Social Studies 3202

Curriculum Guide 2020

Newfoundland
Labrador

Education

Department of Education
Vision Statement

A community that fosters quality care and learning in safe and inclusive environments enabling individuals to reach their full potential.

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Acknowledgements

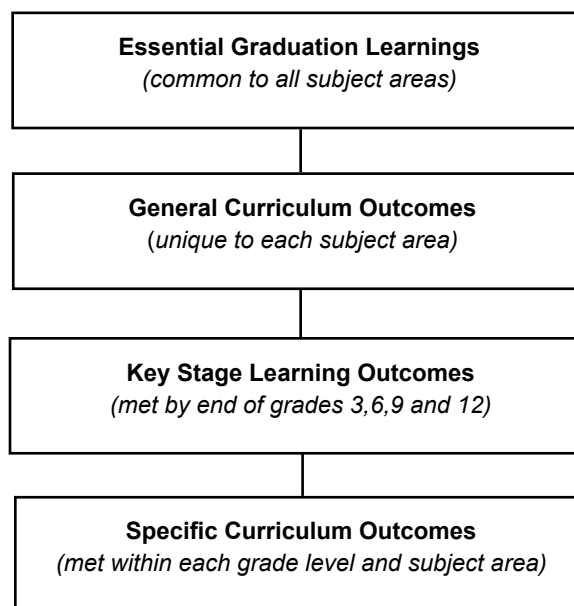# Section One: Newfoundland and Labrador Curriculum

Introduction

There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

Key Stage Learning Outcomes
(met by end of grades 3,6,9 and 12)

Specific Curriculum Outcomes
(met within each grade level and subject area)

Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.
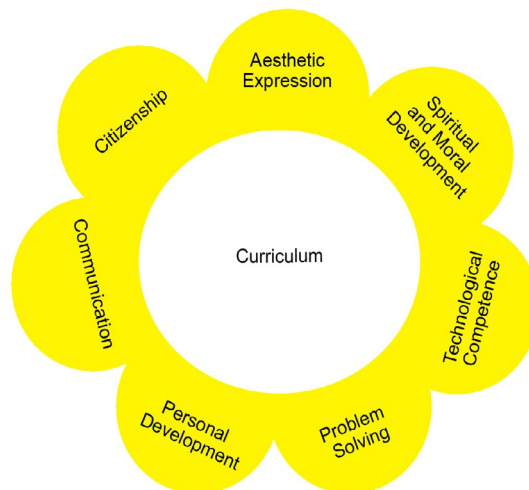
Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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

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

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

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

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides
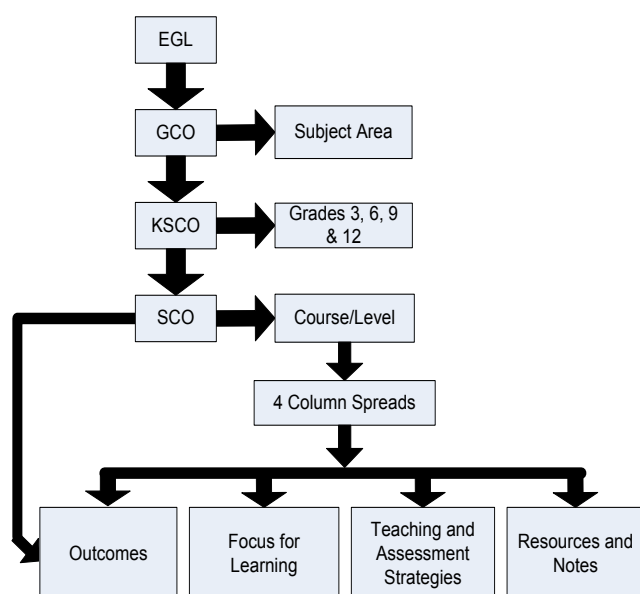
Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.

Attend to multiple intelligences

Promote varied and flexible assessment (simulation, drama, fine arts, etc)

Recognize student's diverse learning styles

Inclusive Classrooms

Utilize multiple resources (print, non-print, visual, auditory, digital, virtual, etc.)

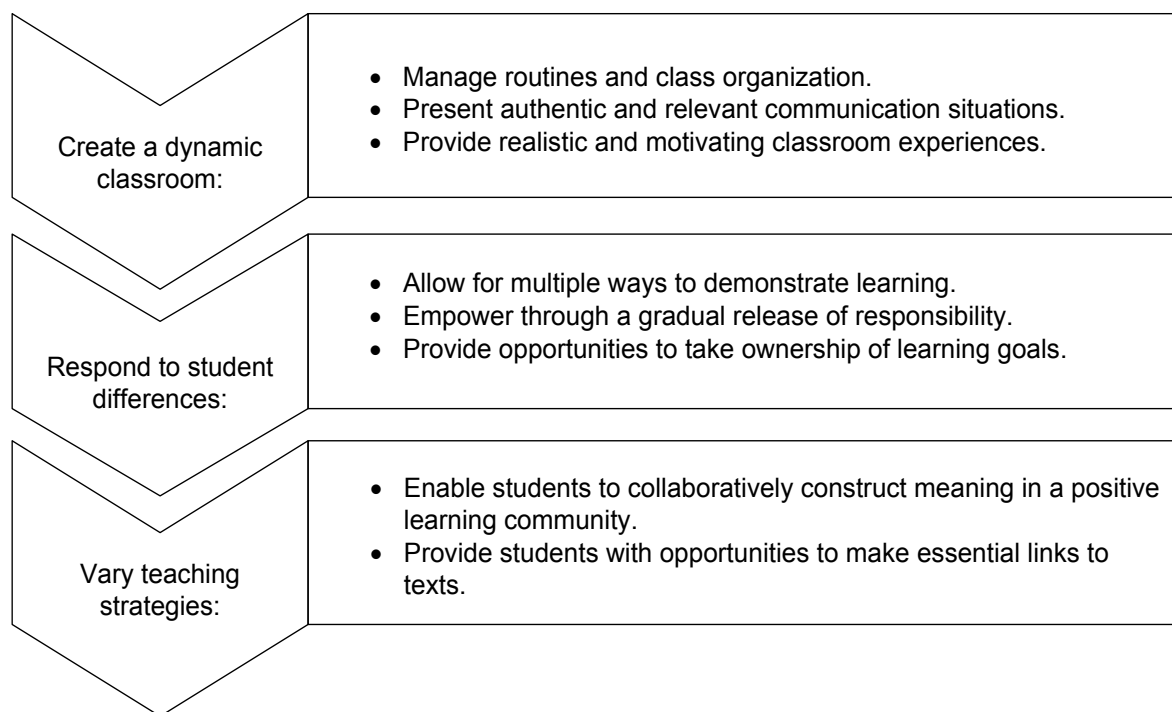Provide varied avenues and entry points to learning

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, 2008)

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

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation

Create a dynamic classroom:	• Manage routines and class organization. • Present authentic and relevant communication situations. • Provide realistic and motivating classroom experiences.
Respond to student differences:	• Allow for multiple ways to demonstrate learning. • Empower through a gradual release of responsibility. • Provide opportunities to take ownership of learning goals.
Vary teaching strategies:	• Enable students to collaboratively construct meaning in a positive learning community. • Provide students with opportunities to make essential links to texts.

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves 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., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping 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/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

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

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able
(includes gifted and talented)

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model
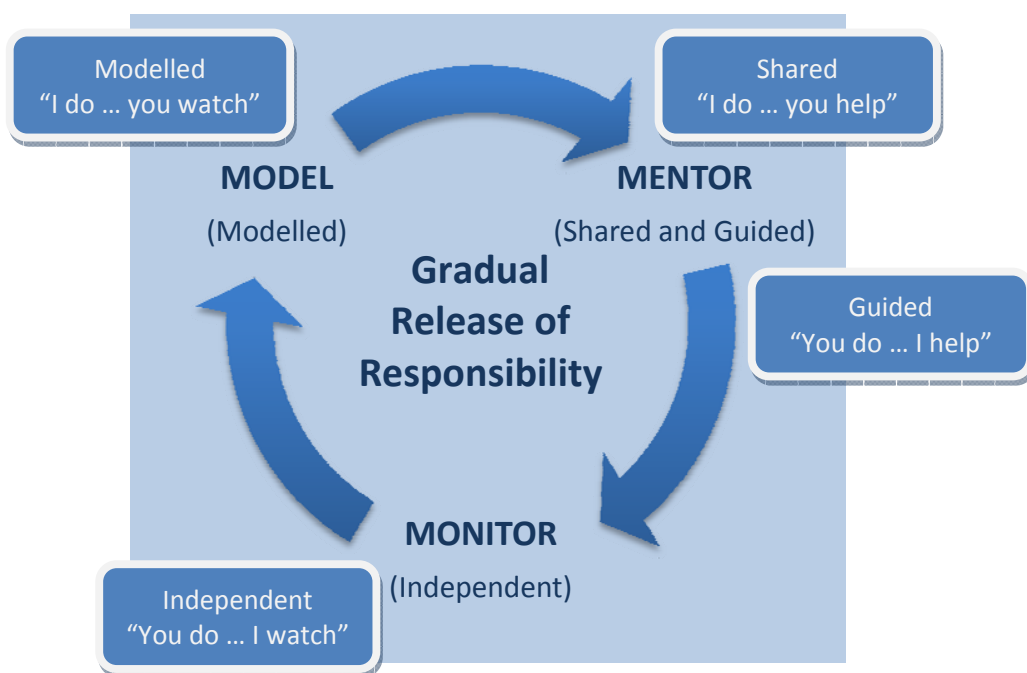
Literacy

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
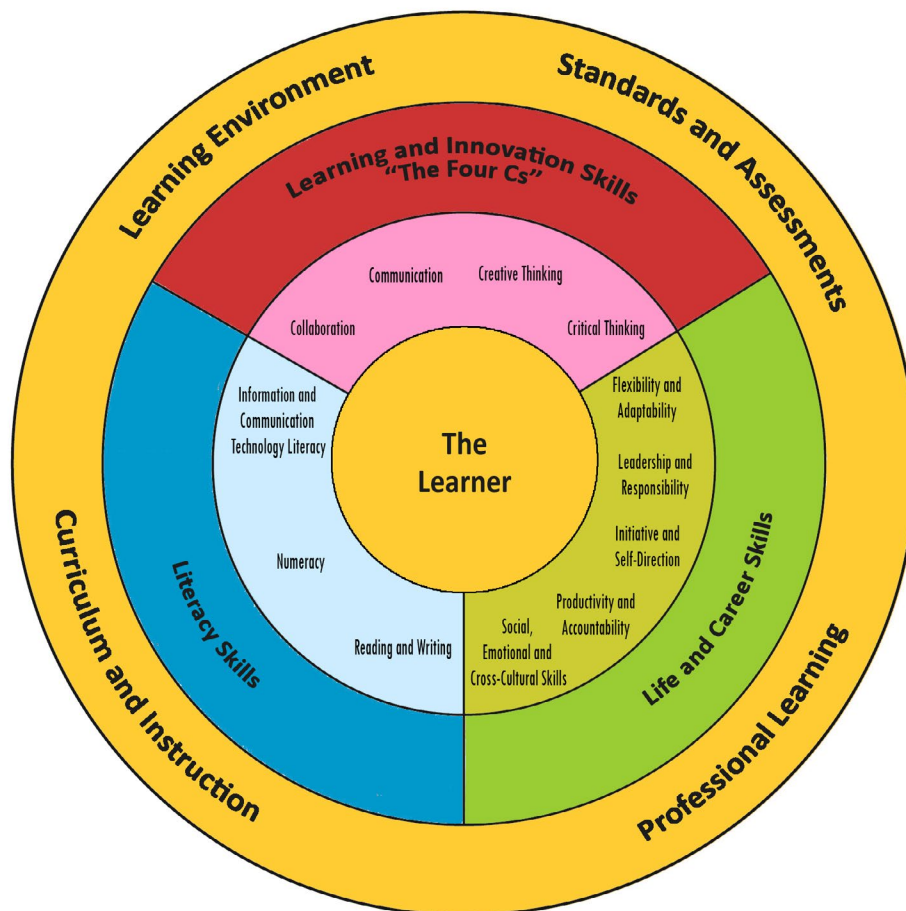
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, *The Power of Sustainable Thinking*; Peter Senge et al., *The Necessary Revolution*
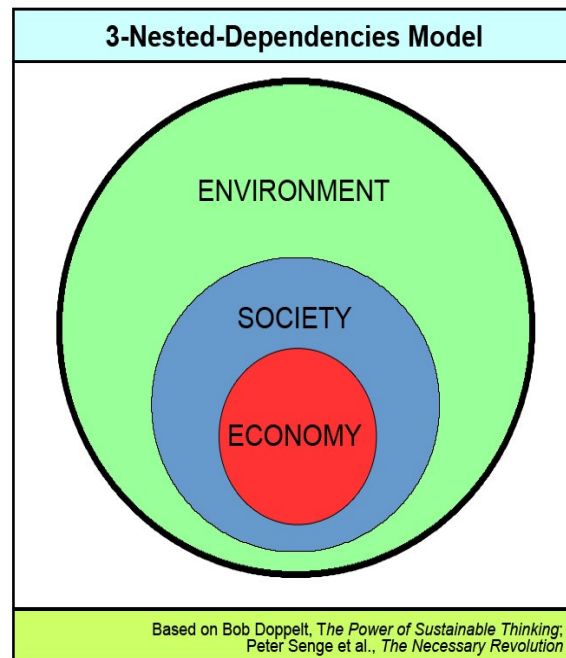
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course 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 judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

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:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

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, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyze 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, through participation in the democratic process, improve society.

The social studies curriculum integrates concepts, processes, and ways of thinking drawn from the diverse disciplines of the humanities, social sciences, and pure sciences.

Social studies provides co ordinated, systematic study, drawing upon such disciplines as anthropology, economics, geography, history, political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences. Social studies recognizes and validates the importance of the individual disciplines in providing avenues and perspectives to help students understand issues and problems.

The social studies curriculum provides the multidisciplinary lens through which students examine issues affecting their lives from personal, academic, pluralistic, and global perspectives.

This curriculum is designed to help each learner construct a blend of personal, academic, pluralistic, and global perspectives. Social studies helps students construct a personal perspective as they consider the implication of events and issues for themselves, their families, and their communities. Students construct an academic perspective through the study and application of the social studies disciplines. Students construct a pluralistic perspective as they respect diversity of identity, beliefs, and practices and incorporate diverse points of view into their understanding of issues. Students construct a global perspective as they seek equitable, sustainable, and peaceful solutions to issues that confront our culturally diverse world.

In addition to the development of each learner's own perspectives, this curriculum emphasizes development of the individual's capacity to listen, understand, and respect the perspectives of others.

Curriculum Outcomes Framework

The social studies program is designed to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and citizens of Canada and of an increasingly interdependent world.

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around seven conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies.

General Curriculum Outcomes

GCO 1 – Civic Engagement

Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Social studies helps students make informed and reasoned decisions for the public good. This requires that students understand the values upon which democracies are built; possess essential knowledge about their community, province, country, and world; are able to frame inquiries, including skills used for data collection and analysis, synthesis and evaluation, and problem solving. Additionally, students understand that democracy must be both protected and nurtured by the deliberate actions of citizens.

GCO 2 – Inquiry and Research

Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

The purpose of social studies is to enable students to make informed and reasoned decisions for both their personal benefit and the public good. To this end citizens must possess the ability to apply inquiry processes – including data collection and analysis – as well as creative thinking and critical thinking as they engage with decision making, problem solving, and responding to issues.

GCO 3 – 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.

The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy. An understanding of the various ideologies and forms of power; the origins, functions, and sources of government power; and the roles played by individuals and groups is critical to informed citizenship. Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

GCO 4 – Culture and Diversity

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

Social studies provides students with a lens through which they can examine the cultural experiences of people in their neighbourhoods, Canada, and the world. Appreciation of culture is integral to an understanding of one's self, of one's country, and of others who share the world. The study of culture opens to students a diversity of perspective about traditions, beliefs, and values. With this understanding, students are better equipped to recognize the similarities of their cultural traditions to those of others and to understand the reasons for the differences. A study of culture enables students to evaluate how cultures are formed, sustained, and transformed by power structures, systems, and individuals within society.

GCO 5 – Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making. Students will assess the difficulties and dilemmas in developing private or public policies and the need to achieve individual and societal goals. The study of economic concepts, principles, and systems enables students to understand how economic decisions affect their lives as individuals and members of society.

GCO 6 – Interdependence

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

Social studies provides students with opportunities to analyze, appreciate, and act on the global challenges of an increasingly interdependent world. It offers students an avenue and perspective from which to survey the impact of technological change on societies and the environment. Through social studies, students learn to appreciate the environment and develop a disposition toward protection and wise use of resources so as to ensure a sustainable future. As students recognize the interdependence of Earth's peoples and the finite nature of Earth's resources, they develop strategies and systems that respect diversity and promote collaborative problem solving.

GCO 7: People, Place, and Environment

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

Social studies examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The study of humans and their environments in social studies is focused on answering four primary questions: Where is it? Why is it there? How is it organized? and Why is that significant?

GCO 8: Time, Continuity, and Change

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

An understanding of the dynamics of change is critical in social studies. A study of time, continuity, and change enables students to understand their Canadian heritage, who they are, and why their society espouses the values it does through its governments, its institutions, and its culture. History is to society what memory is to the individual. It provides a frame of reference for testing the merits of ideas, philosophies, and beliefs. Through its study, students learn to recognize and evaluate different perspectives and biases in historical writing.

Understanding develops through critical analysis of the events of the past, their effects on today, and their ties with the future. Historical study develops capacities for critical and creative thinking, issues analysis, values clarification, and an examination of perspective. In essence, history provides a window on Canada and the world, serving to broaden our understanding of the interdependent nature of society on a national and global level.

Principles Underlying the Social Studies Program

The social studies program is intended to be both empowering and effective. The following principles should be used to guide instruction and assessment.

Meaningful social studies discourages the memorization of disconnected pieces of information and encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes.

Significant social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

Challenging social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.

Active social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Course Overview

This course introduces students to the concept of change as it relates to the human experience.
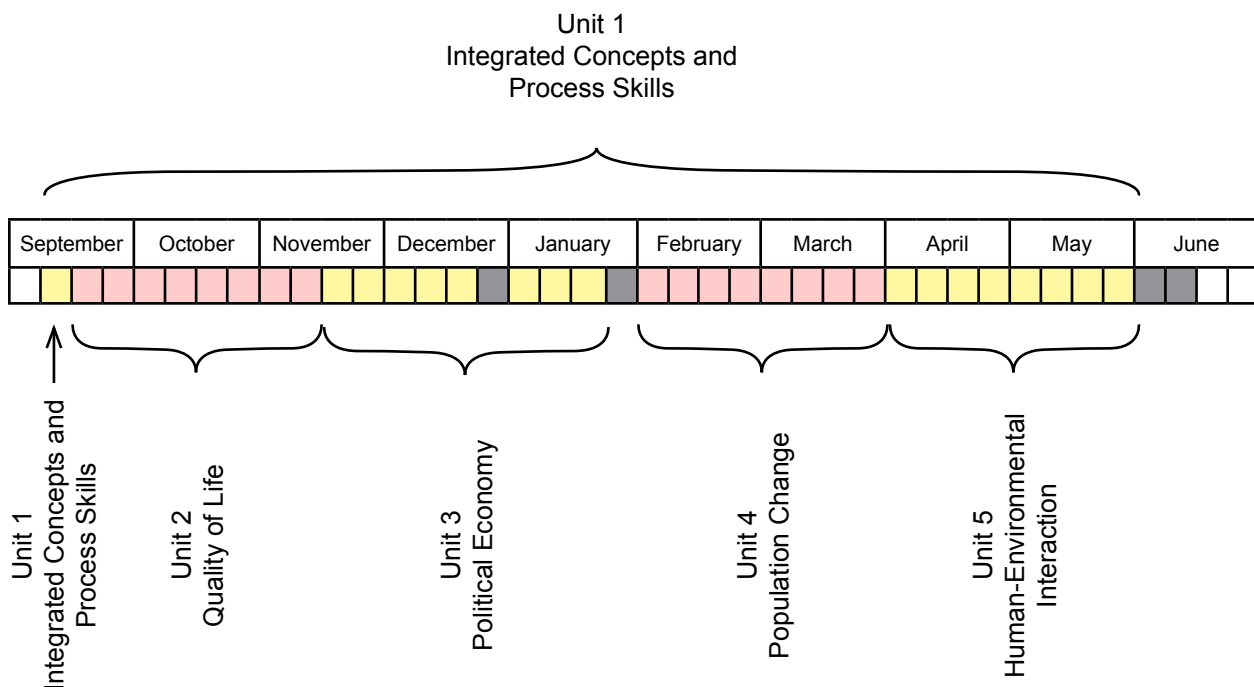
Topics include:

- Unit 1 – Integrated Concepts and Processes Skills[1]
- Unit 2 – Quality of Life
- Unit 3 – Political Economy
- Unit 4 – Population Change
- Unit 5 – Human-Environmental Interaction

Suggested Yearly Plan

Social Studies 3202 is a two-credit course, designed for a minimum of 110 hours of instruction.

