

NOTE: The primary specific knowledge-and-understanding outcome that will be addressed in each chapter is **highlighted in bold.**

Exploring Globalization

Annotated Table of Contents and Curriculum Correlation

This framework demonstrates the integration of issue, inquiry, skills, and content as they relate to the outcomes within the 10-1 Program.

Prologue	Key Issue: To what extent should we embrace globalization?	An introduction to the structure of the textbook; i.e., that it is built around the four related issues, which are used as exploration tools to help students develop their awareness and understanding of the key issue. The ideas and concepts contained in the key and related issues are unpacked and examined. The concept “What is an issue?” is explored through a student-friendly dialogue. The prologue reviews the development and use of inquiry questions through the understanding of criteria formulation and use to enhance students’ ability to think critically and make reasoned judgments. The related issues examined throughout the text always link back to the key issue of the course.
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Related Issue 1

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

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

Related Issue 1 Challenge: A presentation (e.g., a video, an oral report, a website, or using computer presentation software) on the related issue: To what extent should globalization shape identity?

	and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)	How are identities connected through globalization?	community, national, and global aspects of identity <i>Impact: The Struggle of the Lubicon Cree to Affirm Their Identity</i> Introductory exploration of how globalization connects individuals and collectives and how these connections affect identity (e.g., la Francophonie) <i>Points of View: Long Litt Woon, Satya Das, and Kofi Annan on the effects of globalization on culture and identity around the world</i> <i>Profile: Aysha Wills — Global Citizen</i>	
Chapter 2 Identity and the Forces of Globalization To what extent do identity and the forces of globalization shape each other?	<i>Values and Attitudes</i> 1.1 acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC) 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC); 1.3 appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, CC, GC) <i>Knowledge and</i>	What are some forces of globalization? How is identity affected by some economic, political, environmental, and social dimensions of globalization?	Introductory exploration of some forces of globalization and how they affect identity and students' daily lives Forces include trade, transportation, communication technology, and the media <i>Ideas and Your Turn: Three Alberta students discuss the question: How are the ideas expressed by the word "glocal" reflected in your identity?</i> Exploration of how economic, political, social, environmental, and social dimensions of globalization affect identity (e.g., economies of scale; the WTO; environmental stewardship and biodiversity; displacement of Indigenous peoples) <i>Making Choices: Guillermo Touma</i>	Detecting Bias

	<p><i>Understanding</i> 1.5 explore understandings and dimensions of globalization (political, economic, social, other examples) 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC) 1.8 examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)</p>	<p>How do some forces of globalization present challenges to identity?</p> <p>How do some of the forces of globalization provide opportunities to sustain and promote identity?</p>	<p>— Speaking Out about the Banana Wars</p> <p>Introductory exploration of how some forces of globalization present challenges to identity such as assimilation, homogenization, and acculturation (e.g., creation of the Métis Nation and the Inuktitut language in danger) <i>Points of View:</i> Benjamin Barber and Tyler Cowen on Globalization and Cultural Diversity</p> <p>Introductory exploration of how some forces of globalization provide opportunities to affirm and promote identity (e.g., cultural revitalization and the Métis and cultural revitalization in Bolivia) <i>Profile:</i> Evo Morales — Peace with Social Justice</p>	
<p>Chapter 3 Identity, the Media, and Communication Technology</p> <p>To what extent is identity affected by communication technology and the media in a globalizing world?</p>	<p><i>Values and Attitudes</i> 1.1 acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC) 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a</p>	<p>How is identity affected by opportunities to communicate with people around the world?</p>	<p>Exploration of how communication technology helps people develop and maintain a sense of community and enables people from various cultures to share and affirm their beliefs and traditions (e.g., communication technology and choices; the digital divide; the Aboriginal Peoples Television Network) <i>Making Choices:</i> One Laptop per</p>	<p>Assessing the Authority and Validity of Internet Information and Voices</p>

