Appendix D-1 Assessment and Performance Tasks
- Appendix D-2 Evaluating the Quality of a Performance Task
- Appendix D-3 Unit 1 - Introduction - Atlantic Canada in the Global Community
- Appendix D-4 Unit 2 - Culture in the Global Community
- Appendix D-5 Unit 3 - Trade in the Global Community
- Appendix D-6 Unit 4 - Environment in the Global Community
- Appendix D-7 Unit 5 - Human Rights in the Global Community
- Appendix D-8 Unit 6 - Citizenship in the Global Community

Appendix D-1

Assessment and Performance Tasks

Assessment is an integral part of the teaching and learning cycle. How, when, and how often to assess can be a challenge. *Triangulation of data** ensures that there are at least three pieces of evidence for reliable assessment. It is also good practice to vary the form of assessment as much as possible, e.g., written, oral, performance, and observation in order to capture the most reliable results. *(Cooper, 2010 - See Appendix D-2)

Performance Tasks require students to apply or *transfer* their learned knowledge, skills, and habits of mind to a new situation that will result in a product or observable performance. Tasks are carried out over a period of time as opposed to a “snapshot in time” (test or exam) assessment. A performance task is most engaging and reliable if it is *authentic* — it mimics a real-world situation or task.

Assessment is authentic when we anchor testing in the kind of work real people do, rather than merely eliciting easy-to-score responses to simple questions... We thereby learn whether students can intelligently use what they have learned in situations that increasingly approximate adult situations, and whether they can innovate in new situations.

Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. Hoboken, NJ: Wiley/Jossey-Bass Inc.

Designing authentic performance tasks takes effort and creativity but the results are well worth it. If a student is engaged in a real-world task, he or she will produce quality work and take ownership of the task. Some things to remember while designing a performance task include the following:

- task must provide evidence of essential learning
- task must be an engaging challenge which requires persistence to complete
- task requires problem-solving and decision-making
- task must be appropriate for all students and able to be differentiated when necessary
- tasks involving groups or collaborative participation must include a provision for individual accountability
- task assessment must be based on criteria that reflects or aligns with task criteria
- task criteria must be communicated to students before they begin
- backward design GRASPS strategy helps to clarify tasks and criteria (see Appendix C - Understanding by Design-UbD)

Example:	Aliens of PEI (Invasive Plant Species)
Goal	inform the public about invasive species in PEI; recommend a plan to address problem
Role	Invasive Species Expert
Audience	General Public (gardeners, government representatives, plant and nursery owners, garden store managers/owners)
Situation	Several invasive plant species are gradually taking over areas of PEI, mostly due to unknowing home gardeners who purchase and introduce “exotic” plant species into their gardens as attractive or dramatic additions; education is needed about the dangers of this practice.
Product	Develop a comprehensive presentation to inform the public of origins, consequences, and possible recommendations to curb spread
Standards	Presentation must be informative yet accessible to the general public; include statistics, visuals, samples, info; demonstrate deep understanding and the urgency of problem
(Criteria)	shows creativity in selecting/creating engaging ways to communicate narrative and key points; defensible to experts

Appendix D-2

Evaluating the Quality of a Performance Task

EVALUATING THE QUALITY OF A PERFORMANCE TASK		
Quality criterion	Evaluation of the Task (✓) or (X)	Maintain/Modify/Change
Task provides evidence of essential learning.		
Task demands innovation and creativity on the part of the student.		
Task presents students with an engaging challenge that requires persistence to complete.		
Task engages students in problem-solving and decision-making.		
Task is appropriate for all students.		
If task involves cooperative groups, there is provision for individual accountability.		
Assessment criteria for task reflect the essential learning.		
Assessment criteria are communicated in student-friendly language before students begin work.		