When planning for instruction, it is important to be mindful of the fact that in this course all curriculum outcomes are of equal value. That said, due to a variety of factors – such as the complexity of the outcome and student prior knowledge – some outcomes may require less, or more, instructional time than others. Therefore, teachers must make strategic instructional decisions in order to ensure that, at the unit level, time recommendations are respected.

For example, Unit 2 (Quality of Life) contains three outcomes, with a total time allocation of 25% or 27.5 hours[2] of instruction. Teachers should consider the total time available for the unit and plan for instruction so that the three outcomes in the unit can be achieved within the time available.

Unit 1
Integrated Concepts and
Process Skills

September	October	November	December	January	February	March	April	May	June

Unit 1
Integrated Concepts and Process Skills

Unit 2
Quality of Life

Unit 3
Political Economy

Unit 4
Population Change

Unit 5
Human-Environmental Interaction

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[1] This unit is common to all social studies courses, with increasing depth of treatment as students progress from Kindergarten to Level Three.

[2] Based on 110 hours of instruction.

Instructional Time				
Unit	**Outcome**	**Time** (in %)	**Total** (in %)	**Total** (in hours)*
1	1	Integrated	**Integrated***	
	2			
	3			
2	4	7	**25**	**27.5**
	5	9		
	6	9		
3	7	10	**25**	**27.5**
	8	10		
	9	5		
4	10	20	**25**	**27.5**
	11	5		
5	12	20	**25**	**27.5**
	13	5		
Total	**13**		**100**	**110**

* Based on 110 hours of instruction.

Note

Throughout the course the outcomes in Unit 1 are embedded in each topic. Therefore direct instruction would be provided within the context of "content units" where and when students need assistance to scaffold their ability to apply the concepts and skills from Unit 1 to specific content. It is not expected that teachers would spend class time exclusively with Unit 1 in isolation of units 2 through 5.

However, it may be appropriate to spend a few hours at the beginning of the course to re-engage students with these skills.

Table of Specifications

When planning for instruction it is critical for assessment and evaluation to be aligned with outcomes.

Evaluation should be weighted to reflect

- the relative emphasis among units of study, and
- the relative emphasis on cognitive levels during instruction.

For the purpose of this guide, cognitive levels are defined as

- Level 1 (knowledge and comprehension),
- Level 2 (application and analysis), and
- Level 3 (evaluation and synthesis).

The teacher should reflect this emphasis across cognitive levels in their instruction. A teaching-learning environment that mainly emphasizes rote memorization (Level 1) would not fulfill the aims of the course.

The cognitive level weightings should also be reflected in the student evaluation. Items used for evaluation should be distributed among cognitive levels.

A sample assessment matrix is provided below. This sample is based on two assumptions:

- all units are of equal value, and
- an appropriate weighting among cognitive levels is
    - Level 1 = 30%
    - Level 2 = 40%
    - Level 3 = 30%

Teachers should check with their school district each year for any updates in this regard.

Sample Assessment Matrix

Unit	Value	Level 1	Level 2	Level 3
		30%	40%	30%
1	20%			
2	20%			
3	20%			
4	20%			
5	20%			

* Note

At the end of this course, students should be able to return to Unit 2 and re-examine how the themes of quality of life, globalization, and sustainability are interrelated from economic, political, demographic, and environmental perspectives.

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.
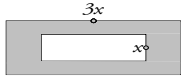
This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes

Students will be expected to
1.0 *model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]*

1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.

1.3 apply a personal strategy for multiplication and division of a given polynomial expression

Focus for Learning

From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.

Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.

Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.

Sample Performance Indicator

Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:
- The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

3x

x

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may
- Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions.

Teachers may
- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may
- Model division of polynomials and determine the quotient
  - (i) $(6x^2 + 12x - 3) \div 3$
  - (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may
- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may
- Discuss why there are so many different possible dimensions.

Extension

Students may
- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized
- *Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
- Multiplying and Dividing a Polynomial by a Constant, Dividing
- Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:
- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use the Outcomes Framework

At the beginning of each unit there a flow chart that identifies the relationship between the general curriculum outcomes (GCOs) for the social studies program and the specific curriculum outcomes (SCOs) for a given course.

GCO

Students will be expected to:

SCO

SCO

SCO
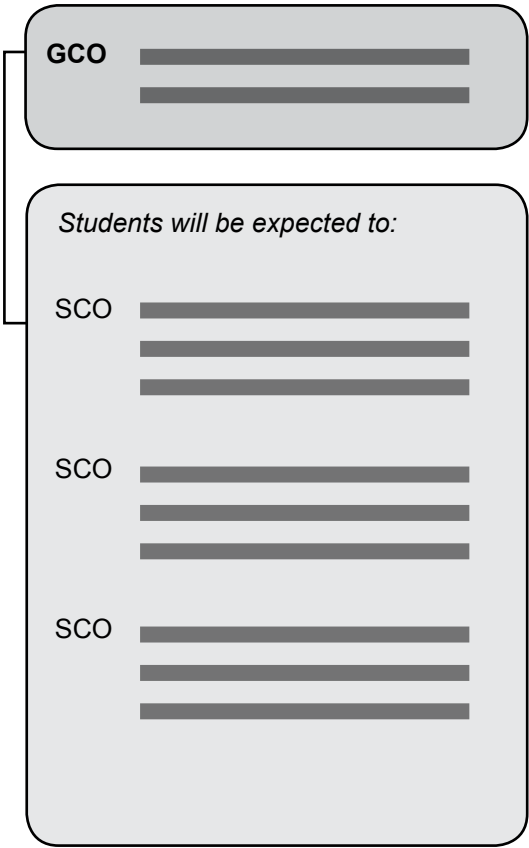
The SCOs Continuum provides a context for teaching and assessment for each unit. The current grade is highlighted in the chart.

Previous Course	**Current Course**	Next Course
SCO	**SCO**	SCO

Section Three:
Specific Curriculum Outcomes

Unit One:
Integrated Concepts
and Process Skills
(ICPS)

Focus

The social studies curriculum has often been viewed as focused on discipline-specific, factual information, where content was an end in itself.

Despite this entrenched focus, when asked by students "Why do we have to know this?" many educators often struggled to provide a cogent answer.

Such an interpretation of social studies is inaccurate.

This unit provides a meaningful answer for both students and educators about the nature and purpose of social studies.

> [Social studies is] *... the integrated study of the social sciences and humanities to promote civic competence. ... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. …*
>
> *Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, country, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*
>
> ~ National Council for the Social Studies

It is from this starting point that the context of the unit is established, and its corresponding outcomes:

1.0   explain how democratic principles and civic engagement can influence the human experience

2.0   analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience

3.0   respond to significant issues influencing the human experience

These outcomes are not meant to be a discrete unit of work which is to be allotted a specific amount of time to complete. Rather, they should be integrated with the outcomes in units two through five.

That said, there will be times when concepts and skills from this unit will have to be unpackaged and explained (e.g.; How is significance determined? see delineation 2.4), but even then it should be done within the context of the course outcomes.

Many teachers will report that the ideas contained in this unit are things they "already do." Thus, the outcomes and delineations in this unit give legitimacy to what some educators have been doing with students, albeit without the nomenclature stated here.

The purpose of this unit is to provide students with the requisite knowledge and skills necessary to make reasoned and informed decisions that can improve our democratic way of life. This is the essence of civic competence.

Outcomes
Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

Students will be expected to:

1.0   explain how democratic principles and civic engagement can influence the human experience
- 1.1   explain the principles upon which Canadian democracy is based
- 1.2   collaborate to achieve a common goal
- 1.3   be able to act to improve the human experience

2.0   analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
- 2.1   evaluate evidence
- 2.2   make comparisons
- 2.3   determine cause and consequence
- 2.4   determine significance
- 2.5   explain perspectives
- 2.6   make value judgments

3.0   respond to significant issues influencing the human experience
- 3.1   frame questions to focus an inquiry
- 3.2   gather and organize information
- 3.3   interpret, analyze, and evaluate information
- 3.4   develop rational conclusions supported by evidence
- 3.5   communicate perspectives and conclusions

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
1.0 explain how democratic principles and civic engagement can influence the human experience	1.0 explain how democratic principles and civic engagement can influence the human experience	1.0 explain how democratic principles and civic engagement can influence the human experience
2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
3.0 respond to significant issues influencing the human experience	3.0 respond to significant issues influencing the human experience	3.0 respond to significant issues influencing the human experience

Suggested Unit Plan

The range of dates highlighted below emphasize that these concepts, processes, and skills should be throughout the entire year.

September	October	November	December	January	February	March	April	May	June

Integrated Concepts, Processes, and Skills

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Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	The overarching goal of eduction is to prepare students to become responsible, empathetic and active citizens in this country, our province and in their communities. While this responsibility is spread among all program areas, it is the primary focus of the social studies program.
1.0 explain how democratic principles and civic engagement can influence the human experience	
1.1 explain the principles upon which Canadian democracy is based	This outcome provides opportunity for students to deepen their understanding of the fundamentals of Canadian democracy.
	The Canadian system of governance, like all democracies, is not perfect but it is based on ideals which have evolved over time. As citizens we benefit from the freedoms granted in the *Constitution Act* (1982) which are denied to many people on this planet.
1.2 collaborate to achieve a common goal	Therefore, it is of vital importance that, as citizens, we not take our democracy for granted. Students should develop the understanding that the rights and privileges Canadians enjoy today are the results of the efforts of engaged citizens over many years who desired to shape our country.
1.3 be able to act to improve the human experience	By the completion of this outcome students should be able to articulate their own vision of what their country should be, and feel optimistic that their actions can help realize that vision and lead to the improvement of the human experience.
	Sample Performance Indicator(s)
	Complete any two of the following tasks:
	• Three principles that guide governance in Canada include *liberty*, *democracy*, and *the rule of law*. Briefly explain each principle and provide an example to support your response.
	• Collaboration is an important ability. Why? Include both an example of collaboration and a non-example of collaboration to support your response.
	• Identify a problem in your community, province, or in Canada. Describe your preferred future where that problem doesn't exist. What actions would you need to take to achieve your vision?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Display in the classroom images of individuals or groups who serve as agents of change (past and present). When appropriate, refer to these images as examples that support the ideas that civic engagement can influence the human experience. *Examples of Canadian Women:* - Doris Anderson (1921-2007), writer, editor and activist for women's rights - Mary Shadd Cary (1823-1893), first black female newspaper editor in North America - Elsie MacGill (1905-1980), world's first female aircraft designer - Nellie Letitia McClung (1873-1951), suffragist *Examples of Canadian Men:* - John Alexander Macdonald (1815-1891), worked towards the creation of Canada - Louis Riel (1844-1885), sought to preserve the rights and culture of the Métis from European encroachment - Clifford Sifton (1861-1929), as Federal Government Minister who encouraged immigration into Canada in the early 1900s - Joseph Roberts "Joey" Smallwood (1900-1991), brought the dominion of Newfoundland into the Canadian confederation *Examples of international Figures:* - Bill Gates (1955-present), co-founder Microsoft; philanthropist and humanitarian has donated over $30 B USD to enhance healthcare and reduce extreme poverty - Mother Teresa (1910-1997), nun and missionary; founded the Missionaries of Charity whose mission is serve "the poorest of the poor"; in 2012 it had 4,500 sisters and was active in 133 countries **Connection** Teachers may • When discussing issues faced by citizens in other countries, when appropriate, compare how the issues might unfold if it arose in Canada. **Consolidation** Teachers may • Provide students opportunity to reflect on "what is" and encourage them to envision "what might be." Encourage students to articulate their ideas.	**Authorized** *Global Connections: Investigating World Issues* (Student Resource [SR], Abridged Edition) • Ch. 1 **Suggested** Professional Learning website for Social Studies www.k12pl.nl.ca: • Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to 1.0 *explain how democratic principles and civic engagement can influence the human experience* 1.1 *explain the principles upon which Canadian democracy is based*	While students will have had some brief exposure to these terms, this will likely be the first time students have formally studied the main principles that guide governance in Canada, including • *liberty* – all citizens possess inalienable rights (e.g., freedom of association, belief, and expression); the Constitution Act (1982) articulates and serves to protect the rights of citizens; • *democracy* – the citizens of Canada are the ultimate source of government's authority; citizens "rule" through open, fair, and regular elections; and • *the rule of law* – citizens, governments, and all other organizations (both formal and informal) must act within the rule of law (i.e., the law applies to all; no one is exempt). A historical context will be provided for each of these principles in this course. Students who completed Social Studies 1202 will have a deeper understanding of these principles and ideas. For example, they would have considered: • What are the legal rights of Canadians? • Are the perspectives of all Canadians represented in Parliament? • How are the actions of the executive checked in order to prevent any abuse of power? Throughout the high school social studies program students will continue to engage with these principles. For example, in Social Studies 3202 students will respond to issues whereby the perspectives and values of Canadians will be used to guide the development of responses to issues that are inherently complex and multifaceted. The intent, therefore, of this delineation is to help students develop a frame of reference through which they compare the reality of the world around them against what they understand Canada might aspire to become.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display the following quotation made by Lester Pearson (14th Prime Minister of Canada; Nobel Peace Prize Laureate) in 1967.

  " ... we are still a young country, very much in the formative stages. Our nation's condition is still flexible enough that we can make almost anything we wish of our country. No other country is in a better position than Canada to go ahead with the evolution of a national purpose devoted to all that is good and noble and excellent in the human spirit."

  Pose the following question as a way to help engage students with the idea of Canadian democracy:
  - Pearson stated that "*we can make almost anything we wish of our country.*" What do you want Canada to become?
  - What are some examples of "*good and noble and excellent in the human spirit*"?
  - Each year thousands of people apply to immigrate to Canada. Why do so many people want to move here?

  Throughout the course, return to the question "What do you want Canada to become?" as a means to prompt students to deepen their thinking on how Canada should evolve.

Connection

Teachers may

- When examining issues involving citizens' / human rights (i.e., liberty) in another time, prompt students to compare the experience of citizens in that time period with what citizens in Canada might experience today. When practical, ask students to reference the specific section(s) of Constitution Act (1982).
- When examining issues involving the application of law, prompt students to consider if the issue in question is fair / just / moral?

Consolidation

Teachers may

- Display the following quote from Winston Churchill, "No one pretends that democracy is perfect or all-wise." Invite students to respond to the following question, "Is there a better form of government than democracy?"

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 1 pp. 6-9

Suggested

- Professional Learning website for Social Studies www.k12pl.nl.ca:
  - Resource Links
- *How Canadians Govern Themselves* by Senator Eugene Forsey, © 1980 Her Majesty the Queen in Right of Canada
- *Elements of Democracy* by Charles Bahmueller, © 2007 Center for Civic Education

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to *1.0 explain how democratic principles and civic engagement can influence the human experience* *1.2 collaborate to achieve a common goal*	Social studies, by definition, is an enabling discipline. *The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*[1] Social studies enables students to act both independently and collaboratively in order to improve the human experience. The notion of improving the human experience is understood in the context of this program to refer to any act that betters the well-being[2] of the community, on any scale – local, regional, national or global. Collaboration is the ability to work together in mutually beneficial ways. In order to work with others to better the well-being of the community and achieve a common goal, students must be able to • work with others in a respectful and peaceful manner; • collectively "own" the work and be mutually responsible for it; • engage and contribute their fair share; • establish and adhere to group rules / norms (e.g., know when it is appropriate to speak and when it is appropriate to listen); • exercise open-mindedness and flexibility; • learn from and value the ideas, opinions, perspectives contributions of others; • demonstrate a willingness to negotiate and compromise to achieve consensus; and • incorporate feedback, dealing positively with praise and criticism. The aforementioned points are not new to students. However, the ability to act as a citizen to improve the human experience requires one to have ownership of appropriate social skills. Therefore, within social studies the ability to collaborate is arguably of even more importance than discipline-based knowledge.

[1]   NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213
[2]   Well-being includes any outcome that is considered positive and meaningful for those affected.

Integrated Concepts and Process Skills

| Sample Teaching and Assessment Strategies | Resources and Notes |

Sample Teaching and Assessment Strategies

Activation

Teachers may
- As a class, develop a set of guidelines / rules to follow when engaged in group activities.
- Before beginning a small group activity, remind students of the norms of collaboration.

Connection

Teachers may
- When organizing students to work cooperatively, provide a copy of a scoring guide (sample provided below; adapt to best suit individual needs and goals). Review the criteria with the class to help ensure that all students have a clear understanding of what successful collaboration looks like.

Criteria	Rating			Example(s)
	1	2	3	
I was respectful of my partners' ideas.				
I was on-task.				
I contributed equally to the task.				
I encouraged my partner(s) to fully engage with the task.				
add other criteria				

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 1 pp. 10-11

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
1.0 explain how democratic principles and civic engagement can influence the human experience	The suggestions under *Sample Teaching and Assessment Strategies* (column three) frequently include tasks that require authentic collaboration. Examples from this curriculum guide include
	• Organize students into teams to ...
	• With a partner ...
1.2 collaborate to achieve a common goal	• As part of a small group ...
	• Invite students to organize ...
	• As a class plan and execute ...
	• As part of a class discussion ...
	• Working in teams of three ...
	Teachers may wish to develop social / emotional development assessment tools (e.g., checklist) to provide specific feedback to individual students to help her or him achieve this delineation.
	In summary, students should already be able to work collaboratively with others by the time they enter high school. However, within the high school social studies program students are given additional opportunity to develop and refine their collaborative abilities and to further mature their social-emotional intelligence.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Students may

- Reflect on the activity you just completed with your partner / group. Respond to one of the following journal prompts:
    - I positively contributed to the activity when I ...
    - In hindsight, while working on this activity I could have been a better partner / group member if I had ...

    Note: An exit card could be used instead of a journal.

Self-Reflection 3-2-1

3 things our group did a good job with today:

>

>

>

2 things I did that demonstrated I was open-minded:

>

>

1 thing I will do in the future to encourage my group to think more deeply about our task:

>

Integrated Concepts and Process Skills

Outcomes	**Focus for Learning**
Students will be expected to	
1.0 explain how democratic principles and civic engagement can influence the human experience	Throughout the social studies program students frequently engage with events and issues that they may decide were, or are, inappropriate or unacceptable (e.g., racial discrimination, poverty, war). As part of these discussions, students construct or revise their mental schema of what they believe the world "should" look like. Sometimes this is referred to as a student's vision for a "preferred future."
1.3 be able to act to improve the human experience	In addition to examining events and issues they find troubling, students also engage with events and issues involving positive societal change. Example, when investigating the evolution of social benefits in Canada, students might explore:
	• the introduction of child welfare and workers' rights legislation at the turn of the 20th century,
	• the introduction of income tax to fund the war effort and some of its consequences such as the creation of pensions for disabled soldiers,
	• the introduction of the Old Age Security Act in the 1920s,
	• the implementation of the Unemployment Insurance Act,
	• the regulation of industrial relations,
	• veterans' pensions,
	• land settlement,
	• rehabilitation and education in the1940s, and
	• the introduction of the Canada and Quebec Pension Plans and Medicare in the 1960s.
	It is the idea that people can improve the human experience that serves as the focus of civics within social studies. The selection of specific events and issues helps to inform students' understanding that they can change their world into something they believe is better than what exists.
	The regular investigation of examples of positive societal change should help each student develop their own sense of agency – whereby the student feels they are able to realize personal and group goals.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • While investigating a problem or an issue, invite students to identify what they feel is wrong or inappropriate. Next, ask students to envision and propose a better situation or outcome.	**Authorized** *Global Connections: Investigating World Issues* (SR, Abridged Edition) • Ch. 1 pp. 12-13

We don't like ...	Problem	*We would prefer ...*
1.		1.
2.	or	2.
3.	Issue	3.

Suggested

- Professional Learning website for Social Studies www.k12pl.nl.ca:
  - Resource Links
- *Take Action: A Guide to Active Citizenship* by Marc Kielburger and Craig Kielburger, © 2002 Gage Learning

Connection

Teachers may

- Once students have identified a solution to a problem or a preferred response to an issue, invite them to outline the steps / actions that would be necessary to solve the problem or respond to the issue. A graphic organizer may be helpful.