	<p>globalizing world (I, CC, GC); 1.3 appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, CC, GC)</p> <p><i>Knowledge and Understanding</i> 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)</p> <p>1.6 examine the impact of media and communications technology on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)</p>	<p>How is diversity influenced by the media and communication technologies?</p> <p>How is identity affected by media coverage of world events?</p> <p>How is diversity affected by the dominance of American media?</p>	<p>Child <i>Profile:</i> Marshall McLuhan — Living in the Global Village</p> <p>Exploration of how communication technology affects cultural diversity both positively and negatively (e.g., global media concentration; Aboriginal peoples at the World Summit in Switzerland in 2003; Al-Jazeera; francophones in Alberta; techno-isolation) <i>Points of View:</i> Taking ITGlobal</p> <p>Exploration of how international media coverage helps develop awareness, compassion, and a global social consciousness (e.g., the assassination of John F. Kennedy; September 11, 2001; Maher Arar; Make Poverty History and Live 8; Africa Calling; global coverage of disasters such as the tsunami of December 24, 2004 and the situation in Darfur)</p> <p>Exploration of how the dominance of American media (news, entertainment) shapes the way people view themselves and others and how it affects local cultures on both personal and collective levels (e.g., Pop culture; Sesame Street and hybridization; anima and manga;</p>	
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			Korean pop culture) <i>Ideas and Your Turn:</i> Three students discuss the question: How does what you choose to watch on television affect your point of view on diversity?	
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<p>Chapter 4 Affirming Identity, Language, and Culture</p> <p>To what extent can people respond to globalizing forces that affect identity?</p>	<p><i>Values and Attitudes</i></p> <p>1.1 acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)</p> <p>1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)</p> <p>1.3 appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, CC, GC)</p> <p><i>Knowledge and Understanding</i></p> <p>1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC,</p>	<p>How do people affirm and promote their language in a globalizing world?</p> <p>How do people affirm and promote their culture in a globalizing world?</p> <p>How do governments affirm and promote</p>	<p>Exploration of ways language shapes — and is shaped by — individual and collective identity in the face of globalization (e.g., endangered languages; dominance of English in certain spheres; efforts to protect endangered languages) Includes “Magic Carpet,” a story by Mitali Perkins</p> <p>Exploration of initiatives taken by individuals and collectives to affirm and promote their culture in a globalizing world (e.g., Ukrainian culture in Alberta, the Haisla people, and the Kainai Akaitapiiwa/Ancestors exhibit) <i>Ideas and Your Turn:</i> Three Alberta students discuss the question: Should museums return Aboriginal artifacts to the people who originally created and used them? <i>Impact:</i> The Ladakhi — How an Isolated Community Responds to Globalization</p> <p>Exploration of how governments have responded to challenges of globalization by promoting</p>	<p>Predicting Likely Outcomes</p>
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	<p>LPP) 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC) 1.8 examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC) 1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)</p>	<p>languages and cultures in a globalizing world?</p> <p>How do international organizations affirm and promote languages and cultures in a globalizing world?</p>	<p>languages and cultures within Canada (e.g., policy of multiculturalism and language laws in Canada, Quebec, and Nunavut; controlling Canadian content in the media) <i>Profile: Bobby Kenuajuak: Telling his People's Story</i></p> <p>Exploration of ways international organizations contribute to cultural and linguistic affirmation and revitalization (e.g., International Network for Cultural Diversity; la Francophonie; Declaration on the Rights of Indigenous Peoples) <i>Points of View: Young people speak from All Different, All Unique: Young People and the UNESCO Universal Declaration on Cultural Diversity</i></p>	
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Related Issue 2

Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?

General Outcome Students will assess impacts of historical globalization on Indigenous and non-Indigenous peoples.

Related Issue 2 Challenge: A four-corners debate to discuss, analyze, and evaluate responses to the chapter issue: To what extent should contemporary society respond to the legacies of historical globalization?