Cooper, D. (2010) Talk about assessment – high school strategies and tools. Toronto: Nelson

Appendix D-3

Unit 1 - Introduction: Atlantic Canada in the Global Community

Unit 1 - Introduction: Atlantic Canada in the Global Community		
Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom's Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>Why should we care about what is happening elsewhere in the world?</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____ What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>Use Google Earth to pin locations of current environmental or social justice issues.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter?	
Application <i>Write a children's book to teach youngsters about the human-environment connection.</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Compare Western attitudes with Aboriginal teachings such as "seven generations" living.</i>	What are the different points of view about _____? How might this look from _____'s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>Learn more about the lives of young people in a developing country and how they compare to our lives.</i>	What would it be like to walk in _____'s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel?	
Self-Knowledge <i>Journal: what misconceptions did I have about globalization, interdependence, and sustainability?</i>	How do I know _____? What are my "blind spots" about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ (experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

Appendix D-4

Unit 2 - Culture in the Global Community

Unit 2 - Culture in the Global Community		
Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom’s Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>How have Aboriginal peoples all over the world been affected historically by globalization?</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____? What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>Read a book or memoir by a person who has struggled with changes to his/her culture or loss of culture over time.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter?	
Application <i>Develop a mini-documentary that illustrates the change over time in a specific culture or community due to globalization.</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Create an infographic that shows how immigrants experience changes to or loss of culture when they move to another region.</i>	What are the different points of view about _____? How might this look from _____’s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>Write a reflective entry describing the experience of a young First Nations person during the Residential School period in Canada.</i>	What would it be like to walk in _____’s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel?	
Self-Knowledge <i>What did I learn about how cultural diffusion, acculturation, and cultural assimilation?</i>	How do I know _____? What are my “blind spots” about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ (experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

Appendix D-5

Unit 3 - Trade in the Global Community

Unit 3 - Trade in the Global Community		
Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom’s Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>Describe the key economic concepts of global trade or commerce (demand and supply, consumerism).</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____ What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>How do global trade agreements impact Atlantic Canada? Interpret a data chart.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter?	
Application <i>Create a brochure to show how Canada’s Smartest Kitchen (located at Culinary Institute of Canada, PEI) can help the local economy? (research and development of new food products, preservation techniques, shipping, etc.)</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Is “bigger better” when it comes to shipping transportation methods? Explain viewpoint of environmentalist vs. industrialist.</i>	What are the different points of view about _____? How might this look from _____’s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>How does the small, local farmer compete against large, corporate farms? Write a letter from a farmer’s perspective.</i>	What would it be like to walk in _____’s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel? _____?	
Self-Knowledge <i>What misconceptions did I have about my own consumer practices?</i>	How do I know _____? What are my “blind spots” about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ (experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

Appendix D-6

Unit 4 - Environment in the Global Community

Unit 4 - Environment in the Global Community		
Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom’s Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>Human interaction with the environment has both positive and negative consequences. Explain.</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____? What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>Select a poem or literature piece that best explains the human-environmental connection.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter? _____?	
Application <i>Plan an environmental clean-up day for your school or community.</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Study all sides of an argument about the import and sale of non-native plants and take a position to defend one side of the debate.</i>	What are the different points of view about _____? How might this look from _____’s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>Interview a local farmer about the use of pesticides in farming practices or a fisher regarding the danger of pesticide leakage into waterways.</i>	What would it be like to walk in _____’s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel?	
Self-Knowledge <i>What did I know already about the use of cosmetic pesticides in my community? Are there regulations?</i>	How do I know _____? What are my “blind spots” about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

Appendix D-7

Unit 5 - Human Rights in the Global Community

Unit 5 - Human Rights in the Global Community

Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom’s Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>Why is there a need for universal human rights?</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____ What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>Select an article from the United Nations Declaration of Human Rights and explain it to a classmate.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter?	
Application <i>Develop a “Classroom Declaration of Rights and Responsibilities”.</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Read survivor accounts of First Nation Canadians who experienced the residential school era, or who are descendents.</i>	What are the different points of view about _____? How might this look from _____’s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>Develop a day-in-the-life presentation to explain how refugee camp detainees live.</i>	What would it be like to walk in _____’s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel?	
Self-Knowledge <i>How have my views of Canada’s human rights record expanded with more knowledge about the past?</i>	How do I know _____? What are my “blind spots” about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ (experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