Action Planner

Goal:			
Action(s) to be Taken / Task(s) to be Completed	Person / Group Responsible	Resource(s) Needed	Target Date
1.			
2.			
3.			

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0　explain how democratic principles and civic engagement can influence the human experience

　　　1.3　be able to act to improve the human experience

Focus for Learning

This social studies program contains many opportunities for students to reflect on and imagine how an issue may be addressed in order to improve the human experience. It is important to plan sufficient time for students to engage in these activities. The integrative nature of these activities also means that multiple outcomes are addressed, including SCO 2.0 and SCO 3.0 from this unit.

Finally, it is important to clarify that while this delineation is intended to prepare students to be "able to act", it respects the principles upon which Canadian democracy is based, notably that of liberty, and thus respects the right of one to not act if they so choose.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Teachers may

- Once students have developed a plan to solve a problem or address an issue invite, them to undertake a risk assessment / analysis:
  - Identify issues (risks) that could potentially interfere with the implementation of the solution / response.
  - For each risk identified, determine how it may be either eliminated or mitigated.

    Note: If students identify many risks, it may be helpful to use a matrix to evaluate each risk. This will allow students to focus their time and attention on the areas that pose the greatest threat.

RISK ANALYSIS MATRIX

classify each risk to evaluate the

magnitude of its consequences and the probability of it occurring

(e.g., drones flying near airports)

PROBABILITY	V Low	Low	Medium	High
High	moderate	high	extreme	extreme
Med	moderate	moderate	high	extreme
Low	low	low	moderate	high
V Low	low	low	moderate	moderate

MAGNITUDE

Students may

- Analyze images that depict plans going awry. What can be learned from this analysis?

Source: https://www.kent.ac.uk/careers/sk/skillsactionplanning.htm

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	Social scientists apply a range of concepts and processes as they work to better understand the human experience.
2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	The social studies program identifies and focuses on six separate, but interrelated, concepts or forms of analysis:

Focus for Learning (continued)

- the use of *evidence* – our shared understanding of the world is based on data that can be validated (i.e., facts)
- making *comparisons* – in order to understand something, it is useful to look for similarities, differences, patterns or trends among datum
- understanding *causality* – every action is a function of at least one stimulus
- discerning what is *significant* – one cannot know everything, therefore we have to use criteria to tease apart the human experience, separating the more important from the apparently less important
- accounting for varied *perspectives* – in any group a range of differing views can coexist, thus something may be both right and wrong depending on one's viewpoint
- understanding how the actions of individuals and groups are shaped by *values* – rational adults seldom act randomly; whether one is aware of it or not, actions are guided by ideas and ideals

Outcomes (continued)

2.1 evaluate evidence

2.2 make comparisons

2.3 determine cause and consequence

2.4 determine significance

2.5 explain perspectives

2.6 make value judgments

Focus for Learning (continued)

These concepts and processes should be used to guide decisions around how to engage students with the curriculum outcomes of the social studies program.

By the completion of this outcome, students should be able to apply these concepts as they engage in the exploration of the human experience.

Sample Performance Indicator(s)

If one were writing a news story about a particular event, explain how each of the forms of analysis may be used to guide the writing of the article. Include two sample questions that could be used with each form of analysis.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When introducing a topic, have students participate in a gallery walk. At each station, have an identified area of focus (e.g., cause and consequence). Ask students to add two focus-related questions that they feel should be investigated.

Connection

Teachers may

- When students are addressing issues (e.g., orally in classroom discussion; as part of a written assignment), require that they use analysis-specific graphic organizers to record and organize their thinking. *Note: Sample graphic organizers are provided throughout this curriculum guide. For example:*

Evaluate Evidence

Issue	Claim (facts)	Evidence	Evaluation

Make value judgments
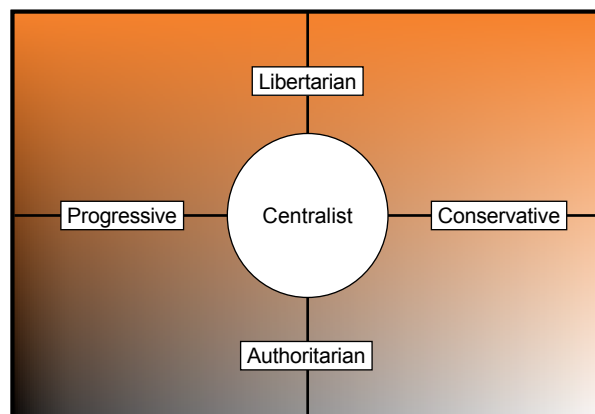
Consolidation

Teachers may

- When students are creating position papers or responding to an issue, remind them to "double check" that they have applied all of the forms of analysis that are applicable to the matter under investigation.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition), textual features

- *Case Study*
- *You Decide*
- caption questions for images and graphics

Suggested

- Professional Learning website for Social Studies www.k12pl.nl.ca:
  - Forms of Analysis
  - Resource Links
- *Teaching about Historical Thinking* by Mike Denos and Roland Case, ©2006 The Critical Thinking Consortium
- *Teaching about Geographical Thinking* by Kimilla Bahbahani and Niem Tu Huyhn, ©2008 The Critical Thinking Consortium

Integrated Concepts and Process Skills

Outcomes	Focus for Learning

Students will be expected to
 	
2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*
 	
2.1 *evaluate evidence*
	Social studies is a social science discipline. Like all sciences, it is based on the use of evidence. Consider the following examples:
	
	• economics – sales data is used to determine the impact of marketing on consumer choice
	
	• geography – census data is used to determine dependency ratios which will inform provincial government spending priorities in relation to education for children and health care for the elderly
	
	• history – the motives of Prime Minister Pearson for the introduction of the Canada/Quebec Pension Plans can be understood by an examination of public and private documents, and through interviews with individuals involved in the preparation of the legislation
	
	• political science – the laws and constitution of a country are examined to determine the degree to which it has endorsed the principles set out in the UN Declaration of Human Rights
	
	It is important to make this point as some individuals may feel that social studies merely involves the expression of one's opinion, and as such there is no "right" or "wrong" as everyone is entitled to an opinion. This is an inaccurate understanding of the nature of social studies.
	
	It is vital for students to understand that the search for and establishment of factual evidence is key to the development of supported or substantiated opinions which can be defended and upon which important decisions can be made or conclusions drawn.
	
	The starting point of inquiry is the evaluation of evidence.
	
	In social studies, students are expected to locate information (either quantitative or qualitative) to answer factual questions as well as use information as they construct / formulate reasoned judgments. For example, "Should Canada ban the use of nuclear sources of energy?"
	
	The degree to which a question can be answered – or a reasoned judgment constructed – is a function of the *quantity* and *quality* of the information available:
	
	• quantity – the more data available the more definitive the conclusion, as various sources can support / validate each other; for example, which conclusion is more likely to be reliable:
	  - A – three consistent witness statements and a corroborating video of the event
	  - B – a social media posting based on a second-hand report (i.e., not an eye-witness)
	
	• quality – the accuracy and credibility of data will also influence the reliability a conclusion; for example, which source is more likely to be accurate and/or believable?
	  - A – a video recording of an accident
	  - B – a word-of-mouth statement from a relative of the person denying responsibility for an accident

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Help students develop a standard routine when beginning an inquiry or discussing an issue. For example, ask students to
  - identify the claim / assertions,
  - identify the supporting evidence, and
  - evaluate the evidence.

  A standard template or graphic organizer may be helpful in allowing students to articulate and organize their thinking.

Issue	Claim / Assertion	Evidence	Evaluation

  A version of the questions / template could be displayed somewhere in the classroom as a prompt for students as they begin an inquiry into an issue.

Connection

Teachers may

- When debating two positions / perspectives on an issue, provide students with a scoring scale to assess the quantity and quality of information used by each party.

Position / Perspective:		
Source	Quantity	Quality How accurate / reliable is the information it contains?
		(low) 1 2 3 4 5 6 7 8 9 10 (high)
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10

Resources and Notes

Authorized

Global Connections:
Investigating World Issues
(SR, Abridged Edition)
- Ch. 2 p. 16

Suggested

- Professional Learning website for Social Studies www.k12pl.nl.ca:
  - Forms of Analysis
  - Resource Links
- *Teaching about Historical Thinking* by Mike Denos and Roland Case, ©2006 The Critical Thinking Consortium
- *Teaching about Geographical Thinking* by Kimilla Bahbahani and Niem Tu Huyhn, ©2008 The Critical Thinking Consortium

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience

2.1 evaluate evidence

Focus for Learning

When working with evidence, students should practise habits of mind to

- demand sufficient evidence before answering a question or drawing a conclusion;
- withhold judgment where one cannot answer a question or draw a conclusion because evidence is insufficient or ambiguous; and
- revise a conclusion based on new evidence, thus demonstrating open-mindedness and flexibility.

The ability to work with a variety of sources is not new to students, nor restricted to social studies. For example, in the English language arts program, students routinely assess various types of written, visual or other types of sources. Thus, the social studies program provides further opportunities for each student to further deepen their ability to evaluate evidence.

Possible sources of evidence include

- art works
- audio recordings
- diaries
- informational texts
- interviews

- maps
- newspapers
- photographs
- receipts

The following questions may serve as starting points for students when evaluating sources of evidence:

- Reliability – Who is the author? Were they present at the event?
- Motive – Why was the source created? What bias might the author have?
- Credibility – What is the relationship between the author of the source and the subject / issue being examined?
- Inclusivity – Does the author include and/or address conflicting perspectives?
- Rationality – Does the source make use of logic / cause-and-consequence relationships?
- Plausibility – To what degree is the explanation provided in the source possible and probable?

Students should make use of general and, if appropriate, specific criteria when evaluating evidence.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may
- Select and utilize appropriate criteria for analyzing a source. For example, the following may be used when evaluating visual evidence, such as a photograph.
  - What is the setting and time?
  - What people and objects are present?
  - How are things arranged in the visual?
  - What is happening in the visual?
  - What is not happening in the visual?
  - What is omitted from the visual?
  - What might have been the intent/purpose of the author when constructing this visual?

Consolidation

Students may
- Evaluate primary sources using appropriate criteria. For example:

Criteria	**Example / Reference**	**Degree of Credibility** *Low ... High*
Authorship: In what way(s) is this person qualified to be a primary source?		
Bias: Does the author have a vested interest in the event / issue?		
Inclusive: Does the author consider and, if appropriate, include other or conflicting perspectives?		
Logic: Does the source make use of appropriate cause-and-effect relationships?		
Plausible: Is the explanation within the source probable and/or reasonable?		

Integrated Concepts and Process Skills

Outcomes	Focus for Learning

Students will be expected to
 	
2.0   *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*
 	
    2.2   *make comparisons*
	The ability to make a comparison and observe either similarity or difference is an important skill with relevance for daily living. Also, making comparisons is a common, and natural, starting point for inquiry.
	
	More specifically, within social studies, the ability to identify continuity and change is one of the primary ways a person constructs an understanding of different times (history), different places (geography), and different systems (economics and politics).
	
	At the most basic level, making comparisons allows one to differentiate between alternatives and make a reasoned choice or judgment. For example, comparing fuel economy or purchasing price between two automobiles would inform the decision-making process. (See delineations 2.6 and 3.4)
	
	Students should understand that
	  • change and continuity are ever present,
	  • change can occur at different rates,
	  • change and continuity can be both positive and negative,[1]
	  • comparisons can be made over time and space, and
	  • comparisons can be made between people and place.
	
	It is also important to note that if a comparison indicates that there is little or no difference, students should not assume that there was an absence of factors which account for this continuity. Instead, students should just as readily ask "What accounts for this similarity / constancy?"
	
	The use of graphic organizers (e.g., Venn diagram) enables students to organize their observations, which may be especially important if the comparison is complex and / or multifaceted.

[1]   Students should not assume that change is "good" or that continuity is "bad". Frequently we associate innovation with positive change – typically with reference to things that make our lives easier. However, not all innovation is entirely beneficial. For example, while fast food restaurants are convenient for busy people, they contribute to increased rates of heart disease and diabetes.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When beginning to make a comparison, use a graphic organizer to help record and organize students' observations. There are a variety of organizers that can be used.

Organizer #1

Item #1   Item #2

Similarities
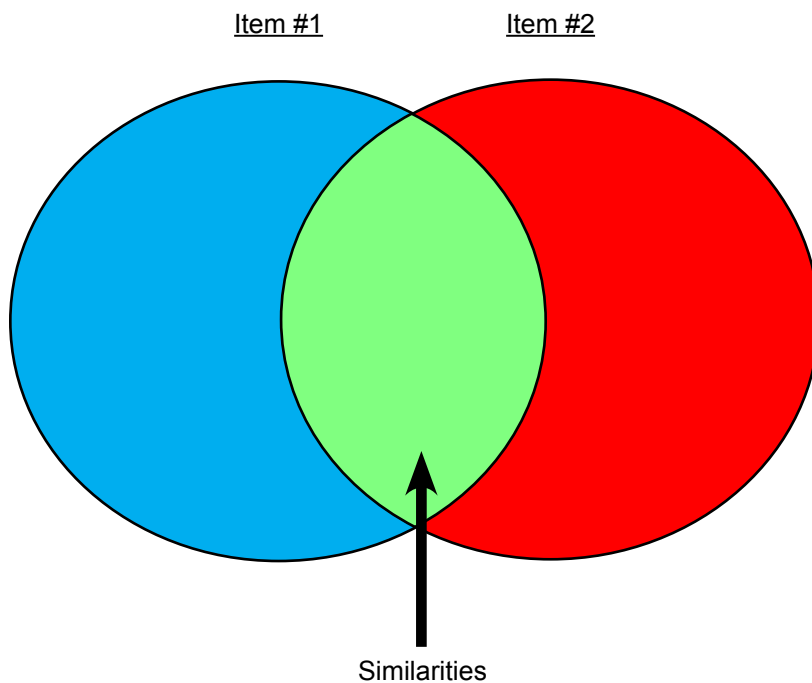
Organizer #2

Item #1   Item #2

Different	Similar	Different

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 2 p. 17

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
- Forms of Analysis
- Resource Links

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

    2.2 *make comparisons*

Focus for Learning

More complex interactions involving more than two elements should be used regularly with students. The most obvious application of a Venn diagram is to apply several of the following perspectives

- cultural
- economic
- environmental
- geographic
- historic
- political
- social
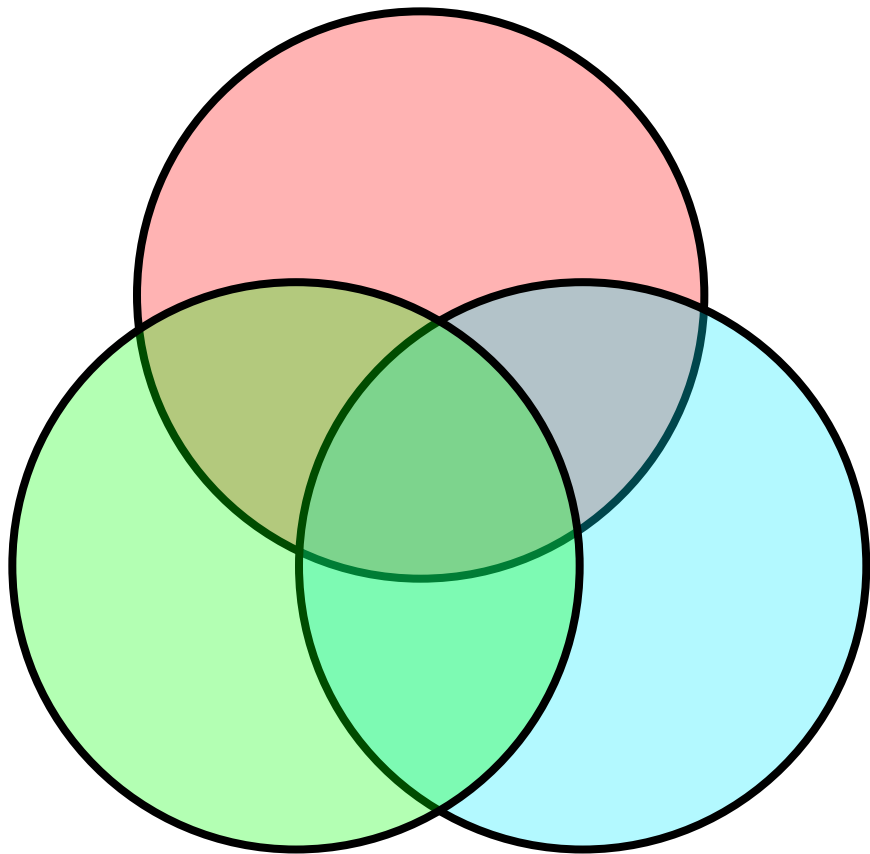
Note: In Social Studies 2202 and 3202 students should regularly reference the following four perspectives

1. economic
2. geographic (includes environmental)
3. historical
4. social (includes cultural and political)

Integrated Concepts and Process Skills

| **Sample Teaching and Assessment Strategies** | **Resources and Notes** |

Connection

Teachers may

- When making comparisons that involve more than one criteria, use an appropriate graphic organizer to record and organize students' observations.

Organizer #3

Item #1   **Item #2**

Criteria #1

Criteria #2

Criteria #3

Similarities

Organizer #4

Different   Similar   Different

Criteria #1   Criteria #1   Criteria #1

Criteria #2   **Item #1**   Criteria #2   **Item #1**   Criteria #2

Criteria #3   Criteria #3   Criteria #3

Integrated Concepts and Process Skills

| Outcomes	Focus for Learning
Students will be expected to *2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience* *2.2 make comparisons*	The purpose of making a comparison is not an end in itself, comparison should be used to stimulate further inquiry. Consider the following scenario: • A student typically scores 80-90% on their social studies unit tests. However, on the most recent test the student scored 40%. This scenario may lead to additional questions involving comparison: • Was the test harder than usual? • How did other students perform on the test? • How did other students perceive the difficulty of the test? • Was there an equal degree of preparation for the test? It is critical that students practice inquiry skills as they engage in the process of asking question (see delineation 3.1). Other questions may also emerge that drive inquiry towards the application of other forms of analysis. For example, the following questions relate to cause and consequence (see delineation 2.3): • Why did this student do so poorly on the test? • Was the student sick? • Did the student forget that there was a test? • Was there a problem with the test itself? Likewise, sometimes a question may bridge multiple forms of analysis. For example, the question "How did other students perceive the difficulty of the test?" involves not only making comparisons, but also explaining perspectives (see delineation 2.5). Thus, inquiry can take on a life of its own. In addition to stimulating student curiosity and validating student interest, the questions asked by students are revealing in that they provide some insight into students' interests and perspectives. Furthermore, the sophistication (degree of complexity) of the questions posed by students can be helpful in determining the cognitive level or form of analysis at or with which a student is interacting with the task at hand. Teachers can and should leverage these insights to guide instruction and deepen student engagement. When making comparisons, students should be able to • identify what has changed, • describe how it has changed, and • investigate to determine why change has occurred. Finally, a useful way to help students deepen their understanding of an event, idea, issues, or trends is to make a comparison in the form of an analogy. Reasoning by analogy is especially useful if the analogy is familiar to students, or is very concrete. This allows for an easier investigation of unfamiliar and / or abstract ideas. Note: It will be important for students to know that analogies are limited and, therefore, are best used as a starting point for inquiry.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Organizer #3

Item #1:		Item #2:

Similarities

Differences

(criteria)

(criteria)

(criteria)

(criteria)