Chapter and Chapter Issue	Specific Outcomes	Inquiry Focus	Highlights of Related Content and Features	Skill Focus
<p>Chapter 5 Foundations of Globalization</p> <p>To what extent did early globalization affect peoples of the world?</p>	<p><i>Values and Attitudes</i></p> <p>2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)</p> <p>2.2 exhibit a global consciousness with respect to the human condition (GC, C)</p> <p>2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)</p> <p><i>Knowledge and Understanding</i></p> <p>2.6 examine impacts of cultural contact between</p>	<p>Why and how did globalization begin?</p> <p>How did the foundations of historical globalization affect people?</p>	<p>Exploration of views on the origins of early globalization (e.g., early trade along the Silk Road; adoption of Indo-Arabic numbering system; various points of view on the origins of globalization)</p> <p>Exploration of the foundations of historical globalization (e.g., emerging European middle class; new technologies; competition for trade; mercantilism; capitalism; early European colonization; effects of colonial settlement)</p> <p><i>Ideas and Your Turn:</i> Three Alberta students discuss the question: Is “cultural imperialism,” which some people define as a non-violent form of imperialism in which one country imposes its values and</p>	<p>Analyzing Historical and Contemporary Perspectives within and across Cultures</p>

	<p>indigenous and non-indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)</p> <p>2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)</p> <p>2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)</p> <p>2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)</p>	<p>How did the consequences of historical globalization affect people?</p>	<p>beliefs on another, nothing but a different form of colonization?</p> <p>Exploration of some specific political, social, and economic consequences of historical globalization (e.g., results of contact; depopulation; slavery; Bartolomé de Las Casas’s pleas for just treatment of Indigenous peoples; social effects of industrialism and imperialism on Indigenous and non-Indigenous peoples including child labour, indentured labour; abolitionist movements; the Grand Exchange; the Industrial Revolution)</p> <p><i>Profile:</i> Olaudah Equiano — From Kidnapped Child to Global Citizen</p> <p><i>Impact:</i> Cheap Labour — The Lifeblood of Historical Globalization</p> <p><i>Making Choices:</i> William Wilberforce — Spearheading the Campaign to End Slavery</p> <p><i>Points of View:</i> John Stuart Mill, Jimmy Durham, and Tunde Obadina on the changing consequences of historical globalization.</p>	
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<p>Chapter 6 Legacies of Historical Globalization</p> <p>To what extent do the legacies of historical globalization affect peoples of the world?</p>	<p><i>Values and Attitudes</i></p> <p>2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)</p> <p>2.2 exhibit a global consciousness with respect to the human condition (GC, C)</p> <p>2.4 recognize and appreciate the validity of oral histories (TCC, CC)</p> <p>2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)</p> <p><i>Knowledge and Understanding</i></p> <p>2.6 examine impacts of cultural contact between indigenous and nonindigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)</p> <p>2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and</p>	<p>What are some legacies of historical globalization?</p> <p>How has cultural contact affected people?</p> <p>How has the exchange of goods and technologies affected people?</p>	<p>Exploration of what a legacy is; how cultural contact and imperialism affected peoples (e.g., ethnocentrism, Eurocentrism and exported social values; empire building; spread of European languages and empires; depopulation; King Léopold and the scramble for Africa)</p> <p><i>Ideas and Your Turn:</i> Three Alberta students discuss the question: How ethnocentric are you?</p> <p>Exploration of the effects of imperialist policies and practices in the Americas, Africa, and India (e.g., consequences of colonial rule for Indigenous peoples; patterns of historical change; language legacies; legacies of migration, displacement, and depopulation)</p> <p><i>Profile:</i> Chinua Achebe — <i>Things Fall Apart</i></p> <p><i>Points of View:</i> Dadabhai Naoroji, Atiku Abubakar, and the Dalai Lama on the legacies that imperial powers leave to conquered peoples</p> <p>Exploration of contact and cultural change and imperialist economic policies (e.g., exchanging goods and technologies; imperialism and colonialism in North America,</p>	<p>Identifying and Analyzing Cause-and-Effect Relationships</p>
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	<p>imperialism (I, LPP, PADM) 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) (TCC, PADM, GC)</p>	<p>How are the legacies of historical globalization continuing to affect people?</p>	<p>India, and Algeria; the East India Company; Mohandas Gandhi and the cotton trade in India)</p> <p>Exploration of the effects of imperialism and colonialism on societies today (e.g., British rule in India; effects on colonizer and colonized; exported social values; exported language and education systems; Indian independence; economic and humanitarian legacies in Myanmar; continuing conflicts in India, Pakistan, and Kashmir) <i>Impact:</i> Aung San Suu Kyi and Dictatorship in Myanmar (Burma)</p>	
<p>Chapter 7 Impacts of Historical Globalization on Canada</p> <p>To what extent have the legacies of historical globalization affected Canada?</p>	<p><i>Values and Attitudes</i> 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC) 2.4 recognize and appreciate the validity of oral histories (TCC, CC) 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)</p>	<p>How did historical globalization affect Canada?</p> <p>What are some legacies of historical globalization in Canada?</p>	<p>Exploration of the early relationships between First Nations people and Europeans in Canada (e.g., early contact; driving forces behind exploration of North America; First Nations and the land; trading alliances and the fur trade; the Beothuk) <i>Impact:</i> The Governor and Company of Adventurers of England Trading into Hudson's Bay</p> <p>Exploration of the consequences of imperial economic policies in Canada (e.g., legacies of the French in early Canada; legacies of the</p>	<p>Comparing Similarities and Differences among Historical Narratives</p>