Appendix D-8

Unit 6 - Citizenship in the Global Community

Unit 6 - Citizenship in the Global Community		
Six Facets of Understanding (Understanding by Design)*	<i>The six facets of understanding are not a hierarchy (e.g., Bloom’s Taxonomy) and all facets need not be used in developing an assessment tool to measure understanding. Select those facets most closely aligned with the performance task to assess evidence of learning.</i>	
Explanation <i>What does “active citizenship” mean? What does it entail?</i>	What is the key idea of _____? What are examples of _____? How did this come about? Why is this so? _____ What are common misconceptions about _____?	How might we prove _____? What are the characteristics of _____? What caused _____? What are the effects of _____? What might have happened if _____?
Interpretation <i>Use data graphs and other information sources to gather background information complete a “needs assessment” related to an issue.</i>	What is the meaning of _____? What are the implications of _____? What does _____ reveal about _____? How does _____ relate to me/us? Why does it matter?	
Application <i>Plan a course of action to bring about positive change related to an issue.</i>	How and when can we use this _____ (knowledge/process)? How is _____ applied to a similar situation/finding? How might _____ help us to _____?	
Perspective <i>Present the differing viewpoints related to a particular issue.</i>	What are the different points of view about _____? How might this look from _____’s perspective? How is _____ similar/different to _____? What are other possible reactions to _____?	What are the limits of _____? What is the evidence for _____? Is the evidence reliable? Sufficient? _____? What are the strengths and weaknesses of _____?
Empathy <i>Create a “case study” that will explain the particular viewpoint of someone involved in an issue or cause.</i>	What would it be like to walk in _____’s shoes? How might _____ feel about _____? How might we reach an understanding about _____? What was _____ trying to make us see/feel?	
Self-Knowledge <i>Reflect on personal views and responsibilities related to a global issue.</i>	How do I know _____? What are my “blind spots” about _____? What are the limits of my knowledge about _____? How can I best show _____?	How are my views about _____ shaped by _____ (experiences, habits, prejudices, style)? What are my strengths and weaknesses in _____?

*Chart based on the work of Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.

APPENDIX E

INQUIRY SKILLS
SCOPE and SEQUENCE

Appendix E

INQUIRY SKILLS - SCOPE and SEQUENCE

From Page 6 to the present, educational research suggests that students learn best when they actively and critically engage with the subject matter. Teachers can engage students in learning about social studies by involving them in shaping questions to guide their inquiry, giving them ownership over the directions of these investigations and requiring that students critically analyse subject matter and not merely receive information. In these ways, we shift classrooms from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. We use the term "critical inquiry" to signal that inquiry is not essentially the retrieval of information but requires teaching conclusions, making decisions, and solving problems. Although some students may enjoy gathering information, students' depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions, which are the seven organizing strands of the scope and sequence, capture the range of inquiry-related competencies that we want to develop with students within the social sciences:

- *Ask questions for various purposes*
- *Locate and select appropriate sources*
- *Access ideas from oral, written, visual, and statistical sources*
- *Uncover and interpret the ideas of others*
- *Assess options and formulate reasoned opinions*
- *Present ideas to others*
- *Act cooperatively with others to promote mutual interests*

Critical inquiry is embedded into these areas of competence at all grade levels. Beginning in kindergarten, the scope and sequence suggests that students are explicitly taught and then expected to make reasoned decisions, develop interpretations, and make plausible inferences based on evidence. Practice examples within each strand provide models and starting points to help teachers bring the power of all purposeful tasks to drive student inquiry on a daily basis.

