



Exploring Globalization

This **engaging new resource** has been specifically developed for the New Alberta Social Studies 10-1 curriculum. *Exploring Globalization* **provides a clear framework** by which students will further and **apply their understandings** to the complexities of globalization.

This framework integrates:

- ▶ An issues-based approach
- ▶ Effective inquiry strategies
- ▶ Scaffolded skill development
- ▶ Thought-provoking content and features

NOTE: This pre-publication contains draft material. Final edition will be available following approval by Alberta Education.

More than a textbook!

▶ Professional Development

McGraw-Hill Ryerson is committed to providing curriculum implementation support through a variety of ongoing learning opportunities. In addition to online learning support, Professional Development will be offered at provincial conferences, regional meetings and board wide workshops.

A variety of topics will be offered to help facilitate the implementation of the new Social Studies 10-1 curriculum.

Contact us to find the most appropriate option to meet your needs. Call toll free 1-888-793-7706 ext. 5028.

▶ Leadership Profile

Robert Gardner has been teaching all levels of high school Social Studies since 1987. He has presented on such topics as *Assessment in Social Studies*, *Success with Students at Risk*, and *Shaping Identity in Multicultural Canada* and various presentations regarding the new 10-1 curriculum. Robert is currently teaching at Harry Ainlay High School in Edmonton.

Wayne Lavold has been teaching at the junior and high school levels for the past 10 years and is currently teaching at Harry Ainlay High School in Edmonton. He has a Masters Degree in Political Science from the University of Alberta. Wayne has presented on curriculum development and assessment in the new curriculum.

► Online Learning Centre

The *Exploring Globalization* website will take students and teachers on a journey well beyond the text—with controlled and updated links to dynamic related sites, additional source material and related activities, as well as ongoing professional support. The Learning Centre will be updated regularly to provide you with a reliable resource for timely content, related readings, and curriculum implementation support.

Visit our website to learn how McGraw-Hill Ryerson is committed to being your curriculum implementation partner and for more information on our exciting new resource.

www.ExploringGlobalization.ca



► Critical Thinking

The narrative, questions and activities in *Exploring Globalization* are based on the critical thinking model. Inquiry questions are the foundation of every chapter. This fosters the development of students' critical and creative thinking skills.

► Teacher Support Material

Teachers will be supported in the organization, implementation, and assessment of a successful program through an extensive teacher's resource package.

- Designed for both the beginning and experienced Social Studies teacher
- Comprehensive program management tools, teaching strategies and lesson plans, assessment strategies for learning and of learning, and a variety of related reproducible masters

More than a Curriculum ... A Pathway to Global Citizenship

Exploring Globalization is an issues-based, inquiry-focused resource. Through inquiry questions in each chapter, students actively explore the dynamic relationships among the chapter issue and the related and key issues. This powerful framework facilitates the implementation of the curriculum.

Developing Awareness

ISSUES FOCUS The structure of the text is built around four related issues, which are used as entry points to help students develop their awareness and understanding of the key issue.

HOW DO YOU EXPRESS WHO YOU ARE?

Every day, you tell the world about yourself in many different ways. The language you speak, the friends you choose, the clothes you wear, the food you eat, the things you buy, the music you listen to, the issues you care about, the choices you make, and many other actions you take—all expressions of your identity. They make statements about who you are.

One important way Janet Cardinal-Schubert, the Global Artist whose work appears on the first page of this chapter, expresses her identity is by creating works of art that reflect her Aboriginal heritage. Other people choose different ways of expressing aspects of their identity. For example, you might express your identity by the way you dress, by the way you act, or by the way you talk. Other people choose to create more because they believe that certain things can be helpful or provide food for human beings. This shows they express a belief that is an important aspect of their identity.

Expressing Individual Identity: Traditions

Many people's beliefs, customs, and traditions are passed down from one generation to the next. For example, in the United States, many people celebrate the Fourth of July. This is an ancient festival that celebrates the signing of the new year and coincides with the spring equinox. On the last Thursday of the year, families hold—and jump over—a tradition called bonfire purification. They believe that jumping over the fire will burnish their souls and help.

Last Wednesday is one example of a tradition that expresses an aspect of identity. Other people follow different traditions. For many people, the Fourth of July is a time to celebrate the signing of the Declaration of Independence. They believe that signing the document is an important part of their identity.

Other people may use spiritual practices, such as yoga, meditation, or prayer, to express their identity. They believe that these practices help them connect to their spiritual selves and help them live more meaningful lives.

Expressing Individual Identity: Language

Language is an important part of who we are. It is how we communicate with others. It is how we express our thoughts and feelings. It is how we connect to our culture and our community. It is how we express our identity.

Developing Skills

SKILL FOCUS In each chapter, a key, targeted skill—16 in all—is developed through a step-by-step process. In addition, each of the skills recognized in the curriculum document is used, practised, and developed throughout the text.

Developing Understanding

INQUIRY FOCUS Encourages student explorations using the inquiry model to gain insights and informed opinions on issues.

CHAPTER ISSUE
To what extent does globalization shape your identity?

The text on one page and the previous page is a *Journal*—a journal of the article by the author. The text is a *Journal* of the author's thoughts and feelings about a particular issue. The author's thoughts and feelings are a *Journal* of the author's thoughts and feelings about a particular issue. The author's thoughts and feelings are a *Journal* of the author's thoughts and feelings about a particular issue.

ISSUES FOCUS

- Globalization's impact on culture and society
- How globalization affects the world
- How globalization affects the world
- How globalization affects the world
- How globalization affects the world

KEY TERMS

Globalization
Cultural identity
Identity

ISSUES FOCUS

To this chapter, you will explore answers to the following questions:

- Why are you here?
- How do you express your identity?
- How do you express your identity?

ISSUES FOCUS

Develop your current understanding of the issue by reading the text and thinking about the issue. Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue.

FOCUS ON
DEVELOPING AN INFORMED POSITION

When you read the text, you will see that the author has a strong opinion about the issue. The author's opinion is based on the author's own experiences and beliefs. The author's opinion is based on the author's own experiences and beliefs.

Steps in Developing an Informed Position

Step 1: Develop your own position.

Read the text carefully. Think about the author's opinion. Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue.

Step 2: Develop your own position.

Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue.

Step 3: Develop your own position.

Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue.

Step 4: Compare your position with a group.

Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue. Write down your thoughts and feelings about the issue.