	<p><i>Knowledge and Understanding</i></p> <p>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) (TCC, PADM, GC)</p> <p>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) (GC, CC, TCC, I)</p> <p>2.12 evaluate various attempts to address consequences of imperialist policies and practices on indigenous peoples in Canada and other locations (GC, PADM, TCC)</p> <p>2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)</p>	<p>How has historical globalization affected Indigenous peoples in Canada?</p> <p>How do some historical legacies of globalization continue to affect Canada?</p>	<p>British in early Canada; consequences of the Seven Years' War; British colonialism; European immigration)</p> <p>Exploration of the imperialist policies and practices that affected Indigenous peoples (e.g., depopulation and redistribution of Indigenous peoples; legacies of the numbered treaties; colonial governments in Canada; residential schools; the Indian Act)</p> <p><i>Ideas and Your Turn:</i> Three Alberta students discuss the question: Are there any positive outcomes of European settlement in Canada?</p> <p><i>Profile:</i> Phil Fontaine: Aboriginal Leader</p> <p><i>Points of View:</i> Mbathio Sall, Andrei Simic, and Deborah Schwartz discuss the value of oral history</p> <p>Exploration and evaluation of the consequences of historical and contemporary globalization (e.g., Canada as a multicultural society; land claims and treaties; Quiet Revolution in Quebec)</p> <p><i>Making Choices:</i> Tom Jackson — The “Huron Carole”</p>	
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	<p>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) (GC, CC, TCC, I)</p> <p>2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)</p> <p>2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)</p>	<p>How effectively have organizations responded to the legacies of historical globalization?</p> <p>How does historical globalization continue to affect the world?</p>	<p>Exploration and evaluation of organizational responses to legacies of historical globalization (e.g., non-governmental organizations and their responses to legacies of historical globalization; different perspectives on the effectiveness of NGOs; Doctors without Borders/Médecins sans Frontières). <i>Impact:</i> Muhammad Yunus and the Grameen Bank</p> <p>Exploration and evaluation of some continuing economic and social legacies of historical globalization (e.g., global income inequity; income inequity in Canada; global foreign aid; Canadian foreign aid). <i>Ideas and Your Turn:</i> Three Alberta students discuss the question: How can I respond effectively to the legacies of historical globalization and imperialism?</p>	
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Related Issue 3

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

General Outcome 1 Students will assess economic, environmental and other contemporary impacts of globalization.