Delineation of Skills between Grade Levels

Within the strands, skills are delineated among grade levels by differentiating along four variables:

1. **Nature** (i.e., the inquiry task that students are engaged in);
2. **Scope** (i.e., the range of application of the task);
3. **Complexity** (i.e., the difficulty of the task);
4. **Performance Level** (i.e., the level of success or sophistication in achieving the task).

Strand 1: Ask questions for various purposes

Inquiry begins with meaningful questions that connect to the world around us, builds on prior knowledge and excites curiosity. Key to the success of an inquiry-based classroom is the thoughtful nature of the questions asked. When **teachers frame powerful questions for students and expressly teach students to frame powerful questions** to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness.

Strand 2: Locate and select appropriate sources

In social studies, students have often been expected to find sources of information to drive research tasks. In a classroom framed by critical inquiry where students are challenged to seek out and uncover information, this skill takes on an important new dimension. At all grade levels, the task of locating and selecting appropriate sources becomes an opportunity to invite students to **carefully use criteria to judge and select valuable and appropriate sources** of information.

Strand 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract the relevant information from the source. When students are skilled at accessing ideas from a variety of sources, they can do more than simply find the required answer to fill in the blank. They **move beyond identifying obvious details to gleaning the main idea and drawing inferences**. They use their understanding of language and text forms and structures to draw out and construct meaning. The scope and sequence focuses on these moments, which happen on a minute- by-minute basis in the social studies classroom, to draw attention to opportunities to nurture and scaffold students' thinking.

Strand 4: Uncover and interpret the ideas of others

Once students have accessed ideas from a source, their ability to read deeply for meaning requires skill at constructing interpretations of the evidence presented. Fundamental to discipline-specific thinking (e.g., historical or archaeological thinking) is providing regular opportunities to do the work of the historians, archaeologists, or anthropologists rather than learn about events or places. This entails examining evidence, judging its significance, teasing out its implications, and offering plausible interpretations,

Strand 5: Assess options and formulate reasoned opinions

Students' opportunities to create new knowledge through the fusion of prior knowledge and current learning are largely dependent on the nature of the tasks assigned by teachers. Tasks that are narrowly focused on *recall of pre-determined pieces of information may preclude critical inquiry*, and present fewer opportunities for students to take ownership over their learning. Conversely, tasks that encourage students to explore and assess various options, and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement.

Strand 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. These tasks may be limited in scope and short in duration (e.g., persuading a partner of a point of view) or may encompass a much broader purpose and audience. The audience may be very familiar to students - their teachers and classmates, or much broader extending to the wider school community, local community, and professionals in relevant fields. Howard Gardner in *Multiple Intelligences: The Theory in Practice* defines intelligence as "the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community." The opportunity to fashion products of wider significance for the intended purpose and audience is the focus of this strand.

Strand 7: Act cooperatively with others to promote mutual interests

Finally, at the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught explicitly how to engage in positive collective action, starting with the ability to cooperate with a partner and moving to the ability to collaborate and act in complex and ambiguous situations involving multiple stakeholders.