(criteria)
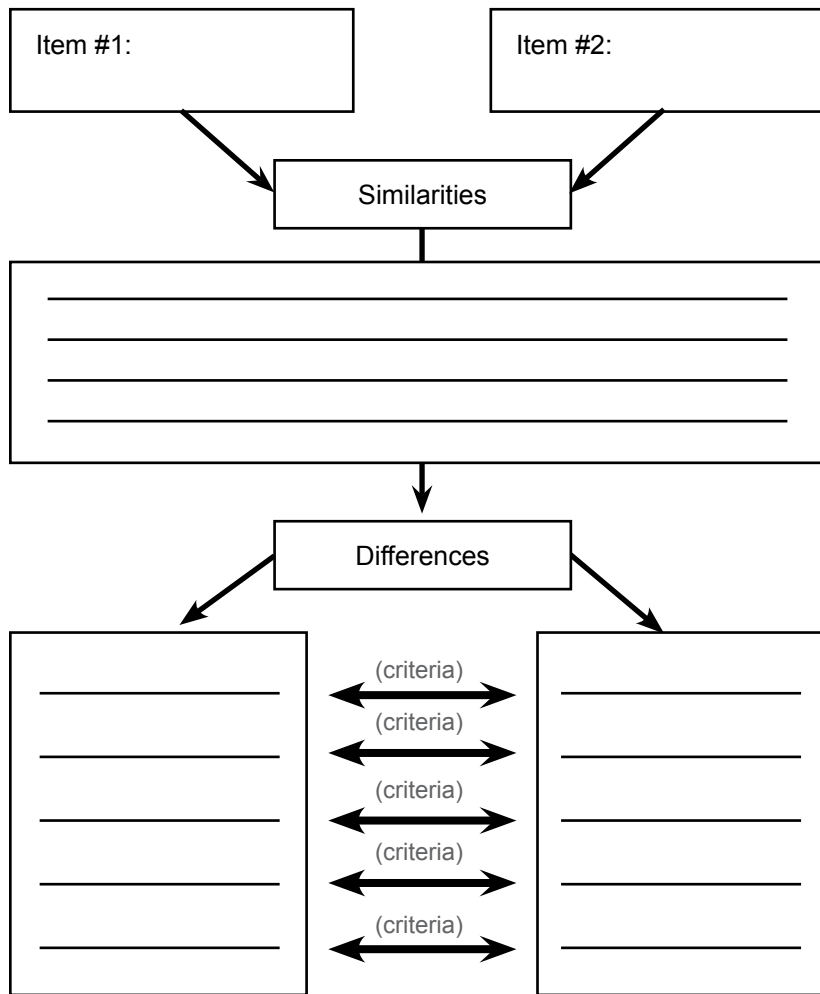
Consolidation

Students may

- Create an analogy that better helps one to understand a complex situation / issue.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to *2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience* *2.3 determine cause and consequence*	Perhaps the most important form of analysis used in the social sciences is the identification of cause and consequence. In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that have influenced or led to it, as well as the results of those influences. In general terms, the causes of an event can be classified as either • immediate causes, or • underlying influences. Immediate causes are the forces which contributed to / result in a particular event actually occurring. For example, if someone was driving above the speed limit on a rainy evening and had a car accident, we could argue that the immediate causes of the accident were excessive speed and slippery driving conditions. But were there any underlying influences? Perhaps there is a growing tendency by people to rush or "be in a hurry"? Or perhaps the roads in the area were not well maintained and contained an excessive number of ruts due to ongoing budget cuts resulting from a downturn in the local economy. The consequences of an event can be classified as either • anticipated consequences, or • unanticipated consequences. To return to the previous example, the driver of the car might have foreseen that travelling at high speed on a rainy night might result in an accident. This is an example of an anticipated consequence. In contrast, when European explorers "discovered" North and South America, and began exploiting the resources they contained, no one anticipated it would result in the deaths of millions of native Americans and the establishment of entirely new ways of life. This is an example of an unanticipated consequence. Additionally, consequences can be further classified as • either short-term or long-term, and • positive or negative. The identification of cause and consequences may be one of the easiest forms of analysis for students to understand. From the earliest months of their lives, students have experience with applying the concept of causation. For example, students learned that if they wanted the help of adults (e.g., for food, cleaning, or comfort) they could cry, and attention would soon follow and their demands would be met.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Global Connections: Investigating World Issues* (SR, Abridged Edition)
• Introduce a topic using the question "What might be the consequences of ... ?"	• Ch. 2 p. 17
- Provide students with two or three minutes to create an idea web where they record their initial thoughts before engaging in a small- or whole-group discussion.	**Suggested**
- Conduct a group discussion and ask students to share their ideas.	Professional Learning website for Social Studies www.k12pl.nl.ca:
- During the group discussion, the facilitator should create an idea web, adding ideas from group members.	• Forms of Analysis
- If the same idea is raised multiple times, use tally marks (or some form of colour coding) to identify the commonalities in thinking among group members.	• Resource Links
Note: The web can be added to throughout the exploration of the topic; ideas that were accurate can be shaded green while ideas that were inaccurate can be shaded blue.	
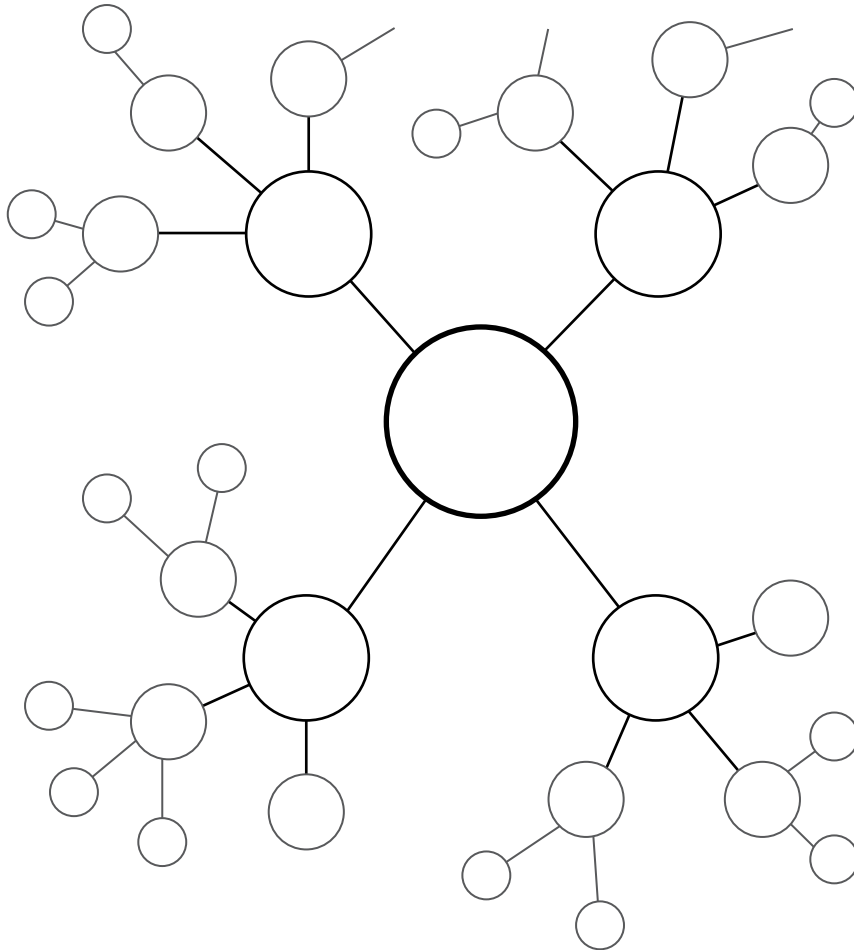
Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0   analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience

2.3   determine cause and consequence

Focus for Learning

However, within the domain of cause and consequence there are two common fallacies that students need to be aware of, both in terms of their own thinking and in the evaluation of the arguments of others.

- *The post hoc fallacy* – Derived from the Latin phrase "post hoc ergo propter hoc" (meaning "after this, or therefore because of this"), sometimes people assume that because one event (A) was followed directly by another event (B), that event (A) caused event (B). This is a common error in logic. Frequently, two successive events may be completely unrelated. For example, a rooster wakes up in the early morning and crows. Moments later the sun rises. Did the rooster's crowing cause the sun to rise?

Illustration by Randolph Caldecott (1887)
base on an engraving by Edmund Evans
Creative Commons (source: https://en.wikipedia.org/wiki/Edmund_Evans)

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Connection

Students may

- Complete a graphic organizer to summarize the causes and consequences of a topic under investigation.
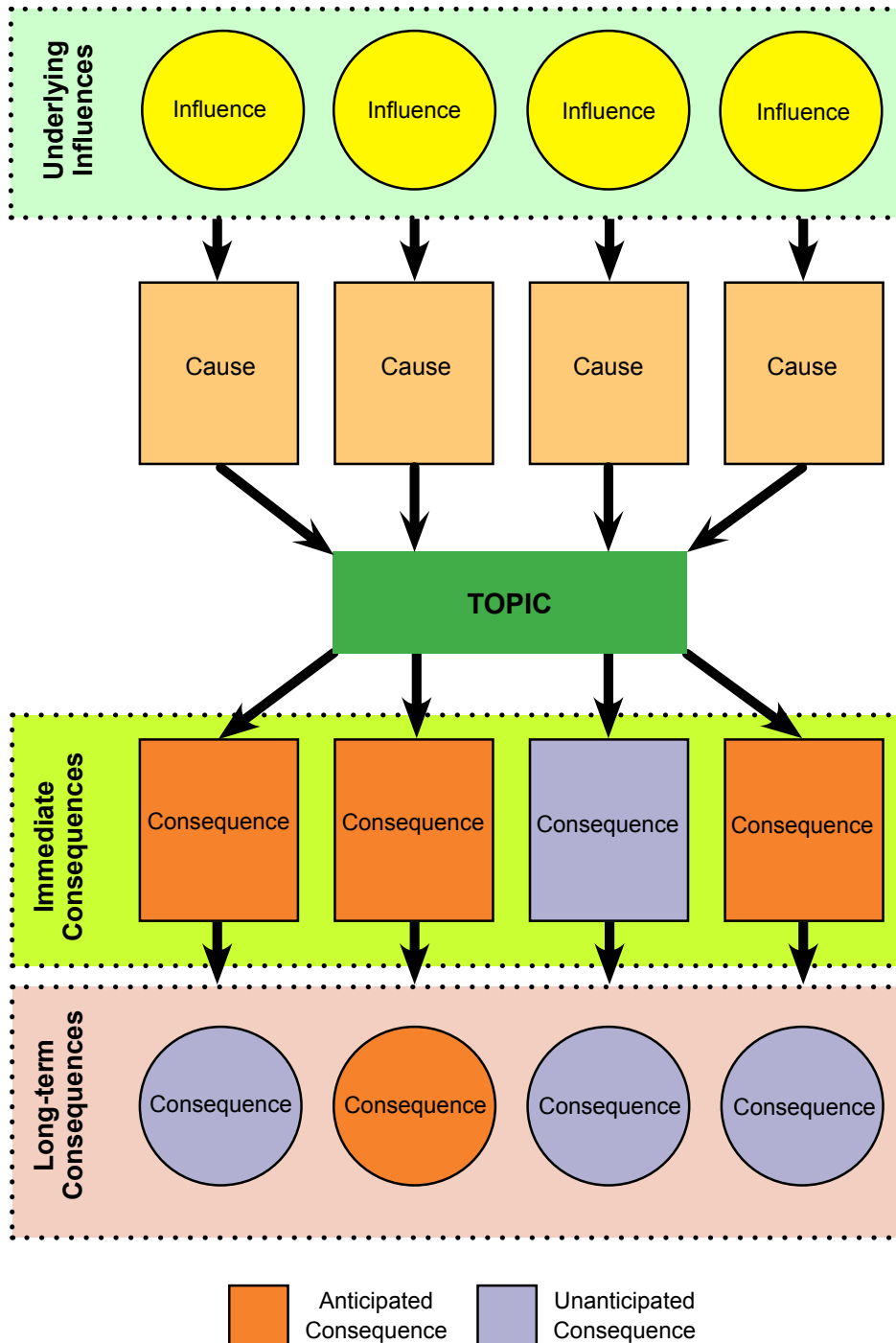
Underlying Influences

Influence   Influence   Influence   Influence

↓   ↓   ↓   ↓

Cause   Cause   Cause   Cause

TOPIC

Immediate Consequences

Consequence   Consequence   Consequence   Consequence

Long-term Consequences

Consequence   Consequence   Consequence   Consequence

◼ Anticipated Consequence   ◼ Unanticipated Consequence

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0   *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

    2.3   *determine cause and consequence*

Focus for Learning

- *The fallacy of single causation* – A similar error in logic occurs when it is assumed that there is a single, simple cause or explanation for an outcome when in reality it may have been the result of a number of contributing causes. The car accident noted earlier in this section is a good example, as the accident was likely the result of at least two causes.

Creative Commons (source: https://pixabay.com/p-83008)

Finally, coupled with identifying cause and consequence is the notion of prediction / speculation.

It is appropriate to ask students to predict or speculate what may be the possible outcome(s) of a particular cause (e.g., event, idea). When making a prediction / speculation, students should be encouraged to use past knowledge to inform what they anticipate will occur.

One of the benefits of this pedagogic activity is the deepening of a student's creativity. When invited to speculate, without restrictions, a student can explore new realms and ideas.

Additionally, student engagement can be increased by regularly asking questions related to speculation and the application of cause and consequence. Classic stems to begin speculation include:

- What might happen if …
- Let's assume that ...
- Imagine ...

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Teachers may

- Invite students to evaluate the consequences of an event, idea, issue, place, or trend. Use colour to classify each consequence.

Note: The process of evaluating consequences overlaps with delineations 2.4, 2.5, and 2.6.
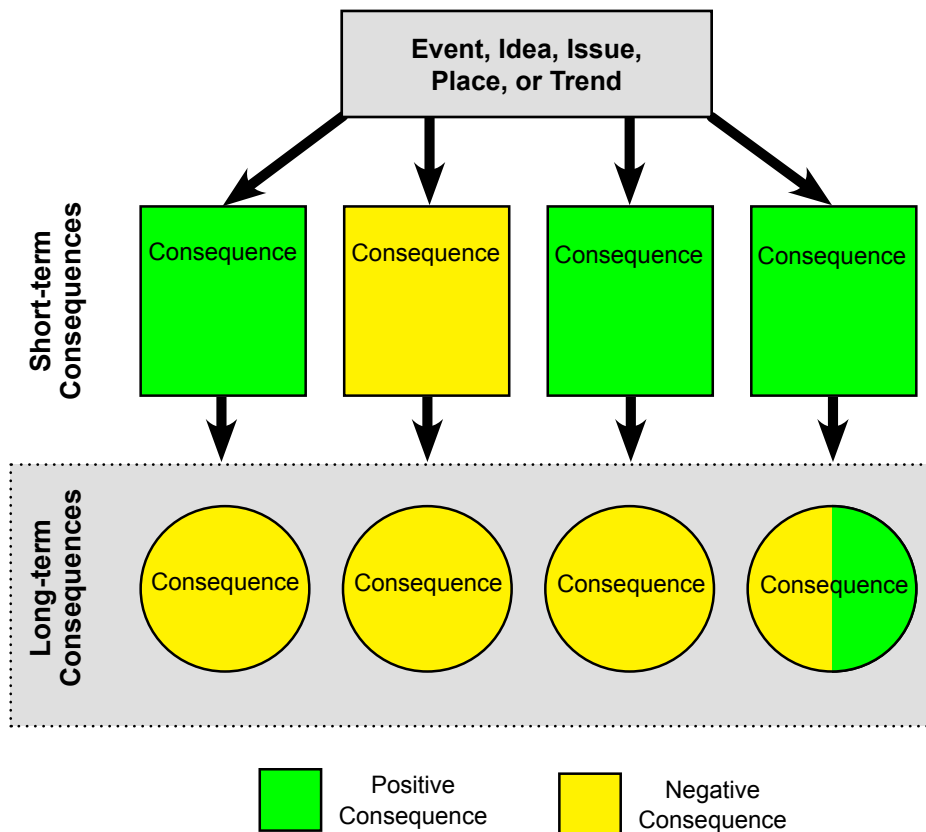
Note: The connecting arrows between short-term consequences and long-term consequences are not intended to imply a direct relationship. Similarly, students may observe that one or two long-term consequences contribute(d) to another level of consequence.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*	Why do we learn about certain topics, but not others? Are all topics equally important? Who decides that something is "important"? What should we teach students? How do we answer students when they ask, "Miss/Sir, why are we learning about this?"
	The criteria used to select what and who should be remembered, researched, taught and learned varies according to setting. We put effort into learning about and remembering that which others identify as significant, but how are those choices made?
2.4 *determine significance*	In the context of the social sciences, information, events, ideas, issues, places, and trends are said to be significant if there are deep consequences (magnitude) for many people (scope) over a long period of time (duration).
	At the high school level, students should be able to apply the criteria of magnitude, scope, and duration to determine the relative importance of a given scenario.
	Additionally, students should understand that something may be considered significant if it is revealing – that is to say, it "sheds light" on a topic. For example, there may be little that was unique about the way the inshore fishery was conducted in Upper Island Cove during the 1800s, but by studying about this particular experience, insight may be gained about the nature of the inshore fishery as a whole at that time period.
	Determining what is significant becomes increasingly complex when we consider the influence of *time* and *perspective*. Consider the following:
	• the influence of time:
	- In the 1920s the First World War was believed by many people to be the most tragic war in history.
	- However, in the 1950s the consequences of the Second World War were so profound that many felt that it was the most tragic war in history.
	• the influence of perspective:
	- Confederation with Canada, many would argue, was the most significant event in the lives of Newfoundlanders and Labradorians during the second half of the 20th century.
	- However, this event might not be considered as significant by those whose lives were uprooted by resettlement programs between 1954 and 1975.
	- Similarly, while the history and heritage of the inshore fishery of the 1800s is important to Newfoundlanders and Labradorians, it is not particularly important to other Canadians.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Connection

Teachers may

- When determining significance, invite students to use a rating scale to assess each criterion.

CRITERIA	EVENT #1	EVENT #2
Magnitude *How were people affected?*	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Scope *How many people were affected?*	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Duration *How long have people been affected?*	Evidence: • • • Score: _____	Evidence: • • • Score: _____
TOTAL		

Low   *Moderate*   *High*

0......1......2......3......4......5......6......7......8......9......10

Resources and Notes

Authorized

Global Connections: Investigating World Issues
(SR, Abridged Edition)
- Ch. 2 p. 18

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
- Forms of Analysis
- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

2.0   *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

      2.4   *determine significance*

Focus for Learning

The ability to establish significance is a critical concept in social studies. It enables students to assess for themselves why information, events, ideas, issues, places and trends are worthy of study.

This form of analysis is integral in fulfilling the aim of the social studies program:

> [The social studies program is designed] *...to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.*
>
> Foundation for the Atlantic Canada Social Studies Curriculum

Finally, it is important to emphasize that the focus of this outcome is on the development of skills. Given that determining significance is arguably the most complex of the analytic skills in outcome 2.0, teachers should pay particular attention to *how* a student determines significance – the final answer is not necessarily as important as the development of the student's ability to apply the criteria of magnitude, scope and duration, while being mindful of the influence of time and perspective. Put another way, in mathematics, a student may obtain the correct answer, yet the teacher will want to see the calculation which led to the correct response. By the same token in social studies, a student's determination of significance must be grounded in the application of three criteria

- magnitude,
- scope, and
- duration.

These criteria should be clearly evident to the classroom teacher by what is said, displayed or written.

Determining significance provides students with the opportunity to think deeply about subject matter, as well as the ability to formulate reasoned judgments, based on criteria (i.e., to think critically).

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation
 	
Teachers may
• Organize students to debate the following propositions:
  - When determining significance, one criterion may be more important than other. For example, although Event #1 involved one person and Event #2 involved 100 people, Event #1 is more significant.
  - Criteria other than magnitude, scope, and duration can be used to determine significance. (e.g., If a resource is renewable or non-renewable.)	

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

   2.5 *explain perspectives*

Focus for Learning

Perspective is concerned with understanding how people view information, events, ideas, issues, places, and trends. The challenge for the student is to suspend his or her frame of reference and instead, view the matter at hand from other points of view.

Once a perspective has been identified, students should also consider the various forces which influenced the development of that point of view, such as culture, values and experience. For example, the question "Why might the person / group hold this view?" guides inquiry, leading students to use the concept of causation (see delineation 2.3). Additional questions may include the following:

- Who will be affected by this decision? What are their views? Why might each affected party view the situation that way?
- How might a person living in another country view this problem? Why might they see it that way?
- Why did people living in that time period feel that this action was appropriate?
- How might geographic factors have influenced their perspective?

This would apply both when students are thinking in temporal terms (i.e., persons living in another time period) and in spatial terms (i.e., persons living in a different place).

When considering historical events, students need to understand the importance of avoiding presentism (i.e., the application of present-day ideas and perspectives on depictions or interpretations of the past). Students need to develop an understanding of the prevailing ideas and attitudes of the time period under investigation. When students investigate the past, it enables them to do more than understand another person's point of view. Students are also able to gain a sense of the culture which shaped the actions and behaviours of people living at that time.

In a similar way, students should suspend their own cultural values and ideals when exploring other places. Students need to be afforded opportunity to develop "a sense of place" wherein they come to appreciate the cultural and physical influences at work in the lives of others. This is particularly important as students develop the ability to be mindful of the geographic context in which an investigation occurs.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When beginning a discussion, invite students to identify the stakeholders (i.e., those who would be affected by / interested in the event, idea, issue, place or trend).