Related Issue 3 Challenge: A persuasive essay that analyzes and evaluates the extent to which globalization contributes to sustainable prosperity for all people.

Chapter and Chapter Issue	Specific Outcomes	Inquiry Focus	Highlights of Related Content and Features	Skill Focus ¹
<p>Chapter 9 Foundations of Economic Globalization</p> <p>To what extent did world events shape contemporary economic globalization?</p>	<p><i>Values and Attitudes</i> Students will</p> <p>3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)</p> <p>Knowledge and Understanding Students will</p> <p>3.3 explore understandings of contemporary economic globalization (GC, ER)</p>	<p>What does economic globalization mean?</p> <p>How did 20th-century world events shape</p>	<p>Exploration of various definitions and understandings of the meaning — and effects — of contemporary economic globalization including an expansion of the ideas first introduced in the prologue (e.g., perspectives on globalization as an economic phenomenon; aspects of economic globalization related to students' lives; factors affecting global economy)</p> <p><i>Ideas and Your Turn:</i> Three Alberta students discuss the question: Is economic globalization what globalization is all about?</p> <p>Exploration of understandings of contemporary economic globalization (e.g., how 20th-</p>	<p>Problem Solving and Decision Making</p>

	<p>3.4 examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods, Conference, Milton Friedman) (TCC, PADM, ER)</p> <p>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) (TCC, GC, ER, PADM)</p> <p>3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)</p> <p>3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, PP, GC)</p>	<p>contemporary economic globalization?</p> <p>What factors laid the foundations of contemporary global economics?</p> <p>How does contemporary economic globalization shape people's lives?</p>	<p>century events — World Wars; Communist Revolution in Russia; Great Depression; World War II — shaped people's economic lives and led to contemporary economic globalization)</p> <p><i>Impact: China — From Communism to Capitalism</i></p> <p>Exploration and analysis of some specific factors that laid the groundwork for contemporary economic globalization (e.g., Bretton Woods Conference, Keynes; Hayek, Friedman, World Bank, IMF, GATT, WTO)</p> <p><i>Points of View: Various views of sustainable development, the World Bank, and the IMF)</i></p> <p>Exploration of responses to contemporary economic globalization (e.g., examination of some general and specific examples with connections to coverage in Chapters 10, 11, and 12)</p>	
<p>Chapter 10 Expanding Globalization</p> <p>To what extent do contemporary</p>	<p><i>Values and Attitudes</i></p> <p>Students will</p> <p>3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics,</p>	<p>What forces contribute to expanding globalization?</p>	<p>Exploration of forces that contribute to expanding globalization (e.g., communication technologies; trade; transportation, the media; speed of electronic banking and cellphone</p>	<p>Building Consensus</p>