SUMMARY GRADES 8-9-10

	STRAND 1	STRAND 2	STRAND 3	STRAND 4	STRAND 5	STRAND 6	STRAND 7
	Ask questions for various purposes	Locate and select appropriate sources	Access ideas from oral, written, visual and statistical sources	Uncover and interpret the ideas of others	Assess options and formulate reasoned opinions	Present ideas to others	Act cooperatively with others to promote mutual interests
8	Formulate and reformulate effective informational and critical questions including sub-questions at various stages of formal research	Use various textual and reference aids to efficiently locate, reference, and choose multiple sources that are relevant, helpful, dependable, and credible	Use a range of visual and print reading strategies including understanding of basic text structures to locate main ideas and various supporting details; identify obvious conclusions in a range of complex graphic representations, digital and print resources and documents, oral and multimedia presentations, and statistical tables	Concisely and effectively restate in own words, judge the significance of various details, offer plausible interpretations recognizing the perspective and potential bias represented, and explain comparative, causal, and chronological relationships	Identify and explore options from two or more groups' perspectives, rate the main options and offer a measured opinion that fairly accommodates various groups' perspectives and is supported with plausible reasons and simple counter-arguments	Consider the appropriateness of various forms of communication; use a range of preparation and presentations strategies to select and produce a clear and focused presentation that meets the intended purpose	Make self-regulated use of a wide range of collaborative strategies, including active listening, constructive feedback, and conflict resolution; and jointly assume basic group leadership functions
9	Formulate and reformulate effective informational and critical questions including sub-questions to guide formal research and as follow-up questions in oral discussion	Use various textual and reference aids to efficiently locate and reference a variety of primary and secondary sources, and assess strengths and weaknesses in light of relevance, utility, reliability, and credibility	Apply a comprehensive range of visual and print reading strategies and understanding of various text structures to locate main ideas and appropriate supporting details, and identify less obvious conclusions in a wide range of oral, written, visual and statistical sources	Concisely restate in own words, judge the significance of various details, decipher basic communicative techniques used in various genres to construct thoughtful and detailed interpretations of the message, perspective and bias represent, and explain in detail comparative, causal, and chronological relationships	Identify and explore options from various groups' perspectives, assess the accuracy of evidence supporting various reasons, and reach a fair-minded conclusion, supported with several evidence-based arguments and counter-arguments	Recognize the different conventions and purposes that characterize common communications forms; use a range of preparation and presentations strategies to select and produce a clear and focused presentation that meets the intended purpose	Make self-regulated use of a wide range of collaborative strategies, including active listening, constructive feedback, and conflict resolution; and assume shared group leadership for multifaceted projects within the school community
10	Formulate and reformulate empathic, insightful, and effective informational and critical questions, including sub-questions to guide formal research and as follow-up questions in oral discussion	Use sophisticated textual and reference aids to efficiently locate, screen, and reference a variety of primary and secondary sources, and assess strengths and weaknesses in light of relevance, utility, reliability, and credibility	Apply a comprehensive range of visual/print reading strategies of various text structures to locate main and subsidiary ideas or appropriate supporting details; identify supporting and contradictory arguments /evidence, and recognize subtle conclusions in a wide range of oral, written, visual, and statistical sources	Concisely restate in own words a complex account, judge the significance of various details, decipher communicative techniques used in sophisticated genres to construct a thoughtful and detailed interpretations of the message, perspective and bias represent, and explain in detail complex comparative, causal, and chronological relationships	Identify and explore options from various groups' perspectives, assess the relevance, importance, and adequacy of support for each argument, and reach a fair-minded conclusion, supported with multiple evidence-based arguments and occasional counter-arguments	Competently apply appropriate conventions and techniques for a growing array of communications forms, including digital and multimedia; use a range of preparation and presentations strategies to select and produce sustained presentations that are focused, engaging, and meet the intended purpose	Make self-regulated use of a wide range of collaborative strategies and simple negotiating strategies, and assume shared group leadership for multifaceted projects within the school community