Connection

Teachers may

- During discussion use a pie-type chart to record the perspectives of stakeholders. Once perspectives have been recorded, identify the various forces that influence(d) the perspective of each stakeholder.

Influences

Consider how the following factors may influence a stakeholder's perspective:

- economic
- geographic
- historical
- political
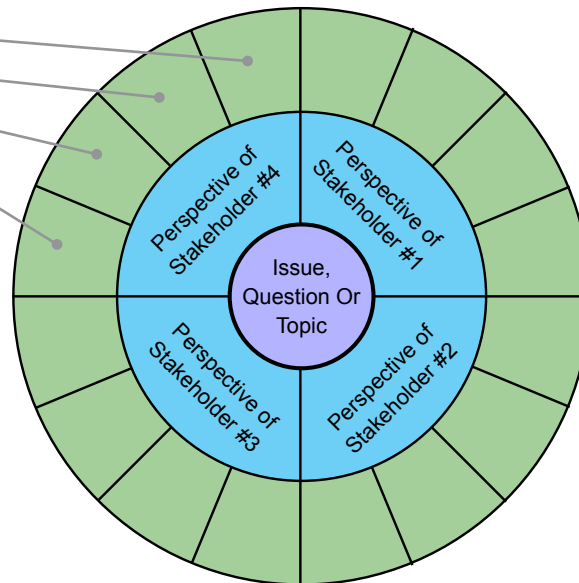
Consolidation

Teachers may

- Following the identification and exploration of the perspectives of stakeholders, analyze the data to identify similarities and key differences among stakeholders.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 2 p. 19

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Forms of Analysis
- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	Sometimes inquiries in social studies raise questions related to ideas of right and wrong, good or bad, or community standards. This requires that students wrestle with the ethical and moral dimensions associated with information, events, ideas, issues, places, or trends.
	All human beings face ethical and moral dilemmas. By way of systematic exposure to age-appropriate scenarios, students should develop their reasoning abilities and become equipped to wrestle with, and respond to, issues that have ethical or moral dimensions more effectively.
2.6 make value judgments	Taking time in the classroom to help students develop this ability is part of the process of enabling students to meet the intent of outcomes 1.0, 2.0 and 3.0. The unfortunate reality of the human experience is that during one's lifetime an individual will most likely need to respond to a variety of difficult dilemmas that have deep and personal consequences. Examples that support this argument include:
	• Is it ever appropriate to lie to one's family or friends?
	• For whom should you vote in an election?
	• What values and ideals will you look for in a potential spouse?
	• How should one act if they are aware that their unborn child will live a short and painful life due to an incurable disease?
	• Is it appropriate to use corporal punishment with children.
	• If you observe someone in distress, and are able to help, must you help that individual?
	• Do you have an obligation to help those in need?
	• As your parents age, how much support should you provide to them?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- During class discussion, when appropriate, ask students what they feel is important about the topic. Then ask them to explain their reasoning.
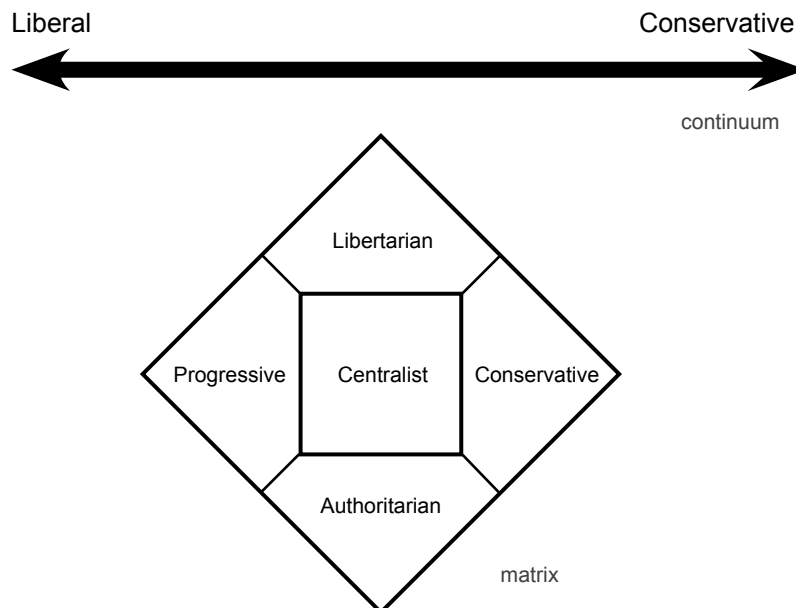
Students may

- When investigating a case study or scenario, use probing questions to identify possible hidden influences. Questions may include:
  - Who wasn't mentioned? Why not?
  - Does anything seem odd or suspicious?
  - Is the argument / justification for the action / choice specious?
  - Can a different explanation account for this?

Connection

Teachers may

- When investigating an issue, ask students to consider:
  - What is at stake?
  - For whom is this important? Why? How will they be affected / influenced?
  - Is this fair to all involved?
  - Have any perspectives been excluded, neglected, or marginalized?
- Use a continuum or matrix to clarify a person's / group's position on identified value(s) / ideology(ies). Examples include:

Liberal ←—————————————————→ Conservative

continuum

Libertarian
Progressive — Centralist — Conservative
Authoritarian

matrix

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 2 p. 19

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Forms of Analysis
- Resource Links

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

    2.6 *make value judgments*

Focus for Learning

While not all inquiries involve extreme moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. Questions such as the following can help to identify and clarify values:

- What is the right thing to do?
- Was this a good law?
- Does this make the most effective use of the resource?
- Is everyone being treated fairly?

Being aware of and understanding the influence of values, morals and ethical standards provides deeper insight into the human experience. For example, understanding the values and ideology that form the basis of a political party will help one to anticipate how that party may act if elected. This knowledge helps one become an informed decision-maker who is aware how their choices (e.g., for whom one votes in an election) can influence the community.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Teachers may

• Before developing a response to an issue, ask students to identify the value(s) that should be used to guide the development of the preferred response.
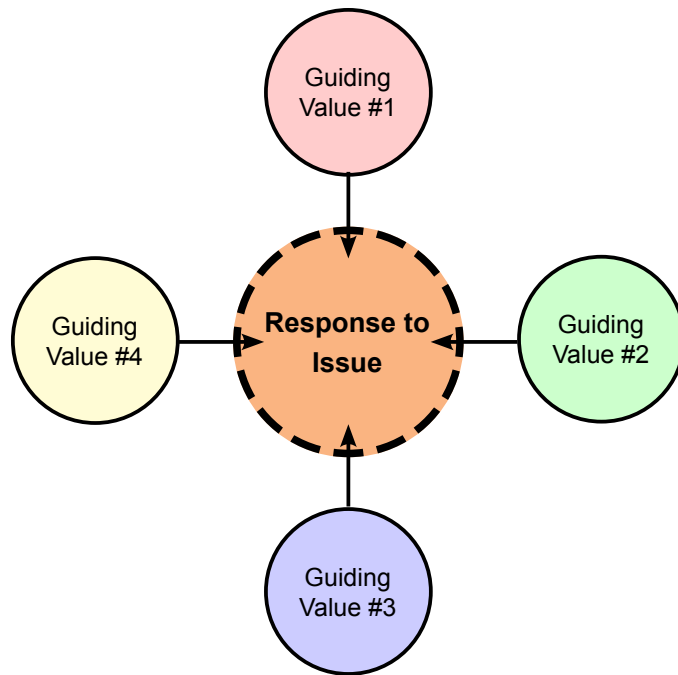
Note: The border of the center circle is dashed to emphasize that it is permeable, and as such is open to external influences. Likewise, the response to the issue may influence other matters, and could be represented by a line(s) with an arrow pointing away from the circle. For example, some or all the values that may have been used to guide the development of healthcare policy might influence the development of educational policy.
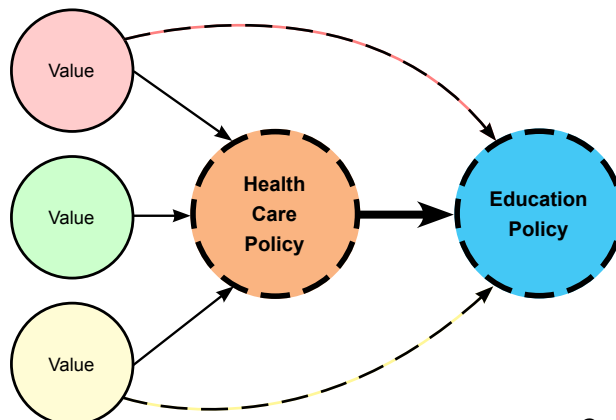
Continued

Integrated Concepts and Process Skills

Outcomes	**Focus for Learning**
Students will be expected to	
2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	It should be noted that not all ethical dilemmas will lead to a uniform response from students. For example, in the case of theft, students will generally value honesty and integrity and believe it is morally wrong to steal. Ethically, society does not condone stealing and it is against the law. Yet if given an ethical scenario such as stealing to save one's family from starvation, students often diverge in their beliefs.
2.6 make value judgments	Students should be encouraged to explain and support their viewpoints. Some may take a Kantian or rules-based stance and explain that stealing is always wrong no matter what the circumstances. Others may take a more pragmatic approach and argue that one's behaviour should be judged on the consequences of the action or the motivations of the actor. The purpose of posing an ethical dilemma is not to funnel students down the path to a "correct" answer or point of view, but rather to have them reflect on their own perspectives and to understand and be able to explain the rationale behind their point of view.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

• Expose students to a variety of issues that create a degree of dissonance and which lead to a variety of perspectives:
 	
  - How should a society respond to those in need?
  - Should the rights of the minority prevail over the will of the majority in a democracy?
  - Are governments justified in suspending or violating people's rights in times of crisis?
  - Is cultural relativism, (not judging and simply accepting cultural practices that differ from our own) an acceptable practice in all circumstances?	

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	Research on student achievement suggests that students learn best when they *actively* and *critically* inquire into subject matter.
3.0 respond to significant issues influencing the human experience	
	Thus I find it necessary to repeat two obvious facts about question-asking.
3.1 frame questions to focus an inquiry	*The first is that all our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool. I would go so far as to say that the answers we carry about in our heads are largely meaningless unless we know the questions which produced them.*
3.2 gather and organize information	*... To put it simply, a question is a sentence. Badly formed, it produces no knowledge and no understanding. Aptly formed, it leads to new facts, new perspectives, new ideas.*
3.3 interpret, analyze, and evaluate information	Neil Postman, "Language Education in a Knowledge Context" in *etc: A Review of General Semantics* (1980)
	Teachers can increase student engagement in social studies by using the following pedagogical principles:
3.4 develop rational conclusions supported by evidence	• Involve students in shaping questions to guide their study. • Give students ownership over the directions of these investigations. • Require students to analyze subject matter, and not merely retrieve information.
3.5 communicate perspectives and conclusions	When these principles are applied, classrooms change from places where teachers "cover" the 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. Meaningful inquiry requires reaching conclusions, making decisions, solving problems, and developing responses to issues.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Encourage students to use the 5W questions when reading a scenario as a means to quickly gather the knowledge / facts / assumptions. A graphic organizer or mind map may be used to help students organize their information.
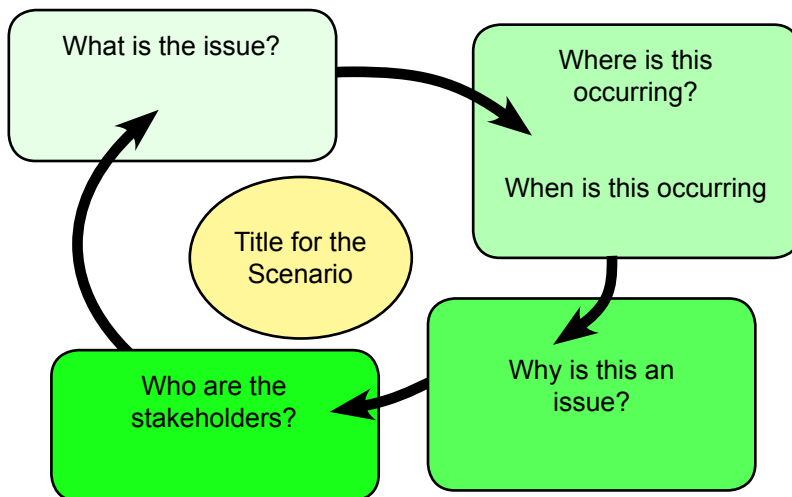
Connection

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

Students may

- Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 3 pp. 22-25

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Debate
- Decision Making
- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	By the completion of this outcome students should be able to independently develop a reasoned and meaningful response to a multifaceted issue.
3.0 respond to significant issues influencing the human experience	
	Sample Performance Indicator(s)
3.1 frame questions to focus an inquiry	Read the following fictitious news story. After reading, respond to the following questions:
	• What is the issue?
3.2 gather and organize information	• Who are the stakeholders? What is the position of each?
	• What additional information is needed in order to develop a reasoned response?
	• What _three (number may vary)_ criteria should be used to guide the development of possible responses?
3.3 interpret, analyze, and evaluate information	• Based on the information available, what are three viable responses to the issue?
	• Of the options you identified, which do you recommend? Explain your reasoning, using evidence to support your position.
3.4 develop rational conclusions supported by evidence	

Local Volunteers Divided Over How To Spend $3.2 Million

REPORT BY: Leona Lundrigan

At Thursday's meeting of the Kids First Alliance board of directors acrimony ensued when the five member committee could not agree on how to spend the $3.1 million it has raised over the past seven years.

Organized 15 years ago by parents of young people throughout the TriCove area, the self-proclaimed mandate of the Kids First Alliance (KFA) was to raise money to purchase infrastructure and equipment that would benefit the youth of communities that make up the municipality of TriCove.

"We have raised over $11 million since KFA was formed," reported the group chairperson, Maxine LePoint. "But KFA will be no more once we figure out how to divide-up the money we have now."

The problem facing KFA's board of directors is that there are no longer children or youth below the age of 20 in TriCove. Making the group's decision more difficult if the fact that there are no young couples in the area, so the addition of children to the area is unlikely anytime soon.

Two of the board members want to spend the money on marketing to attract newcomers to the area. Two other board members want to see the funds used to support the recreational needs of seniors in the area. LePoint is refusing to break the tie. Instead she is hoping that consensus will emerge.

"It''s a fool's errand," says one board member who wished to remain anonymous. "What young people are going to move here?"

TriCove is located above the Arctic Circle, with a population of 52, down from a peak of more than 1000 five years ago. The area's only employer, Delta Diamond Mines, closed last year.

3.5 communicate perspectives and conclusions

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Students may

- After developing a response to an issue, identify the strengths and limitations afforded by the response. For each limitation, propose a response that could be used to mitigate any negative consequences.

Who is negatively affected?	How are they affected?	What could be done to mitigate any negative consequences?

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
3.0 respond to significant issues influencing the human experience	Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite 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.
3.1 frame questions to focus an inquiry	

Throughout the high school program students should develop the ability to

- formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs;
- pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion;
- use a full range of sophisticated questions; and
- ask empathetic, insightful and effective questions[1].

Sample questions include the following:

- 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 X?
- To what extent is this argument valid?
- How might history have been different if X had not occurred? Which interpretation of X is most valid?

---

[1] Possible criteria: relevant and focused; important or powerful; feasible given available resources; sensitive to group / individual concerns, values and beliefs

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Pose the following questions to students:
  - What disturbs you about the world we live in?
  - What good things are happening in the world today?

  Ask students to sketch thought webs as they muse on each question to help connect their thoughts. Next, ask students to select an area that interests them, and then identify a problem they feel people should work together and solve, or an opportunity that would help improve the world we live in.
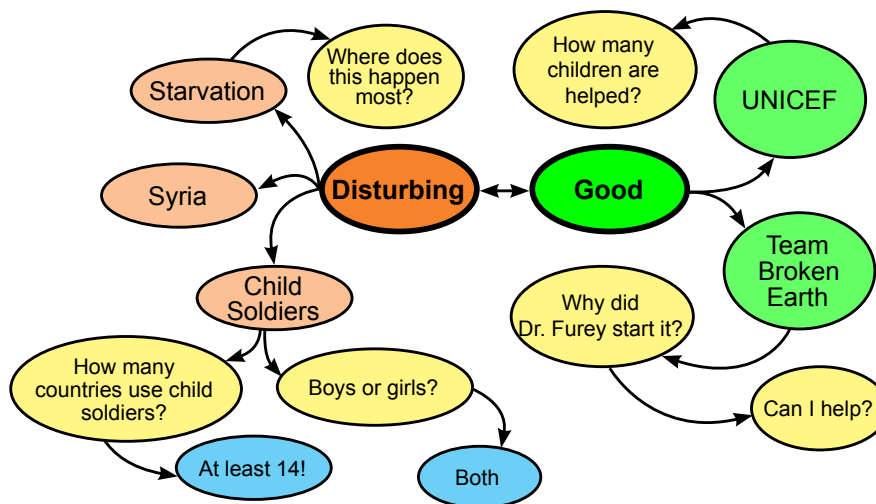
Connection

Teachers may

- Allow students time to complete initial research that will provide enough background information for students to be knowledgeable enough to formulate possible research questions and sub-questions.

Consolidation

Students may

- Once they have focused their inquiry, craft a final question which meets the following criteria
  - is of interest to the student;
  - is open-ended (i.e., requires more than a yes or no response);
  - has a clear focus;
  - requires the use of evidence; and
  - challenges ideas or probes underlying assumptions.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 3 p. 22

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Debate
- Decision Making
- Resource Links

Note

It is suggested that the final research question (and sub-questions) be reviewed and approved by the teacher to ensure that the scope of the inquiry is more than informational, nor is too broad. During the review it will be important for teachers to provide support to students, but to stop short of directing the inquiry.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to *3.0 respond to significant issues influencing the human experience* *3.2 gather and organize information*	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 competency 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 (See delineation 2.1: Evaluating Evidence). Throughout the K-12 social studies program students should develop the ability to • locate and select varied sources; • seek a variety of primary and secondary sources, including non-conventional and specialized sources; • use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; and • seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

• Brainstorm with students possible source types that may provide useful information.

Connection

Teachers may

• Demonstrate for students various techniques for interrogating sources and finding relevant information.

Consolidation

Teachers may

• Ask students to self-monitor and complete the following checklist before moving on to the next stage of the research process.

☐	books	☐	news organizations
☐	documentaries	☐	podcasts
☐	experts	☐	posters
☐	images	☐	radio programs
☐	interviews	☐	television programs
☐	journals	☐	visit locations
☐	magazines	☐	websites

Students may

• Create summaries and note information relevant for their inquiry. Formats include
  - point-form notes
  - outline notes
  - t-chart
  - thought webs

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

• Ch. 3 p. 22

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

• Debate
• Decision Making
• Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to *3.0 respond to significant issues influencing the human experience* *3.3 interpret, analyze, and evaluate information*	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. 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 geographical thinking) within social studies is the opportunity to *do the work* of the historian or geographer. This entails examining evidence, judging its significance, teasing out its implications and offering plausible interpretations. Throughout the high school program students should develop the ability to • seek a variety of primary and secondary sources, including non-conventional and specialized sources; • use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; • seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs; • formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs; • pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion; • use a full range of sophisticated questions; and • ask empathetic, insightful and effective questions.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Students may

- When reviewing sources, apply the forms of analysis. Consider the following questions as starting points:
  - Is this a credible source? What are its main ideas?
  - What is similar and different among these sources?
  - According to these sources what caused this to happen? What were the consequences?
  - Is this significant? For whom?
  - Who are the stakeholders? What are their perspectives?
  - What values are influencing this event / issue?
- Use a RAN chart throughout your examination of sources as a means to record how your thinking evolved as you conducted your investigation.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

- Summarize the strengths and limitations, and make defensible inference(s), for each source.