<p>factors contribute to expanding globalization?</p>	<p>economics, the environment and globalization (GC, ER, PADM) 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)</p> <p style="text-align: center;">Knowledge and Understanding</p> <p>Students will 3.3 explore understandings of contemporary economic globalization 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) (TCC, GC, ER, PADM) 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, PP, GC)</p>	<p>How do international agreements and organizations contribute to expanding globalization?</p> <p>How do transnational corporations contribute to expanding globalization?</p> <p>How do communication technologies contribute to expanding globalization?</p>	<p>communication) Re-examine factors developed in chapter 2 through new focus <i>Impact: The Maquiladoras of Mexico</i></p> <p>Exploration and analysis of effects of international agreements and organizations (e.g., WTO; NAFTA; EU; trade liberalization; APEC; FTTA; Grameen Bank)</p> <p>Exploration and analysis of the role of transnational corporations in expanding globalization (e.g., power and influence of transnational corporations; transnationals and reducing poverty) <i>Points of View: Ed Broadbent, Maude Barlow, and Kofi Annan on the power of transnational corporation</i></p> <p>Exploration and analysis of the role of communication technologies in expanding globalization (e.g., Digital divide; e-commerce; media, personal communication, business communication; knowledge economy; outsourcing telemarketing and IT help to India) <i>Ideas and Your Turn: Three Alberta students discuss the</i></p>	
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			question: How do my personal communication systems make me part of expanding globalization?	
<p>Chapter 11 Globalization and Sustainability</p> <p>To what extent does globalization affect sustainability?</p>	<p><i>Values and Attitudes</i> Students will</p> <p>3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)</p> <p>Knowledge and Understanding Students will</p> <p>3.3 explore understandings of contemporary economic globalization (GC, ER)</p> <p>3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)</p> <p>3.8 evaluate actions and</p>	<p>What does sustainability mean?</p> <p>How are globalization and sustainability related?</p> <p>How successful have efforts been to promote sustainability?</p>	<p>Exploration of various understandings of sustainability (e.g., ecological footprints in Canada and developing countries; stewardship) <i>Making Choices</i>: The Kogi people of Colombia struggle for environmental stewardship</p> <p>Exploration of the relationship between globalization and sustainability (e.g., world trade and sustainability; role of transnationals; waste management; shipbreaking) <i>Points of View</i>: Three writers or speakers on shipbreaking</p> <p>Exploration and evaluation of various actions and policies aimed at promoting sustainability (e.g., Kyoto Protocol; waste management; environmental legislation; Cochrane High School Sustainable Development Committee) <i>Profile</i>: Wangari Maathai and the Green Belt movement <i>Ideas and Your Turn</i>: Three Alberta students discuss the</p>	<p>Analyzing Relationships in Geography</p>

	policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)		question: Should laws similar to those in Canada be made mandatory across the globe?	
<p>Chapter 12 Sustainable Prosperity: Challenges and Opportunities</p> <p>To what extent can globalization bring sustainable prosperity to all people?</p>	<p><i>Values and Attitudes</i></p> <p>Students will</p> <p>3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)</p> <p style="text-align: center;">Knowledge and Understanding</p> <p>Students will</p> <p>3.3 explore understandings of contemporary economic globalization</p> <p>3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic</p>	<p>What is sustainable prosperity?</p> <p>What political and economic challenges and opportunities are associated with globalization?</p>	<p>Exploration of understandings and measures of sustainable prosperity (e.g., Measures of prosperity, UN Human Development Index (HDI); Gross National Happiness (GNH); GDP; Genuine Progress Indicator (GPI)</p> <p><i>Points of View:</i> Three speakers or writers on interpreting HDI, including HDI and Aboriginal peoples</p> <p>Exploration and analysis of various points of view and perspectives on the political and economic challenges and opportunities presented by globalization (e.g., Economic growth as underlying driving force; trade liberalization; new economies; role of WTO and transnationals; Jane Jacobs; foreign investment, privatization; outsourcing; revisit “glocal”)</p> <p><i>Profile:</i> Naomi Klein</p> <p>Exploration, analysis and evaluation of the relationship</p>	Formulating a Position on an Issue

	<p>growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC) 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, PP, GC)</p>	<p>What choices are associated with sustainable prosperity?</p>	<p>between expanding globalization and sustainable prosperity <i>Impact:</i> Climate Change in the Arctic: Rachel A. Qitsualik on the Inuit approach to the challenge <i>Ideas and Your Turn:</i> Three Alberta students discuss the question: Is sustainability an idea worth supporting?</p>	
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Related Issue 4

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

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

Related Issue 4 Challenge: Develop and present a blog or journal that clearly demonstrates understandings of globalization and evaluates the extent to which it should be embraced. Work with a small group to create a statement that reflects the group’s opinion on this issue. Then work with the class to create a statement that reflects the consensus of the class.