STRANDS: Unpacked and Explained

STRAND I	
INQUIRY TASK	Ask questions for a various purposes
WHAT IT IS	<p><i>Formulate and reformulate empathetic, insightful, and effective questions to gather information and challenge ideas, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion.</i></p> <p>Criteria for empathetic, insightful, and effective questions: <i>relevant, focused, important or powerful, feasible (given available resources), sensitive to a particular group or individual's concerns, values and beliefs</i></p> <p>Sample stages of formal primary and secondary research:</p> <ul style="list-style-type: none"> • initial brainstorming; • initial refinement of research question <ol style="list-style-type: none"> 1) after preliminary primary research; 2) after preliminary secondary research; 3) after more focused secondary research; 4) after completion of research and reporting to suggest further areas to be researched.
WHAT IT LOOKS/ SOUNDS LIKE {Generic examples}	<p>Sample questions:</p> <ul style="list-style-type: none"> • To what extent were the negative consequences foreseen or predicted? • To what extent does an individual or group deserve to be praised or condemned for the consequences of _____?
WHAT IT MIGHT LOOK LIKE <i>Interdependence: Atlantic Canada in the Global Community</i>	<p>Sample Grade 9 questions:</p> <ul style="list-style-type: none"> • Why do multinational companies expand into "poorer" regions? • What are the possible, unintended consequences of a "melting pot" society? • How should the government of Canada address the recommendations or "calls to action" within the <i>Truth and Reconciliation Report</i> (2015)?

STRAND2

INQUIRY TASK

Locate and select appropriate sources

WHAT IT IS

Use sophisticated textual and reference aids, including appropriate digital technologies, communication tools, and networks to efficiently locate, screen, and properly reference a variety of primary and secondary sources; and assess their strengths and weaknesses in light of relevance, utility, reliability, and credibility.

WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)

Sample sophisticated textual and reference aids, including appropriate digital technologies, communication tools, and networks:

- online government databases (e.g., Statscan, Eurostat, Library of Parliament publications)

Sample question(s) to guide selection of sources:

- Does the information relate to the argument for which it is being used?
- Is there enough evidence to support the conclusions offered by the author?

When assessing primary sources, students consider:

- How faithful to the events and how complete is the account? How do we know?
- Is there a conflict of interest that might prejudice the account?

WHAT IT MIGHT LOOK LIKE

Sample of Grade 9 sources/references:

- databases including EbscoHost, digitized info, experts, government web sites, NGO sites, academic sites

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Sample questions:

- **Who or** what organization gathered the data for the statistics on environmental damage in this region?
- Have there been any new findings or new theories about _____ and how does this change my thinking?
- What are the biases within this source?
- How do I know this source is legitimate?

STRAND3

INQUIRY TASK	Access Ideas from oral, written, visual, and statistical sources
WHAT IT IS	<i>Apply a comprehensive range of oral, visual, and print reading strategies and understanding of various text structures, to locate main and subsidiary ideas, and appropriate supporting details, identify supporting and contradictory arguments and evidence, and recognize subtle conclusions in a wide range of oral, written, visual, and statistical sources.</i>
WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)	<p>Sample visual and print reading strategies:</p> <ul style="list-style-type: none"> • list questions that arise during reading, make sketches to visualize action <p>Sample text structures:</p> <ul style="list-style-type: none"> • particular features of an editorial page (e.g., different fonts and sizes, boxed text, sidebars) • particular features of a statistical data in a StatsCan table (e.g., column headings, units of measure, explanatory notes) <p>Sample main idea/conclusion:</p> <ul style="list-style-type: none"> • This video documentary focuses on the negative impact of human activity on climate change. <p>Sample obvious and less obvious inferences:</p> <ul style="list-style-type: none"> • What does the selected medium tell us about the author's message or purpose?
WHAT IT MIGHT LOOK LIKE <i>Interdependence: Atlantic Canada in the Global Community</i>	<p>Sketch trade routes from past and present for comparison.</p> <p>Gather information from various statistical graphs about economic activity in Atlantic Canada.</p> <p>Main idea of documentary: "Fair Trade Products"-----'</p> <p>The background music of this clip/documentary suggests or attempts to _____</p>

STRAND4

INQUIRY TASK

Uncover and interpret the ideas of others

WHAT IT IS

Concisely and effectively paraphrase a complex account; judge the significance or importance of various details or events, decipher a range of communicative techniques used in more sophisticated genres to construct thoughtful and detailed interpretations of the message; detect perspective and bias represented in the material; and explain in detail comparative, causal (both interactive and associative) and chronological relationships.

WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)

Sample considerations related to significance:

- Were the effects short-lived?
- Did the event materially change the direction of subsequent events?

Sample basic communicative techniques:

- composition, voice, angle, level of detail, stereotyping

Sample genre:

- multimedia, political cartoons, advertising, documentaries

WHAT IT MIGHT LOOK LIKE

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Sample genres in Grade 9:

- political cartoon about new immigrants to Atlantic Canada
- documentary about "Indian residential schools" or the "60s Scoop" in Canadian history
- multimedia presentation about environmental concerns in Atlantic Canada that are related to global issues

STRANDS

INQUIRY TASK

Assess options and formulate reasoned opinions

WHAT IT IS

When considering a controversial issue with conflicting options, identify and explore possible options from various groups' perspectives, assess the relevance, importance and adequacy of support for each argument, and reach a fair-minded conclusion, supported with multiple evidence-based arguments and occasional counter-arguments.

WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)

Sample controversial issue with conflicting options:

- Which individuals or institutions *use* most critical in bringing about resolution of 3 pe rtkv lar First Nations land claim?
- Is tracking a positive or negative practice?
- Should Canada increase surveillance on suspected recruits of ISIS?

WHAT IT MIGHT LOOK LIKE

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Samples for Grade 9:

- How important is it to maintain your own heritage and culture when you are a minority within a larger population?
- When does civil disobedience become a last resort strategy?
- Should there be a national inquiry into missing and murdered Aboriginal women in Canada?
- Should Atlantic Canada bow to pressures from other regions of Canada or the outside world?

STRAND 6

INQUIRY TASK	Present ideas to others
WHAT IT IS	<p><i>Competently apply appropriate conventions and techniques for a growing array of communications forms, including digital and multimedia, use a range of advanced preparation strategies and presentations strategies to select and produce sustained oral, visual, or written presentations that are clear, focused, engaging, meets the intended purpose, and is appropriate and effective for the intended audience.</i></p>
WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)	<p>Sample advanced preparation strategies:</p> <ul style="list-style-type: none"> • detailed outlines, "lesson plans" for a presentation, storyboards <p>Sample advanced presentation strategies:</p> <ul style="list-style-type: none"> • rhetorical devices and persuasion techniques (e.g., appeal to emotions, vivid images, repetition) <p>Sample oral presentation:</p> <ul style="list-style-type: none"> • formal debate <p>Sample written presentation:</p> <ul style="list-style-type: none"> • form (ll essay, proposal or "pitch" to publisher, producer, student council) <p>Sample visual presentation:</p> <ul style="list-style-type: none"> • video documentary, historical/geographical atlas
WHAT IT MIGHT LOOK LIKE <i>Interdependence: Atlantic Canada in the Global Community</i>	<p>Samples for Grade 9:</p> <ul style="list-style-type: none"> • multimedia presentation about climate change and its impact on Atlantic Canada and the rest of the world • study and recommendation report about invasive plant species in PEI • mini-documentary about Canada's residential schools and intergenerational impacts • cultural showcase

STRAND7

INQUIRY TASK

Act cooperatively with others to promote mutual interests

WHAT IT IS

Collaborate in group and team settings by making self-regulated use of a wide range of collaborative strategies and simple negotiating strategies; assume shared group leadership for multifaceted within the school community projects.

WHAT IT LOOKS/ SOUNDS LIKE (Generic examples)

Sample collaborative strategies:

- adapt activity to role/responsibility

Sample simple negotiating strategies:

- seek common ground, prioritize values

Sample multifaceted projects within the school community:

- seeking to influence student decision making; memorializing an important historical event

WHAT IT MIGHT LOOK LIKE

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Samples for Grade 9:

- collaborative research, writing, and/or presentation of a topic about global issues affecting Atlantic Canada
- active-citizenship group project where students identify an issue, possible solutions, and *act* to implement the plan