Source	Analysis	Inference(s)
#1	*Strengths*	
	Limitations	
#2	*Strengths*	
	Limitations	
#3	*Strengths*	
	Limitations	

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 3 p. 23

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Debate
- Decision Making
- Resource Links

Integrated Concepts and Process Skills

Outcomes	**Focus for Learning**
Students will be expected to	
3.0 respond to significant issues influencing the human experience	
3.3 interpret, analyze, and evaluate information	
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Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

Connection

Teachers may

- Review with students examples of organizers that can help them summarize their research findings and illustrate the relationship between factors (e.g., classification, hierarchy, and sequence).

classification

sequence

Step 1

Step 2

Step 3

hierarchy
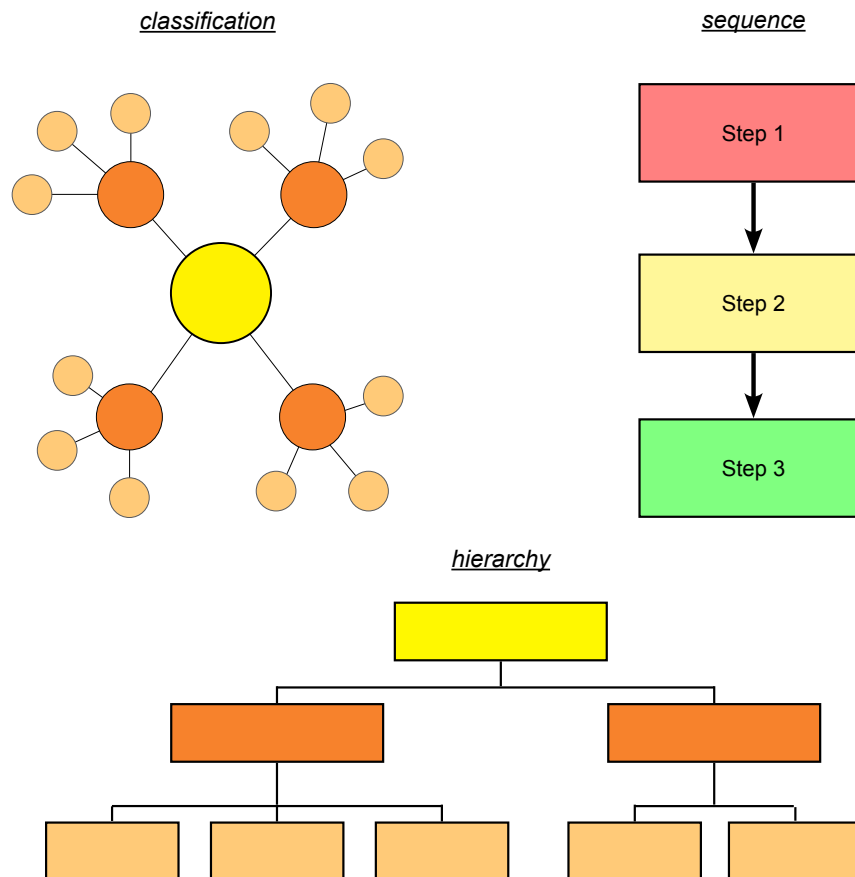
Consolidation

Students may

- Before processing to the next stage in the research process, ask themselves if they feel they have enough information to draw conclusions?

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
3.0 respond to significant issues influencing the human experience	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 predetermined bodies of information preclude critical inquiry and present fewer opportunities for students to take ownership over their learning. Conversely, tasks that encourage students to respond to issues, to explore and assess various options, which allow them to reach their own conclusions and that enable them to make decisions and/or judgments are more likely to deepen understanding and increase student engagement.
3.4 develop rational conclusions supported by evidence	Throughout the high school program students should develop the ability to

Throughout the high school program students should develop the ability to

- explore and rate multiple options from varying perspectives and offer a reasoned judgment;
- reach reasoned judgments on a wide range of controversial topics involving conflicting options;
- reach judgments by exploring and assessing multiple possible options from various group and disciplinary perspectives; and
- explore options in an open-minded manner, assess the relevance, importance and adequacy of support for each argument, and offer carefully-argued conclusions, supported with multiple evidence-based arguments and counter-arguments.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	Resources and Notes

### Sample Teaching and Assessment Strategies

Connection

Teachers may

- Review with students examples of organizers that can help them develop conclusions (e.g., answer, conclusion, decision, recommendation, response, solution) for their research questions. Examples include, but are not limited to the following.

Issue Analysis
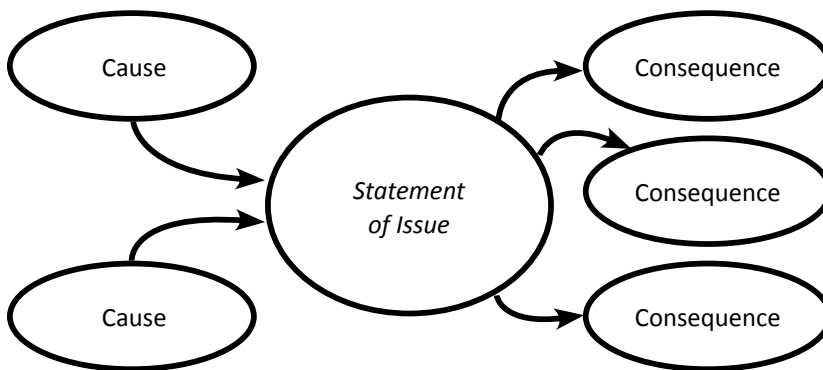
Possible Responses For *(Statement of Question)*		
Response	**Possible Benefit(s)**	**Possible Challenge(s)**
#1	a)	
	b)	
#2	a)	
	b)	
#3	a)	
	b)	

(Statement of Question)	
Arguments For	**Arguments Against**
Conclusion: … <state your position> … because … <state your most compelling reason(s)> …	

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition) Ch. 3 p. 24

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Debate
- Decision Making
- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to	
3.0 respond to significant issues influencing the human experience	
3.4 develop rational conclusions supported by evidence	
	This page is left blank intentionally.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies	**Resources and Notes**

Issues Analysis

Summary Of The Issue

_____

_____

_____

Options	Analysis	Criteria For Judgment
Example #1	*Strengths*	
	Limitations	
Example #2	*Strengths*	
	Limitations	
Example #3	*Strengths*	**Preferred Response**
	Limitations	

Possible Consequence(s) If Unresolved

_____

_____

_____

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
Students will be expected to *3.0 respond to significant issues influencing the human experience* *3.5 communicate perspectives and conclusions*	Effective communication is an essential part of social studies. Students are expected to use, and build on, communication processes common to all subject areas, such as listening, reading, viewing, representing, speaking and writing. In particular, high school social studies students are also expected to reach reasoned conclusions supported by evidence, and to present and argue for those conclusions in a cogent manner – one that is clear, logical, and compelling. Throughout the high school program, students should develop the ability to select and produce a form and style of presentation using advanced preparation and presentation strategies to • share ideas using a wide variety of oral, visual and written formats and styles across a range of audiences; • use sophisticated conventions and techniques to produce elaborate presentations; and • produce powerfully sustained presentations that are clear, focused, engaging and tailored to the intended purpose and audience.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

• Invite students to bring to class examples of communications media that they feel are highly effective. Ask the students to share their exemplars in a group setting and explain why they feel it is highly effective. Following the group discussion, have the students report on what they feel are the five most important considerations when designing communication media.

Connection

Teachers may

• Discuss the strengths and limitations of various media that can be used to present research. Encourage students to use at least three different formats throughout the year. Possibilities include:

- argumentative essay	- photographic essay
- documentary	- position paper
- oral presentation	- research poster
- persuasive essay	

Consolation

Teachers may

• When asking students to respond to an issue, provide a template that students can use to structure their inquiry.
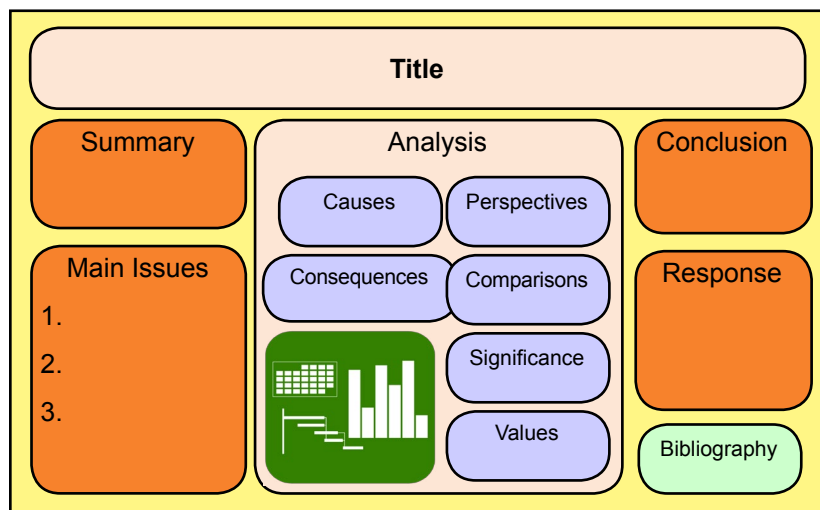
Students may

• Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.

Resources and Notes

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
• Debate
• Decision Making
• Resource Links

Unit 2: Quality of Life

Focus

This unit provides students with the opportunity to explore the concept of quality of life as a primary theme that will be addressed throughout the course. In particular, students will investigate factors that influence quality of life and the relative nature of this concept based on local, national, or global contexts. Additionally, globalization as a trend influencing human development will be examined, as well as the growing importance of achieving sustainability in a world that is becoming ever more globalized. Finally, students will analyze issues and responses associated with these trends.

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
4.0 explain how power and privilege influence people's lives 5.0 explain the importance of activism in promoting social justice 7.0 explain some of the challenges associated with promoting the common good	4.0 explain how innovations influence the human experience 5.0 explain how ideas influence the human experience 6.0 determine the possible significance of emerging innovations or ideas	4.0 explain factors that influence quality of life 5.0 evaluate the relationship between globalization and quality of life 6.0 evaluate the relationship between sustainability and quality of life

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 4.0, 5.0 and 6.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes
Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

GCO 7 People, Place, and Environment – Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Students will be expected to:

4.0 demonstrate an understanding of quality of life

    4.1 explain the concept of quality of life

    4.2 explain indicators that can be used to measure quality of life

    4.3 explain how innovations and ideas in the past influenced quality of life

5.0 evaluate the relationship between globalization and quality of life

    5.1 explain the concept of globalization

    5.2 explain how globalization influences the human experience

    5.3 respond to issues related to globalization

6.0 evaluate the relationship between sustainability and quality of life

    6.1 explain the concept of sustainability

    6.2 explain how sustainability influences the human experience

    6.3 respond to issues related to sustainability

Quality of Life

Outcomes

Students will be expected to

4.0   demonstrate an understanding of quality of life

   4.1   explain the concept of quality of life

   4.2   explain indicators that can be used to measure quality of life

   4.3   explain how innovations and ideas in the past influenced quality of life

Focus for Learning

The purpose of this outcome is to introduce students to the concept of quality of life, indicators that may be used to measure quality of life, and how these things have changed over time.

An examination of quality of life will begin with an understanding of the concept itself and an appreciation of the fact that it is relative. By this it is meant that the values of a group of people, or culture, may determine what is considered desirable in terms of quality of life and that these may vary depending on location, identity, and so on. Students will also be introduced to the idea that economic factors underlie most quality of life issues, as they may influence social aspects, and that most responses to these issues involve an economic component.

Students will then consider the nature of economic development and its role in quality of life. This will be achieved through examination of two categories of country grouping: More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs). Students will also consider various quality of life indicators that are used for the purpose of comparing countries at varying levels of development. This will facilitate a discussion of quality of life by providing context for student investigation of issues.

Finally, students will be introduced to ways in which ideas and innovations can influence quality of life. The focus here will be on historical developments that have improved or degraded quality of life with the purpose of laying a foundation for the examination of present day and future issues. This will create linkages between Social Studies 2202 and 3202 that bridge concepts students have studied previously with those that will be explored throughout this course.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – How might a country's form of government (e.g., dictatorship vs democracy) influence quality of life?
- *Collaborate (1.2)* – When people collaborate, everyone's quality of life can be improved. Why?
- *Improve the Human Experience (1.3)* – How might improving the area of _____ (e.g., healthcare, education) affect the human experience?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (Student Resource [SR], Abridged Edition)
	• Ch. 4 pp. 30-47
	Suggested
This page is left blank intentionally.	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Resource Links

Quality of Life

Outcomes

Students will be expected to

4.0 demonstrate an understanding of quality of life

    4.1 explain the concept of quality of life

    4.2 explain indicators that can be used to measure quality of life

    4.3 explain how innovations and ideas in the past influenced quality of life

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What is meant by the concept of quality of life? What information can be used to determine quality of life?
- *Comparison (2.2)* – How does quality of life for people in Canada compare to that of people in LEDCs?
- *Causality (2.3)* – How has a historical innovation / idea led to an increase or decrease in quality of life? For example, how has the development of nuclear technology influenced quality of life?
- *Significance (2.4)* – Which indicators are most useful in determining quality of life?
- *Perspective (2.5)* – How can differing perspectives influence one's understanding of what makes an acceptable quality of life?
- *Values (2.6)* – Do MEDCs have an obligation to improve quality of life globally?

Sample Performance Indicator

Which aspect of quality of life has the greatest positive consequences for a family: education, geography, health, income, other? Explain your choice.

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**
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Quality of Life

Outcomes	Focus for Learning
Students will be expected to	
4.0 demonstrate an understanding of quality of life	The central focus of this course is quality of life and its ramifications for the human experience now and into the future. Quality of life refers to the standard of health, comfort and happiness experienced by an individual or group. Throughout the course, students will be given opportunities to examine how a variety of factors can influence the quality of life experienced by people in a variety of contexts.
4.1 explain the concept of quality of life	For the purposes of this delineation, students should consider factors that influence quality of life locally (e.g., job availability and satisfaction, crime, health, safety, income). During this examination, students should consider how perspective can influence one's views on these factors. For example, one person may consider safety an issue for them, while another may not.
	While factors that influence quality of life are varied, it is clear that economics plays an important role in improving quality of life. Students should speculate as to how an economic factor (e.g., income) can influence quality of life for people in their community. It should be noted that economic issues will be the focus on Unit 3, so a general consideration of these issues is sufficient here.
	For a detailed discussion of this topic see Appendix A1: What is quality of life?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may

- Write "Quality of Life" on the board. Have students close their eyes and picture their idea of a perfect life. What kinds of things do they see?
  - House?
  - Travel?
  - Partner?
  - Children?
  - Career?
  - Health?
  - Other? (The more prompts the better)

  Ask students to reflect on their answers and share with a partner or the class. How would they rank their answers? What is most important to them in terms of quality of life? Is there anything on the list they didn't include? Why?

Connection

Teachers may

- Show two music videos that display contrasting examples of quality of life. Have students list and classify examples from each. What role does economics/wealth play in each example?
- Provide students with sources (visuals, headlines, statistics, etc.) depicting different socio-economic examples across Canada and have them assign a value of 1-5 (low-high) to describe the quality of life displayed. Students should provide their main reason for assigning the score they chose. Examples may include:
  - First Nations water
  - Private schools
  - Low income housing
  - Person in hospital
  - Police force
  - Pride Parade

Source #	Quality of Life Value	Reason for Assigned Value

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 4 pp. 30-37

Appendices
- Appendix A1: What is quality of life?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Continued

Quality of Life

Outcomes	Focus for Learning
Students will be expected to	
4.0 demonstrate an understanding of quality of life	
4.1 explain the concept of quality of life	
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Quality of Life

Sample Teaching and Assessment Strategies	Resources and Notes

Students may

• Use a Frayer Model diagram to construct their definition of quality of life.

Definition	Characteristics
Examples	Non-Examples
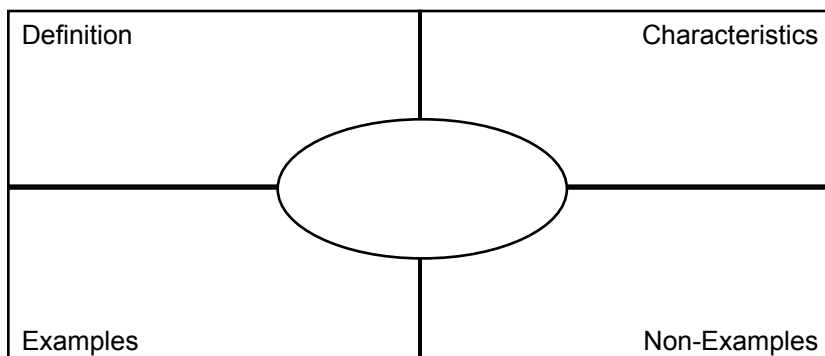
Consolidation

Teachers may

• Divide the class into groups and assign each group a topic related to the concept of quality of life. Students will create posters that describe each topic and provide examples for each. Alternatively, students may create individual mind maps and as a class contribute to the word wall. Topics/headings should include:
  - Health
  - Comfort
  - Happiness

It may be desirable to display these posters on the walls of the classroom for the remainder of the outcome, unit, or course.

Quality of Life

Outcomes	**Focus for Learning**
Students will be expected to	
4.0 demonstrate an understanding of quality of life	Social scientists attempt to organize and classify data to make sense of the world around them. While some students may feel that quality of life is hard to quantify, there are data that provides important insights into how a person or a group of people live. This data can be used for numerous purposes. For this delineation, students will examine the indicators that help to provide information on our quality of life and consider that differences in quality of life exist.
4.2 explain indicators that can be used to measure quality of life	It is important to note that there is a vast array of indicators that may be used to focus on specific areas of interest. Students should understand that these indicators may be classified into four broad areas: economic, environmental, political, and social. It is not necessary here that students classify indicators, as the teacher will identify the classification of indicators for students to consider. Sometimes a specific indicator may be used individually or in combination, or an indicator may be created that combines several indicators from several different areas.
	Students who have completed Social Studies 1202 will have used an economic model as a way to classify countries into More Economically Developed Countries (MEDCs) or Less Economically Developed Countries (LEDCs). This division is made by the use of various economic indicators that give a detailed picture of a country at a certain point in time. An important consideration for students is that differences can exist in quality of life for people within Canada and between differing countries.
	For a detailed discussion of this topic, please see Appendix A2: How do we measure quality of life?

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show a video which compares life in Canada with life in another country. Invite students to brainstorm a list of ways Canada's quality of life is different. Do these differences make for a better, worse, or similar quality of life for Canadians?

Difference	Better/Worse?	Why?

Connection

Teachers may

- Use a map to show students the North South divide. Have them speculate why it exists.
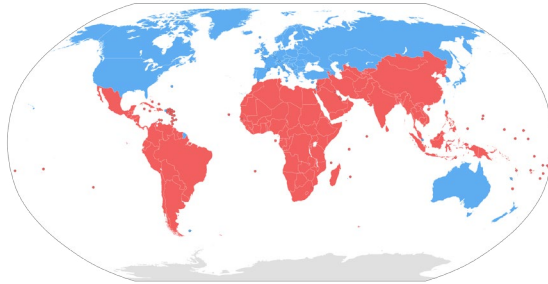
- Introduce students to the Freedom House Rating. Discuss how political rights and civil liberties might influence quality of life.

Students may

- Use indicators from the Human Development Index to compare the economy of an LEDC with the economy of an MEDC.

LEDC	Indicator	MEDC
	GDP per Capita	
	Average Annual Income	
	Unemployment Rate	
	% with Electricity	
	% with Access to Clean Water	

Consolidation

Students may

- Create a brochure or skit encouraging people to move to Canada (or a country of their choosing) based on its quality of life. Be sure to use specific indicators referencing economic, environmental, political, and social factors.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 4 pp. 38-43

Appendices

- Appendix A2: How do we measure quality of life?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Quality of Life
- Resource Links

Quality of Life

Outcomes

Students will be expected to

4.0   *demonstrate an understanding of quality of life*

    4.3   *explain how innovations and ideas in the past influenced quality of life*

Focus for Learning

This delineation is intended to provide explicit links between students' previous learning in social studies and the current course as it relates to the concept of quality of life. In Social Studies 2202, students investigated a variety of innovations and ideas that influenced the human experience in the past (e.g., development of agriculture, aqueducts, vaccines). The intent here is that students consider one or more of these historical innovations with which they are familiar and assess them through the lens of quality of life.

Students should be given some time to briefly research an innovation in order to investigate its original purpose, to examine the consequences of its introduction (short and long term, intended and unintended) and to determine whether the consequences were positive or negative. This activity should be done through a quality of life lens. In other words, how did this idea or invention influence people's quality of life. Of key importance here is that innovations and ideas of the past, like those of the present and future, have consequences that we expect to happen and those that we cannot foresee. Students may research such innovations as the cotton gin, antibiotics, or refrigeration.

For a detailed discussion of this topic see Appendix A3: How has the past influenced quality of life?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may

• Invite students to brainstorm a list of items in the classroom that would not have existed 20 years ago. Of these, have them choose five and indicate one positive and one negative consequence of each (e.g., economic, environmental, political, and/or social).