Chapter and Chapter Issue	Specific Outcomes	Inquiry Focus	Highlights of Related Content and Features N.B. Evaluation component will be embedded in chapter and end-of-chapter activities.	Skill Focus ¹
<p>Chapter 13 Human Rights, Democracy, and Globalization</p> <p>To what extent have democracy and human rights shaped — and been shaped by — globalization?</p>	<p>Values and Attitudes 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C) 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C) 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</p> <p>Knowledge and Understanding 4.4 explore various understandings of quality of life (GC) 4.7 evaluate relationships between globalization and</p>	<p>What are human rights?</p> <p>How are ideas about human rights and democracy related?</p>	<p>Exploration of various concepts of human rights (e.g., Cyrus of Persia; human rights as a Western concept; rise of middle class and capitalism and their relationship to the growth of ideas about individual rights and human rights) <i>Ideas:</i> Does anyone have the right to bestow human rights?</p> <p>Exploration, analysis, and evaluation of how ideas about human rights are related to democratic ideals (e.g., Haudenosaunee Great Law of Peace and influence on American Constitution; John Locke; rise of Western democracies; Universal Declaration of Human Rights; Charter of Rights and Freedoms) Exploration of how ideas about</p>	<p>Practising Leadership during Discussions</p>

	<p>democratization and human rights (GC, PADM) 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)</p>	<p>How are globalization, human rights and democracy related?</p>	<p>human rights have been applied differently to different groups (i.e., the colonizer and the colonized) <i>Profile:</i> John Peters Humphrey and the Universal Declaration of Human Rights <i>Making Choices:</i> The Tank Man and Tiananmen Square</p> <p>Exploration and analysis of how globalization shapes — and is shaped by — ideas about human rights and democracy (e.g., through transportation more people are experiencing different realities; through communication more people are aware of what is going on; rights and responsibilities; individual and group voting rights) <i>Points of View:</i> Fareed Zakaria and Amartya Sen on the ideal and the reality of democracy</p>	
<p>Chapter 14 Global Awareness</p> <p>To what extent does global awareness affect quality of life?</p>	<p>Values and Attitudes 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C) 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C) 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</p> <p>Knowledge and Understanding 4.4 explore various understandings of quality of life (GC) 4.5 analyze impacts of</p>	<p>How has globalization affected awareness of issues?</p> <p>How has global awareness affected gender issues?</p>	<p>Exploration and analysis of how the forces of globalization (e.g., trade, transportation, the media, communication technologies) have influenced the spread of ideas and awareness of issues by increasing the speed of movement of ideas, data, and people <i>Ideas:</i> Three Alberta students discuss the question: Is fostering an increase in global awareness enough?</p> <p>Exploration of how global awareness of issues has affected women (e.g., glass ceiling, Taliban in Afghanistan, new jobs, new responsibilities, changing attitudes, entrepreneurship) <i>Profile:</i> Behishta Mushtaq — From Refugee to Teacher of People Who Are Deaf</p>	<p>Initiating Conflict Resolution Strategies</p>

	<p>globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)</p> <p>4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)</p> <p>4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)</p>	<p>How has global awareness affected labour and employment issues?</p> <p>How are global awareness and quality of life related?</p>	<p>Exploration and analysis of how global awareness has affected jobs and labour (e.g., changes in kinds of jobs people do, new economy, migration of jobs, labour laws, unions, effects on children and youth)</p> <p><i>Impact:</i> The Fair Trade Movement</p> <p>Exploration and analysis of immediate and long-term effects of global awareness on quality of life (e.g., revisit HDI, GNH, etc.) and how these relate to global awareness; analysis of whether changes resulting from growing awareness are positive for everyone</p> <p><i>Points of View:</i> Naomi Klein, Indur Goklany, and Eric Reguly on the effects of globalization and quality of life</p>	
<p>Chapter 15 Global Connections</p> <p>To what extent do global connections affect people?</p>	<p>Values and Attitudes</p> <p>4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C);</p> <p>4.2 recognize and appreciate the importance of human rights in determining quality</p>	<p>How does globalization change communities?</p>	<p>Exploration and analysis of what a community is (e.g., revisit the idea of collective; how communities influence identity; effects of forces of globalization on communities: multiculturalism, immigration, and pluralism)</p> <p><i>Ideas:</i> Three Alberta students discuss the question: Has globalization changed ideas about community?</p>	<p>Communicating Effectively to Lead and Persuade</p>

