Social 10-1

### Course Outline

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[**http://oppieclass.weebly.com/**](http://oppieclass.weebly.com/)

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

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

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

#### Related Issue General Outcomes

*1. To what extent should globalization shape identity?*

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

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

*4. To what extent should I, as a citizen, respond to globalization?*

1. Students will explore the impacts of globalization on their lives.

2. Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

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

4. Students will assess their roles and responsibilities in a globalizing world.

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

The following skills and processes are outcomes to be developed in Social Studies 10-1 and to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol.

**DIMENSIONS OF THINKING**

*Students will:*

S.1 develop skills of critical thinking and creative thinking

S.2 develop skills of historical thinking

S.3 develop skills of geographic thinking

S.4 demonstrate skills of decision making and problem solving

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

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

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

**RESEARCH FOR DELIBERATIVE INQUIRY**

S.7 apply the research process

**COMMUNICATION**

*Students will:*

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

S.9 develop skills of media literacy

##### Related Issue 1

*To what extent should globalization shape identity?*

###### General Outcome

Students will explore the impacts of globalization on their lives.

###### Specific Outcomes

1.1 acknowledge and appreciate the existence of alternative viewpoints in a globalizing world

1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world

1.3 appreciate how the forces of globalization shape, and are shaped by, identities and cultures

1.4 explore ways in which individuals and collectives express identities **(traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modeling)**

1.5 explore understandings and dimensions of globalization **(political, economic, social, other contemporary examples)**

1.6 examine the impact of media and communications technology on diversity **(universalization of pop culture, hybridization, diversification)**

1.7 analyze opportunities presented by globalization to identities and cultures **(acculturation, accommodation, cultural revitalization, affirmation of identity, integration)**

1.8 examine challenges presented by globalization to identities and cultures **(assimilation, marginalization, accommodation, integration, homogenization)**

1.9 evaluate efforts to promote languages and cultures in a globalizing world **(language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization)**

##### Related Issue 2

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

*globalization?*

###### General Outcome

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

**Specific Outcomes**

2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies 2.2 exhibit a global consciousness with respect to the human condition

2.3 accept social responsibilities associated with global citizenship

2.4 recognize and appreciate the validity of oral histories

2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism

2.6 examine impacts of cultural contact between indigenous and nonindigenous peoples **(exchange of goods and technologies, depopulation, influences on government and social institutions)**

2.7 explore the foundations of historical globalization **(rise of capitalism, industrialization, imperialism, Eurocentrism)**

2.8 explore the relationship between historical globalization and imperialism

2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism

2.10 examine imperialist policies and practices that affected indigenous peoples **(British rule in India, British and French rule in Canada, post-colonial governments in Canada)**

2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations **(consequences of residential schools, social impact on indigenous peoples, loss of indigenous languages, civil strife)**

2.12 evaluate various attempts to address consequences of imperialist policies and practices on indigenous peoples in Canada and other locations

2.13 examine legacies of historical globalization and imperialism that continue to influence globalization

Related Issue 3

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

## General Outcome

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

## Specific Outcomes

3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment

3.3 explore understandings of contemporary economic globalization

3.4 examine the foundations of contemporary globalization **(F. A. Hayek, Bretton Woods Conference, Milton Friedman)**

3.5 analyze factors contributing to the expansion of globalization since the Second World War **(international agreements, international organizations, transnational corporations, media and transportation technologies)**

3.6 analyze political and economic challenges and opportunities of globalization **(trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)**

3.7 explore multiple perspectives regarding the relationship among people, the land and globalization **(spirituality, stewardship, sustainability, resource development)**

3.8 evaluate actions and policies associated with globalization that impact the environment **(land and resource use, resource development agreements, environmental legislation)**

3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world

Related Issue 4

*To what extent should I, as a citizen, respond to globalization?*

## General Outcome

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

## Specific Outcomes

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities

4.2 recognize and appreciate the importance of human rights in determining quality of life

4.3 accept political, social and environmental responsibilities associated with global citizenship

4.4 explore various understandings of quality of life

4.5 analyze impacts of globalization on children and youth **(awareness of global issues, employment issues, identity)**

4.6 analyze impacts of globalization on women **(gender issues, labour issues, opportunities for entrepreneurship)**

4.7 evaluate relationships between globalization and democratization and human rights

4.8 analyze how globalization affects individuals and communities **(migration, technology, agricultural issues, pandemics, resource issues, contemporary issues)**

4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization

4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization **(pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)**

4.11 develop strategies to demonstrate active, responsible global citizenship

## Authorized Teaching/Learning Resource:

**Textbook: Persectives on Globalization.** Globa, Weeks, Yoshida, Zelinski

**Textbook: Exploring Globalization.** Gardner, Lavold

**Online:** [**http://www.oup.com/ca/education/companion/perry-globa2/**](http://www.oup.com/ca/education/companion/perry-globa2/)

**Criteria for Evaluation**:

**Marks will be calculated as follows:**

**Class Work**

## Portfolio 10%

Tests 35%

Writing 35%

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Total 80%

**Final Exams**

MC 20%

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Total 20%

**Communication Home to Parents:**

**Method #1 –** Powerschool Website will be used to track students completed work and attendance.

**Method #2 –** Report Cards and Parent teacher interviews.

**Method #3 –** e-mail – [gregoryoppedisano@gpcsd.ca](mailto:gregoryoppedisano@gpcsd.ca)

**Movie Notification**

During Social 10-1 we watch a number of videos and documentaries – including:

We Were Children <http://www.imdb.com/title/tt1934472/plotsummary?ref_=tt_ov_pl>

The Amistad <http://www.imdb.com/title/tt0118607/>

30 Days: Off the Grid <http://www.imdb.com/title/tt0437696/episodes?season=1&ref_=tt_eps_sn_1>

The videos may contain foul language, non-sexual nudity, implied sexual abuse, physical violence, and deal with difficult historical legacies of issues like the Canadian residential schools system and racial based hereditary slavery. The movies are used as part of Critical Challenges (projects) and links above lead to imdb.com – parents with concerns should contact me – arrangements can be made so that students can opt out of viewing the movie.

**Writing Progression:**

*\*Note: The overall percentage of the course final mark for writing does not increase – just the type of writing assignments. The writing standard is the same as in a social 10-1 course – the enrichment comes from increased exposure to source analysis and more writing opportunities.*

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| **Social 9** | **Social 10-1** | **Social 20-1** | **Social 30-1** |
| Source Analysis  Written Response | Source Analysis  Position Paper | Source Analysis  Position Paper | Source Analysis  Position Paper |
| **Social 9 AP** | **Social 10-1 AP** | **Social 20-1 AP** | **Social 30-1 AP** |
| Source Analysis  Written Response  DBQ | Source Analysis  Position Paper  DBQ | Source Analysis  Position Paper  DBQ  FR | Source Analysis  Position Paper  DBQ  FR |

**Areas of Focus Related to Social 30-1 AP**

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| --- | --- | --- | --- |
| **Social 9 AP** | **Social 10-1 AP** | **Social 20-1 AP** | **Social 30-1AP** |
| Civil Rights Movement  New Deal  Franklin Roosevelt | Slavery  Globalization  Imperialism | American Revolution Case Study | Euro History – 1350 to present |

* A mark of 65% in Social 10-1 is highly recommended for Social 20. This is an academic course.
* The Key – is a recommended study guide. It can be ordered online at www.castlerockresearch.com
* If special learning accommodations are required for the student, please confirm with me ASAP. These accommodations should be recommended through an educational/psychological assessment.

*REMEMBER, SUCCESS IS POSSIBLE THROUGH HARD WORK!!!*