Connection

Teachers may

• Provide students with a case study on the cotton gin or the Manhattan project. Use an organizer to explore the consequences of the invention.
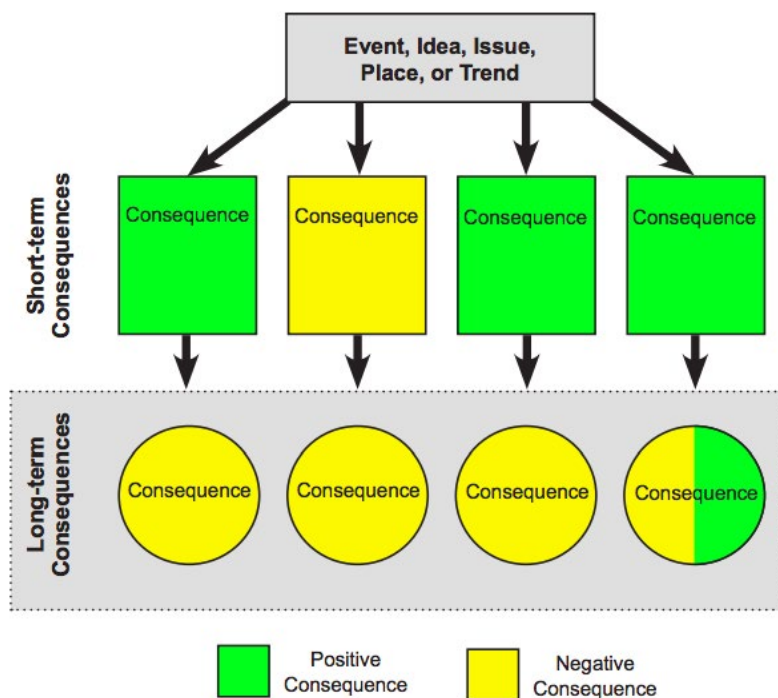
Consolidation

Students may

• Research a particular idea or innovation and create a mind map to illustrate how it has influenced quality of life, both positively and negatively. Include a brief background on its origin and its influence on:
   - Health
   - Comfort
   - Happiness

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
• Ch. 4 pp. 44-47

Appendices
• Appendix A3: How does the past influence quality of life?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
• Resource Links

Quality of Life

Outcomes

Students will be expected to

5.0   evaluate the relationship between globalization and quality of life

    5.1   explain the concept of globalization

    5.2   explain how globalization influences the human experience

    5.3   respond to issues related to globalization

Focus for Learning

This outcome will introduce students to the concept of globalization and allow them to examine how this trend can influence quality of life.

This outcome begins with a discussion of the nature of globalization through a survey of the types of globalization that may exist. Students will consider the complexity of globalization through examination of the multifaceted nature of this trend. This will illustrate how multiple types of globalization may be experienced in a single event or situation.

Globalization will then be examined through a consideration of perspectives surrounding its proliferation. In this discussion, students will consider the benefits and challenges of this trend through analysis of its economic, environmental, political, and social consequences.

Finally, students will gain a greater appreciation of the influence of globalization on the human experience through examination of specific issues. This will include a consideration of the types of globalization, perspectives surrounding them, relevant consequences, and possible responses to these issues.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – As a result of the Covid-19 pandemic, many Canadians were required to restrict their movements. Should governments be allowed to enact these types of restrictions? Explain.
- *Collaborate (1.2)* – Why is it important to ensure that globalization benefits everyone?
- *Improve the Human Experience (1.3)* – How has globalization influenced your life?

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What evidence is there to support the argument that globalization benefits some countries more than others?
- *Comparison (2.2)* – Who benefits more from globalization: Canada or _____?
- *Causality (2.3)* – Why does economics encourage globalization?
- *Significance (2.4)* – To what degree does globalization influence the quality of life of Newfoundlanders and Labradorians? Explain.
- *Perspective (2.5* – How does an LEDC view globalization? Why?
- *Values (2.6)* – Do the benefits of globalization outweigh the challenges?

Sample Performance Indicator

Does globalization benefit everyone equally? Explain.

Quality of Life

Sample Teaching and Assessment Strategies	Resources and Notes
	Authorized
	Global Connections: Investigating World Issues (SR, Abridged Edition)
	• Ch. 5 pp. 48-59
	Suggested
	Professional Learning website for Social Studies www.k12pl.nl.ca:
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Quality of Life

Outcomes	Focus for Learning
Students will be expected to	

5.0 evaluate the relationship between globalization and quality of life

   5.1 explain the concept of globalization

Globalization refers to the trend towards greater interconnectedness in the world, which has occurred at an accelerated rate in the modern era, especially the last two centuries. As countries become more involved in the global community, they will inevitably interact in diverse ways with one another and this will result in growing interdependence. Through economic interactions, for example, countries may develop free trade agreements, which seek to increase the flow of goods and services across borders and the growth of wealth. Likewise, as political interactions increase among countries, so too may similarities in ideas of governance and political structures.

As countries interact in a variety of ways at an accelerated rate, they will eventually take on characteristics that they share with one another. An example of this can be seen through similarities in aspects of culture, such as clothing, music styles, foods, or the spread of religions. As globalization continues, it leads to the formation of a global village - the world becoming "smaller" in terms of readily transferable ideas, information, goods and services, and way of life.

Throughout the discussion of globalization, it will be useful for students to consider the ways in which their own lives are influenced by globalization. This may be achieved through consideration of where products and services they use most have been produced (e.g., many movies or series watched in Canada are filmed and produced in the United States or parts of Europe; clothing or mobile devices may be produced in parts of Asia).

For a detailed discussion of this topic see Appendix A4: What is globalization?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Define the five main types of globalization (cultural, economic, environmental, political, and technological). Invite the class to brainstorm examples of each type. Which most influences students' lives?

Students may
- Think-pair-share how globalization has influenced their lives. Examples of prompts include technology improvements, clothing, music, food and restaurants. How would life be different without these influences?

Connection

Students may
- Complete a photo scavenger hunt. Find items in their homes or school from different continents.
    - For each continent, record the number of items found.
    - What pattern(s) and/or trend(s) do they notice? For example, which continent creates the most products? What might account for this?
    - Based on the findings, create a thought web about what they know about the top-ranked continent and the bottom-ranked continent.

Consolidation

Students may
- Debate or discuss the following prompt:
    - We should buy more local products.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 5 pp. 48-53

Appendices
- Appendix A4: What is globalization?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Quality of Life

Outcomes

Students will be expected to

5.0   *evaluate the relationship between globalization and quality of life*

    5.2   *explain how globalization influences the human experience*

Focus for Learning

As a phenomenon that has a wide international scope, globalization influences a considerable number of people. Additionally, the nature of these impacts on people's lives will vary greatly depending on perspective and circumstance. It will be useful for students to take time to consider factors that influence a person's or group's perspective (e.g., socio-economic status and life experiences). Globalization is considered by some to be a very controversial issue because one group's experience of it may be quite different than another's (i.e., positive or negative).

Many of the factors students will address above are influenced by a country's level of economic development. In a More Economically Developed Country (MEDC) like Canada there exists greater opportunity for quality education, income, and social acceptance than may exist in a Less Economically Developed Country (LEDC). As such, Canadians' views on globalization may be very different than those of citizens living with lack of these benefits in another country.

As mentioned earlier, there are a variety of ways globalization can influence people's lives and these may provide benefits or challenges. Students should examine possible benefits and challenges of globalization based with varying perspectives in mind. They should also consider stakeholders in LEDCs and MEDCs during this investigation. Such an analysis will help students develop their own perspectives on globalization, which they will revise and revisit as they move through Social Studies 3202.

For a detailed discussion of this topic see Appendix A5: How does globalization influence the human experience?

Quality of Life

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Global Connections: Investigating World Issues* (SR, Abridged Edition)
• Present a variety of images, such as factories, highly populated areas, McDonald's restaurants, and the latest technologies. Have students comment on what they see and make suggestions about the influence each has on quality of life.	• Ch. 5 pp. 54-57
Students may	Appendices
• Participate in a dot-voting activity where their different perspectives and life experiences would influence their choice. Topics may include the following:	• Appendix A5: How does globalization influence the human experience?
- Should we have school uniforms?	**Suggested**
- Should we have cellphones in school?	Professional Learning website for Social Studies www.k12pl.nl.ca:
Students should complete a graphic organizer with evidence to support their choice.	• Resource Links

Proposal:

PERSPECTIVE	CAUSE & CONSEQUENCE		EVIDENCE
Who will be affected? How might they feel?	Possible Benefits	Possible Challenges	What data supports this proposal?
VALUES	SIGNIFICANCE		
What is important?	How deeply will people be affected?	How many people will be affected?	How long will the consequences be felt?
COMPARISON	MY VOTE	RATIONALE	
This is similar to... This is different from ...	____ For ____ Against		

Continued

Quality of Life

Outcomes

Students will be expected to

5.0   evaluate the relationship between globalization and quality of life

    5.2   explain how globalization influences the human experience

Focus for Learning

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Quality of Life

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Provide students with various items and have them create a product supply map.

Students may

- Identify the benefits and challenges of globalization for LEDCs and MEDCs.

Benefits		Type of Globalization	Challenges	
LEDC	MEDC		LEDC	MEDC
		Cultural		
		Economic		
		Environmental		
		Political		
		Technological		

Consolidation

Students may

- Complete an exit card using the following prompt:
  - Who benefits more from globalization: LEDCs or MEDCs? Refer to three stakeholders when explaining your answer.

Quality of Life

Outcomes	Focus for Learning
Students will be expected to *5.0 evaluate the relationship between globalization and quality of life* *5.3 respond to issues related to globalization*	As students investigate issues related to globalization, their understanding of this trend will deepen as they consider specific perspectives and contexts. To this end, students should examine at least two case studies concerning issues of globalization (one Canadian and one other). Throughout their investigation, students should consider the inquiry process and related skills outlined in Unit 1: Integrated Concepts and Processes. This may involve considering the causes and consequences of globalization, stakeholder perspectives, benefits and challenges, and responses that may improve the situation. For a detailed discussion of this topic see Appendix A6: What issues arise from globalization?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may

- Show a time-lapse video of development in Dubai. Have students note various ways that globalization is changing Dubai. Which changes are most significant? Why?

Students may

- Consider the influence that globalization has had – and is having – on Newfoundland and Labrador. Illustrate these influences using a web diagram.

Connection

Students may

- Create a case study/report on globalization about a location of their choice (e.g., Dubai). Possible topics to include:
  - culture
  - economics
  - food and diet
  - tourism
  - travel

  An interactive bookmark may be a helpful strategy for differentiated instruction.

Consolidation

Students may

- Research an issue related to globalization. Present their findings using software of their choice (e.g., Glogster, MindMap, Prezi). Examples of issues include
  - climate change
  - gender equality
  - global refugee crisis
  - growth of transnationals (e.g., Apple, Exxon Mobil, Walmart)
  - urbanization and the growth of cities (e.g., St. John's)

  When analyzing these issues consider
  - causes and consequences
  - perspectives of groups affected
  - the role of globalization (i.e., whether it alleviates or exacerbates the issue)
  - the influence on quality of life

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 5 pp. 58-59

Appendices
- Appendix A6: What issues arise from globalization?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
- Resource Links

Sample Interactive Bookmark

GLOBALIZATION

How has globalization influenced _____ in terms of ...

    ... culture?

_____

    ...economics?

_____

    ... food and diet?

_____

    ... tourism?

_____

    ... travel?

_____

Quality of Life

Outcomes	Focus for Learning
Students will be expected to	In this outcome, students will investigate the nature of sustainability and how it influences quality of life.
6.0 evaluate the relationship between sustainability and quality of life	First, students will become familiar with the concept of sustainability through consideration of environmental worldviews, in particular that of expansionist and ecological worldviews. Students will recognize that there are three dimensions to sustainability: economic, environmental, and social.
6.1 explain the concept of sustainability	An investigation of the consequences of not prioritizing sustainability will follow, through examination of its human and environmental implications. In doing so, students will gain a greater understanding of the complexities of achieving sustainable development.
6.2 explain how sustainability influences the human experience	Finally, students will gain a greater appreciation of the influence of sustainable development on quality of life through examination of specific issues. This will include a consideration of the challenges of sustainable development, perspectives surrounding its use, and its consequences within a specific context.
6.3 respond to issues related to sustainability	Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – Does democracy help or hinder sustainable development? Explain.
- *Collaborate (1.2)* – Why is it important to consider differing perspectives when considering issues of sustainability?
- *Improve the Human Experience (1.3)* – How does promoting sustainability affect quality of life?

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What evidence may be used to argue that sustainability is an issue of great importance to the planet?
- *Comparison (2.2)* – How are the expansionist and ecological worldviews similar? different?
- *Causality (2.3)* – What might be the consequences of an expansionist worldview?
- *Significance (2.4)* – Why is sustainability important?
- *Perspective (2.5)* – How might your location influence your feelings about sustainability?
- *Values (2.6)* – Which is more important: ecological sustainability or profits? Explain?

Sample Performance Indicator

Suggest three actions that would be sustainable and still encourage economic growth. Which would most improve quality of life? Why?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (SR, Abridged Edition)
	• Ch. 6 pp. 60-73
	Suggested
This page is left blank intentionally.	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Resource Links

Quality of Life

Outcomes	Focus for Learning
Students will be expected to	
6.0 evaluate the relationship between sustainability and quality of life	Students will examine the concept of worldview and specifically the two main environmental worldviews that are prevalent today: expansionist and ecological. Students will focus on the issue of weighing human needs and wants with the overall health of the global environment.
6.1 explain the concept of sustainability	The expansionist worldview emphasizes the idea that Earth is available for human use to meet needs and wants and that people can find new sources of needed resources.
	The ecological worldview considers that Earth has a limited amount of resources that should be developed sustainably to ensure that future generations can meet their needs and wants. During this examination, students should consider the benefits and challenges of humans prioritizing each of these worldviews.
	Environmental issues highlight the key concept of sustainability. Sustainability is the process of meeting our own needs without compromising the ability of future generations to meet their own needs. Sustainability is the result of a balance between expansionist and ecological worldviews, in that economic and social development is considered important in achieving an improved quality of life, but so is concern for the environment.
	For a detailed discussion of this topic see Appendix A7: What is sustainability?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the concept of sustainability, and discuss the three pillars: economic (profit), environmental (planet) and social (people). Lead a discussion on the following points:
  - Which of the three pillars is most important? Why?
  - Can you think of an example of how the environment or people were harmed for economic gain?
  - Why don't people stop harming the environment/people even when we know its wrong and not sustainable?

Connection

Teachers may

- Explain the difference between expansionist and environmental worldviews. Ash students which worldview should guide our actions? Why?
- Guide students through an examination of a case study that illustrates the differences between expansionist and environmental worldviews (e.g., Muskrat Falls, Alberta Oil Sands).

Title Article	
Date	
Summarize the main idea of the article in a 144 character tweet	
List stakeholders and their role	
What are the impacts (+/-)	
Identify which case is expansionism and which is environmentalist. Give reasons to support your position	
Briefly describe one solution which can improve the quality of life/ sustainability	

Consolidation

Students may

- Participate in a group activity to improve sustainability/quality of life for their school or community (e.g., area cleanup, plastic free cafeteria).
- Create a public service announcement (PSA) to educate classmates on some issue of sustainability and how they can make a difference.
- Make reusable items that encourage sustainable practices (e.g., shopping bag out of an old t-shirt).

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 6 pp. 60-65

Appendices
- Appendix A7: What is sustainability?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
- Resource Links

Quality of Life

Outcomes	**Focus for Learning**

Students will be expected to

6.0   evaluate the relationship between sustainability and quality of life

    6.2   explain how sustainability influences the human experience

The question for students as they examine this topic is what happens when we run short on resources and we cannot achieve sustainability, as this has real consequences on the human experience (e.g., overuse of fossil fuels contributing to climate change). Resource scarcity can lead to real consequences and disruptions that must be considered by Canadians in the 21st century. Students should consider the short-term and long-term consequences of not achieving sustainability (e.g., in the short-term there may be more wealth and new jobs, but in the long-term resource depletion can result in the loss of wealth and jobs).

To achieve sustainability, students should be mindful of the differences that exist between MEDCs and LEDCs and the rate at which we are using the planet's resources. Will we have to temper our demand for growth of our quality of life? Or is it fair to ask others (LEDCs) to curtail their development in order to achieve sustainable resource use? These are questions that students will have to consider as they think about the difficulty of finding a solution to the problems of resource use.

For a detailed discussion of this topic see Appendix A8: How does sustainability influence the human experience?

Quality of Life

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the concept of Earth Overshoot Day, which is the day where people use up more resources than Earth can replace in that year. This date gets earlier every year. Brainstorm possible solutions to this issue. What might be some of the consequences of not addressing these issues? Which would most affect Newfoundland and Labrador?

Connection

Teachers may

- Brainstorm with students a brief list of common resources that are frequently used. Discuss how the limitation of each resource would influence their lives. Identify possible short-term and long-term consequences.

Consolidation

Students may

- Watch *The Lorax* or another movie that discusses environmental sustainability. What is the main message in the movie? How effective is the movie in encouraging sustainability? Explain.
- Write a journal entry based on the following prompt: "We could live without _____ if we _____ ... ."

Resources and Notes

Authorized

Global Connections: Investigating World Issues
(SR, Abridged Edition)

- Ch. 6 pp. 66-71

Appendices

- Appendix A8: How does sustainability influence the human experience?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Resource Links

Quality of Life

Outcomes

Students will be expected to

6.0 *evaluate the relationship between sustainability and quality of life*

6.3 *respond to issues related to sustainability*

Focus for Learning

As students research and analyze an issue, they should consider the causes and consequences, perspectives of groups affected, the influence on the quality of life, and determine viable responses to help address the challenges that arise from sustainability. The Integrated Concepts and Processes in Unit 1 will be an excellent guide for students on how to proceed with an inquiry-based activity in this delineation.

For a detailed discussion of this topic see Appendix A9: What issues arise from sustainability?

Quality of Life

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a brainstorming strategy (e.g., ABC Brainstorm) to identify specific environmental/sustainability issues facing Earth today.

ABC Brainstorming

Topic:	
A.	N.
B.	O.
C.	P.

Connection

Students may

- Refer to the UNs Sustainable Development Goals (SDGs). Choose what they feel are the three most important goals. For each, briefly explain why it is important.

Consolidation

Students may

- Select what they feel are the three most significant sustainability goals related to Newfoundland and Labrador. Summarize each issue. Then, offer a response that would help reduce each issue.

SD Goal			
Issue for Newfoundland and Labrador			
Possible Response			

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 6 pp. 72-73

Appendices

- Appendix A9: What issues arise from sustainability?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Resource Links

Unit 3: Political Economy

Focus

This unit provides students with the opportunity to explore the influence of economic and political issues on quality of life. In particular, students will investigate the issue of economic disparity as it exists within countries and globally, including its causes and the implications it has for quality of life. Additionally, political stability will be examined as an issue that influences a country's ability to enact positive change for its citizens. Finally, students will analyze the relationship that exists between economic and political issues, as seen through the lenses of disparity and stability.

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
6.0 explain the significance of rights for individuals and society 7.0 explain some of the challenges associated with promoting the common good 23.0 explain how government actions can promote economic growth and stability	9.0 determine the possible significance of a current political event or emerging political trend 11.0 explain economic innovations and ideas that developed during the Late Modern Era 12.0 determine the possible significance of a current economic event or emerging economic trend	7.0 explain economic factors that influence quality of life 8.0 explain political factors that influence quality of life 9.0 respond to issues of political and economic concern that influence quality of life

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 7.0, 8.0 and 9.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes
Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 3 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.

GCO 5 Individuals, Societies, and Economic Decisions – Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Students will be expected to:

7.0   demonstrate an understanding of how economic factors influence quality of life

     7.1   explain the concept of economic disparity

     7.2   explain factors that influence economic disparity

     7.3   evaluate responses to economic disparity

8.0   demonstrate an understanding of how political factors influence quality of life

     8.1   explain the concept of political stability

     8.2   explain factors that influence political stability

     8.3   evaluate responses to issues related to political stability

9.0   respond to issues of political and economic concern that influence quality of life

     9.1   identify the issue

     9.2   analyze the issue

     9.3   develop a cogent response to the issue

Political Economy

Outcomes

Students will be expected to

7.0 demonstrate an understanding of how economic factors influence quality of life

    7.1 explain the concept of economic disparity

    7.2 explain factors that influence economic disparity

    7.3 evaluate responses to economic disparity

Focus for Learning

In this outcome, students will investigate economic issues that contribute to economic disparity, both nationally and globally.