	<p>of life (GC, C) 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</p> <p><i>Knowledge and Understanding</i> 4.4 explore various understandings of quality of life (GC) 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP) 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 (C, GC, PADM, ER)</p>	<p>How have resources become a global issue?</p> <p>How has health become a global concern?</p> <p>How have people responded to global issues?</p>	<p>Exploration and analysis of how globalization presents both challenges and opportunities to resource development (e.g., jobs and the environment; agriculture; fishing; environmental change — Kyoto, Fort McMurray and how various individuals, groups, and governments have responded; introduce thread of activism) <i>Impact:</i> Fort McMurray and the Oil Boom</p> <p>Exploration and analysis of how globalization presents both challenges and opportunities to health (e.g., transportation and migration, communication, pandemics, environmental issues) <i>Points of View:</i> Stephen Lewis and others on global solutions to AIDS crisis in Africa</p> <p>Exploration and analysis of how various individuals, groups, governments, and businesses have responded to various global challenges (e.g., WHO, international conflicts, legislative solutions, consumer activism, corporate responsibility) <i>Profile:</i> Samantha Nutt and War Child Canada</p>	
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<p>Chapter 16 The Global Citizen</p> <p>To what extent should I embrace global citizenship?</p>	<p>Values and Attitudes 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C); 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C); 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</p> <p>Knowledge and Understanding 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 (GC, C, PADM) 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,</p>	<p>What does "global citizenship" mean?</p> <p>What does a global citizen do?</p> <p>Where is globalization taking the world?</p>	<p>Exploration of various ideas about global citizenship (e.g., difference between legal definition of citizen and idea of global citizenship, both voluntary and involuntary) <i>Ideas:</i> Is there such a thing as global citizenship?</p> <p>Exploration of actions that might define a global citizen and of the relationship between local and global citizenship (i.e., return to exploration of concept of "glocal" as well as the idea of activism as a response (e.g., pro- and anti-globalization activism, consumer activism) <i>Making Choices:</i> Irshad Manji</p> <p>Exploration and analysis of various current global issues that are likely to affect students' identities in the future (e.g., war and global terrorism; environmental concerns; outsourcing; the "ingenuity gap")</p>	<p>Acting to Enhance Community Well-being</p>

	<p>consumer activism, corporate responsibility) (GC, C, PADM, ER)</p> <p>4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)</p>	<p>What is my role in the globalizing world?</p>	<p><i>Points of View:</i> John Ralston Saul, Thomas Homer-Dixon, and Rick Salutin on where globalization is taking the world</p> <p>Exploration of how students might respond to globalization in the future (i.e., actions students can take to respond to globalization on both a personal and broader level — employment, awareness, personal responsibility, environmental stewardship)</p>	
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Note Each benchmark skill is profiled explicitly within one or more of the skill focuses that appear within each chapter. On this chart, one benchmark skill is highlighted, but each skill focus also helps students develop, practise and reinforce other skills in the subset. Subsets of these skills are developed, practised, and reinforced through analysis, questions, and activities throughout the text. Reflect and Respond, Explorations, Dialogues, and Web Connection activities will help students develop their critical thinking and creative thinking skills (focus on S.1 skills and processes). End of chapter activities will help students develop their Thinking (S.1–S.4), Participation (S.5 and S.6), Research (S.7) and Communication (S.8 and S.9) skills and processes. These activities also present frequent opportunities for students to relate concepts and content back to related issues and key issue of the course. Additional support and templates for skill development will be included in the teacher’s resource. The skill focus in each chapter scaffolds students’ learning in preparation for completing the culminating activity of each related issue.