First, students will be introduced to the concept of economic disparity. Various measures of disparity will be used to provide students with an understanding of the scope of this issue, historically and present day. During this discussion, they will also consider the consequences growing economic disparity has on quality of life.

Next, students will investigate factors that contribute to economic disparity. This will be achieved through a consideration of factors at the local, national, and international levels. Within this examination, students will consider economic disparity within and among countries.

Finally, students will investigate measures that can and have been taken to address economic disparity at the national and international levels. This will include an examination of economic systems, national policies, and the role of international cooperation in achieving this goal.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – Identify factors that may create extreme economic disparity, or a high Gini value, within a democracy? Explain.
- *Collaborate (1.2)* – Brainstorm ways in which people could collaborate to help reduce economic disparity.
- *Improve the Human Experience (1.3)* – How might reducing economic disparity improve quality of life? Explain.

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What factors create economic disparity in Newfoundland and Labrador?
- *Comparison (2.2)* – How do governments respond to people who are affected by economic disparity? Which response(s) is(are) most helpful? Why?
- *Causality (2.3)* – Why does economic disparity lead to a lower quality of life?
- *Significance (2.4)* – Where is economic disparity a greater issue: in MEDCs or LEDCs?
- *Perspective (2.5)* – How might a capitalist view the issue of economic disparity? Why?
- *Values (2.6)* – By allowing extreme poverty, are governments and citizens breaking a moral obligation? Explain.

Sample Performance Indicator

Does low-cost labour improve or degrade quality of life? Explain.

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (Student Resource [SR], Abridged Edition)
	• Ch. 7 pp. 78-101
	Suggested
This page is left blank intentionally.	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Universal Basic Income
	• Resource Links

Political Economy

Outcomes	Focus for Learning
Students will be expected to *7.0 demonstrate an understanding of how economic factors influence quality of life* *7.1 explain the concept of economic disparity*	Everyone will be familiar with the concept that there are inequalities in wealth between people in society. Key to the concept of quality of life is the ability of a society to generate wealth and then how that wealth is distributed among people. Economic disparity is the unequal distribution of income, wealth and opportunity in society. Poverty is a relative term that is used to determine if a particular individual has the level of income that is deemed adequate to survive. Students will use indicators to find evidence that economic disparity exists in Canada and the world and will compare economic disparity. Economic disparity as measured by the number of people in poverty has seen a steady decline. Students will use measures to determine inequality within countries and consider the concept globally (ex. Gini Index). Students will examine the economic disparity that exists in the world today between MEDCs and LEDCs and will consider the effects this has on quality of life. Economic disparity both between countries and within countries has many negative consequences in the areas of health, education, society, and politics. Students examine these consequences as they relate to quality of life nationally and globally. For a detailed discussion of this topic see Appendix A10: What is economic disparity?

Political Economy

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show the students a variety of images (e.g., homelessness, healthcare, hunger, education) and ask them to explain how each of these are impacted by economics.

Students may

- Make a rough budget of what they spend daily for a week. Items to consider include food, gas, cell phone, clothes, makeup, etc. Have a class discussion based on their budgets. Discussion questions may include the following:
  - How many students have jobs?
  - Does everyone spend the same amount?
  - What do people spend most money on?
  - Based on the current minimum wage, how many hours per week/month would you need to work to pay for your expenses?
  - If your parents/guardian didn't pay for some/all of these items in what ways would your life be different?

Connection

Teachers may

- Provide students with a world map illustrating the levels of economic disparity within countries (e.g., Gini Index). Discussion questions may include the following:
  - Is there a difference between MEDCs and LEDCs?
  - What factors do you think impact economic disparity?
  - What regions/continents have the lowest income equality?
  - What regions/continents have the highest income equality?
  - Do countries/people with low levels of economic disparity have an obligation to help countries/people with high levels of economic disparity? Why?

Students may

- Create a web diagram that illustrates some of the consequences of economic disparity.

Consolidation

Students may

- Select a Sustainable Development Goal. Explain how reducing economic disparity would help reach this goal. How might this goal be achieved?
- Rank the factors that impact economic disparity. Students should explain why they have chosen this ranking order.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 7 pp. 78-89

Appendices

- Appendix A10: What is economic disparity?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Resource Links

Political Economy

Outcomes	Focus for Learning

Outcomes

Students will be expected to

7.0   *demonstrate an understanding of how economic factors influence quality of life*

    7.2   *explain factors that influence economic disparity*

Focus for Learning

As students consider economic disparity within a country, they will naturally see the connection with income disparity where not all people are paid the same for each job. As individuals, we all have various skills and abilities that will alter our economic potential to earn a wage. Education, technology, and discrimination are some examples of factors that can affect a person's income and in some cases intensify economic disparity. Students will see how these factors can make a difference in the income of a person and, on a wider scale, lead to economic disparity.

Within a country, regional differences in income can, over time, create economic disparity for a whole region. Consider a region where the major industry is shut down and the consequences this would have for people living there. Regional disparity in countries can be a result of a number of issues (e.g., tax rate, employment, resources). Within a country, there may also be a wide economic disparity between groups in society where a small segment of the population concentrates wealth while another group of citizens is trapped in poverty.

Finally, students will examine the economic disparity that is found between countries. As we saw in the economic model in Unit 2, there is a wide disparity in wealth between MEDCs and LEDCs. Disparity among countries can be a result of a number of issues (e.g. colonialism, transnational corporations).

For a detailed discussion of this topic see Appendix A11: What factors influence economic disparity?

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Students may
- Research the minimum wage of Canadian provinces.
  - What do you notice?
  - Which province has the highest wage? Lowest?
  - What issue(s) might a low minimum wage create for workers?
  - What issue(s) might a high minimum wage create for employers?
  - Why does each province have a different wage?
  - Should all provinces off the same minimum wage? Why?

Connection

Teachers may
- Show a documentary on a transnational corporation. Have students identify the stakeholders involved as well as the intended and unintended consequences of these corporations (e.g., The Fifth Estate: Made in Bangladesh).

Students may
- Create a t-chart or web diagram explaining some of the possible benefits and challenges of increasing the number of transnational corporations.

Consolidation

Students may
- Create a web diagram that helps explain the relationship between education, employment, and quality of life.
- Discuss the following prompt: It is wrong to buy goods from transnational companies that pay workers low wages.

Resources and Notes

Authorized

Global Connections: Investigating World Issues
(SR, Abridged Edition)
- Ch. 7 pp. 90-95

Appendices
- Appendix A11: What factors influence economic disparity?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:
- Universal Basic Income
- Resource Links

Political Economy

Outcomes	**Focus for Learning**

Students will be expected to

7.0   *demonstrate an understanding of how economic factors influence quality of life*

An economic policy is an organized way in which a state decides upon the distribution of goods and services to its citizens. Which economic policy should be used in a country often comes down to ideology, in particular, people's views on the role of government and business in providing for the needs of citizens.

     7.3   *evaluate responses to economic disparity*

Economic policies are used to address issues of economic disparity and may be categorized as either national or international. National responses involve a country enacting policies and laws to reverse this disparity on their own. International responses involve multiple countries or international organizations establishing policies to assist countries experiencing high economic disparity. Students should investigate policies that seek to reduce economic disparity within and among countries. Development assistance should be examined as a response to economic disparity between MEDCs and LEDCs.

For a detailed discussion of this topic see Appendix A12: How should we respond to economic diversity?

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Provide a number of examples of social programs. Have students discuss the influence they might have on the stakeholders involved. Use a web diagram to highlight key points.
- Present a case study of the economy during the Great Depression. What role should government play in an economy?

Students may
- Think-pair-share the question, "How much involvement should government have in the economy?"

Connection

Teachers may
- Have students in small groups create a poster for each type of foreign aid. Each poster should contain information relating to the aid (e.g., Who provides the aid? Who benefits from this aid?). Include a logo for each poster. Then share the posters using a gallery walk.

Consolidation

Students may
- Conduct an opinion poll on how someone's life would change with an additional $1000 a month. In small groups, have the students pick one question to ask their participants, such as "What would you do that you are unable to do now?" Share results with the class. What are the similarities/differences among surveyed groups?
- Create their own country, including political and economic systems for their county (e.g., name, flag, location, resources). What will you do to ensure that all citizens have a high quality of life in your country?

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 7 pp. 96-101

Appendices
- Appendix A12: How should we respond to economic diversity?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Political Economy

Outcomes	Focus for Learning
Students will be expected to	In this outcome, students will investigate the influence of political stability on quality of life.

Outcomes

Students will be expected to

8.0 demonstrate an understanding of how political factors influence quality of life

    8.1 explain the concept of political stability

    8.2 explain factors that influence political stability

    8.3 evaluate responses to issues related to political stability

Focus for Learning

In this outcome, students will investigate the influence of political stability on quality of life.

First, students will be introduced to the concept of political stability and the factors to be considered when comparing political stability within countries. This examination will include a general comparison of the characteristics of democratic and authoritarian states. Students will then consider the consequences of political instability within a country.

Next, students will investigate the causes of issues associated with political instability within and among countries and the influence fragile states may have on quality of life.

Finally, students will explore responses to issues of political stability through investigation of specific examples. In doing so, they will gain a greater understanding of the influence of political stability on quality of life and the complexities involved in achieving this.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – What role should the government play in reducing economic disparity within a country?
- *Collaborate (1.2)* – Should political parties collaborate to help eliminate economic disparity? Why?
- *Improve the Human Experience (1.3)* – What action can government take that would be most effectice in reduce economic disparity in Canada? Explain.

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What are signs of political instability in a country?
- *Comparison (2.2)* – Can a democratic country and an authoritarian country both be political stable? Explain.
- *Causality (2.3)* – How does freedom of religion help promote political stability and quality of life?
- *Significance (2.4)* – Which is most important in promoting political stability: the economy, education, health care, or infrastructure (e.g., electricity, drinkable water)? Explain your reasoning.
- *Perspective (2.5)* – Which would you prefer to live in: a country that has a democratic government but is politically unstable, or a country that has an authoritarian government but is politically stable? Why?
- *Values (2.6)* – Should the United Nations intervene in countries that are political unstable?

Sample Performance Indicator

If Canada became politically unstable would your quality of life be affected? If so, what might change? How would this affect you?

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (SR, Abridged Edition)
	• Ch. 8 pp. 102-123
	Suggested
	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Fragile States
	• Resource Links

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Political Economy

Outcomes	**Focus for Learning**
Students will be expected to	
8.0 *demonstrate an understanding of how political factors influence quality of life*	Political stability refers to the level of predictability surrounding the political environment within a country. In this sense, countries with a higher degree of political stability have consistent and predictable structures and procedures in place to manage state affairs (e.g., regular elections in democracies, or military control in an authoritarian states). It is reasonable to assume, then, that when there is a high degree of political stability, citizens know what to expect when it comes to the actions of government. By the same token, when there is a low degree of political stability, citizens will have difficulty predicting what actions government will take.
8.1 *explain the concept of political stability*	
	Political stability is an important topic as it is directly related to the efficiency of government in achieving its goals. When governments have functional systems in place to manage state affairs (e.g., legal systems, procedures for enacting policy) their effectiveness is increased and short- and long-term planning of the state is facilitated. Countries that have a lower degree of political stability will have significant difficulties in planning for the future and creating positive change for their citizens, as there may not be shared vision for the future or agreed upon processes for achieving it.
	Throughout this investigation, students should consider the ways citizens may be affected by issues of political stability. The consequences of political stability are varied and can be quite complex. As such, it will be useful to establish a framework for exploration of this topic. Students should consider the general characteristics of both democratic and authoritarian states and consider how people's quality of life can be influenced by the presence or absence of these characteristics. Students should recognize that these characteristics may be affected by changes in stability over time.
	For a detailed discussion of this topic see Appendix A13: What is meant by political stability?

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Summarize the concept of political stability. Ask students to compare a politically stable country with a country that is not politically stable. What differences do they see? How are the lives of citizens affected? How does a country go from politically stable to unstable? Is a stable government better able to provide a good quality of life for its citizens? Explain.

Students may

- Create a class word wall by using matching sets of words related to political stability (e.g., war vs. peace). Include the definition for each word.

Connection

Teachers may

- Introduce the concepts of authoritarian government and democratic government. Discuss how, while both are different in terms of the rights of the people, both can be stable. For example, China is authoritarian but has a stable government and quality of life is improving for its citizens. Canada, a democratic government, also has a stable government and it too is improving the quality of life for its citizens. Ask students which country they would prefer to live in, and why.

Students may

- Compare two authoritarian governments, such as China and North Korea. Create a table to compare characteristics such as infant mortality rates, children underweight, and maternal mortality rates. Why is China better able to meet the needs of citizens?

Consolidation

Students may

- Write a journal entry on how the political stability of Canada helps allow for a high quality of life. Discuss how, if one thing changed, their quality of life could decrease.

Resources and Notes

Authorized

Global Connections: Investigating World Issues
(SR, Abridged Edition)

- Ch. 8 pp. 102-111

Appendices

- Appendix A13: What is meant by political stability?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Resource Links

Political Economy

Outcomes	Focus for Learning
Students will be expected to	Since issues of political stability provide consideration challenges for some countries, it is important to consider the factors that cause issues of political stability if one hopes to provide effective responses that can improve quality of life. During this investigation, students should consider the following factors in some detail:

Outcomes

Students will be expected to

8.0 *demonstrate an understanding of how political factors influence quality of life*

    8.2 *explain factors that influence political stability*

Focus for Learning

Since issues of political stability provide consideration challenges for some countries, it is important to consider the factors that cause issues of political stability if one hopes to provide effective responses that can improve quality of life. During this investigation, students should consider the following factors in some detail:

- *Economic:* The economic well-being of a state is significant when it comes to political stability, as most political actions and decisions of government require money to put into action.
- *Political:* Democracies and authoritarian states have different views as it relates to the role of citizens and government. Political stability can occur when the governmental structures of either of these political systems break down.
- *Social:* These include differences that exist between groups in terms of ethnicity, religion, and culture. Sometimes these differences can be taken to extremes and result in conflict between groups (e.g., nationalism, religious fundamentalism).

In extreme cases, one or more of the above factors may contribute to a complete breakdown in law and order within a country, resulting in a loss of authority and political structure. When this occurs, the country is said to be a fragile state. In these countries, there are considerable challenges to providing even the basic needs of citizens.

For a detailed discussion of this topic see Appendix A14: What factors influence political stability?

Political Economy

| Sample Teaching and Assessment Strategies | Resources and Notes |

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Show students a picture of political instability. Ask them what factors may have caused the event.

Students may
- In pairs, compare a politically stable country with a politically unstable country. Use the Fragile States Index. Which factors most contribute to political instability? Why?

Factor	Stable Country	Unstable Country
Economic		
Political		
Social		

Connection

Students may
- Create a bulletin board display using pictures or words, and the categories of economic, political and social, to illustrate the factors that influence political stability.

Consolidation

Students may
- Discuss which factor (economic, political, social) has the biggest negative impact on political stability. Which of the three factors creates the most political stability?

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 8 pp. 112-119

Appendices
- Appendix A14: What factors influence political stability?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Fragile States
- Resource Links

Political Economy

Outcomes

Students will be expected to

8.0 *demonstrate an understanding of how political factors influence quality of life*

    8.3 *evaluate responses to issues related to political stability*

Focus for Learning

The challenges experienced as a result of political stability can be national or global in scope.

Nationally, the quality of life in states with a lesser degree of political stability is more likely to be relatively lower than in other countries due to the considerable challenges these states experience in providing services for their people (e.g., economic issues can reduce funding for healthcare or education systems, inadequate transportation systems can negatively affect food distribution). Students should explore challenges that may be faced by countries experiencing political instability.

Globally, the political instability experienced in one country can influence another. Globalization has resulted in a greater degree of interconnectedness in the world, meaning that issues experienced by one country can cause issues for another (e.g., economic issues in one state can have a negative influence on trade value with another; civil unrest and lack of security in one country may lead to an increase in the number of refugees seeking asylum elsewhere). Students should investigate an example of instability in one country that has consequences for others.

Throughout this discussion, students should consider the difficulty inherent in resolving issues of political stability. This can be achieved by considering the range of challenges a country might face and the fact that these are often multifaceted.

For a detailed discussion of this topic see Appendix A15: What issues arise from political stability?

Political Economy

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show a documentary or read a news story on a country experiencing, or in risk of, political instability (e.g., Venezuela). Ask students to make a t-chart that (left side) identifies the country's problems and (right side) proposes a possible solution for each problem identified that would help improve the quality of life for citizens.

Connection

Students may

- Complete a current event analysis on a country of choice, ideally one that is experiencing challenges related to political stability.

Political Stability Event Analysis	
Source:	
Event / Issue:	Summary of Main Ideas from Source
Stakeholders:	
Significance of Event / Issue	How might this event/issue affect the rest of the world?
Possible Outcome(s):	

Consolidation

Students may

- Create a class cartoon wall. Find political cartoons that highlight some of the issues covered in this delineation. Include a brief summary of the significance of each cartoon.

Resources and Notes

Authorized

Global Connections: Investigating World Issues
(SR, Abridged Edition)

- Ch. 8 pp. 120-123

Appendices

- Appendix A15: What issues arise from political stability?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Resource Links

Political Economy

Outcomes

Students will be expected to

9.0 respond to issues of political and economic concern that influence quality of life

    9.1 identify the issue

    9.2 analyze the issue

    9.3 develop a cogent response to the issue

Focus for Learning

This outcome requires students to apply their learning in Outcomes 7.0 and 8.0 to investigate the relationships that exist between political and economic issues.

Students should investigate the relationships between politics, economics, and quality of life for citizens of a foreign country. Students can compare the country they selected with Canada. This will help students deepen their appreciation of (i) issues related to political economy and quality of life, and (ii) the high quality of life enjoyed by many Canadians.

Students are expected to apply the Integrated Concepts and Process Skills outlined in Unit 1 as they completed their inquiry.

Students should:

- Compare each country in terms of political stability, using an index.[1] Also, note the type of political system in place in each country. Infer how this might would influence quality of life.
- Compare each country in terms of economic disparity, using an index.[1] Note each country's GDP (PPP). Infer how this might influence quality of life.
- Suggest several possible responses which could be taken to improve the quality of life in the country under investigation (not Canada). Of these possible responses, identify the response that would most improve quality of life, and explain why.
- Reach a conclusion about the relationship between politics, economics, and quality of life.

Students may communicate their research in a variety of forms, such as

- a foldable,
- a research poster,
- a podcast,
- an informational video, or
- a multi-paragraph essay.

By the completion of this delineation, students should be able to explain, using an example, how quality of life is influenced by political and economic factors.

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[1] Indices were introduced in Unit 2 and should be used throughout this course.

Political Economy

	Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Connection

Students may

- Use a graphic organizer to assist with their investigation of the relationship between political economy and quality of life.

	Canada	*(other country)*
Political Analysis		
Political System	*Authoritarian / Democratic*	*Authoritarian / Democratic*
Level of Political Stability	*Low ... Moderate ... High*	*Low ... Moderate ... High*
Political Issues Affecting Quality of Life		
Economic Analysis		
GDP (PPP)		
Level of Economic Disparity	*Low ... Moderate ... High*	*Low ... Moderate ... High*
Economic Issues Affecting Quality of Life		
Improving the Quality of Life in _____		
Option #1	*Strengths*	*Limitations*
Option #2	*Strengths*	*Limitations*
Option #3	*Strengths*	*Limitations*
Preferred Response and Justification		
Conclusion		
What can be inferred about the relationship between economic, politics, and quality of life?		

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 9 pp. 124-129

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Resource Links

Unit 4: Population Change

Focus

This unit provides students with the opportunity to discover the connection between population change and quality of life. Students will examine the relationship between population, technology and carrying capacity. Students will then consider the stages of population change countries exhibit as they develop using the Demographic Transition Model. Additionally, students will analyze the challenges and consider possible responses to high and low population growth rates. Throughout, students will investigate how over or underpopulation affects quality of life.

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
6.0 explain the significance of rights for individuals and society 7.0 explain some of the challenges associated with promoting the common good 23.0 explain how government actions can promote economic growth and stability	4.0 explain how innovations influence the human experience 5.0 explain how ideas influence the human experience 6.0 determine the possible significance of emerging innovations or ideas 11.0 explain economic innovations and ideas that developed during the Late Modern Era	10.0 explain factors that influence quality of life 11.0 respond to issues related to population that influence quality of life

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 10.0 and 11.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes
Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 4 Culture and Diversity – Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

GCO 7 People, Place, and Environment – Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

GCO 8 Time, Continuity, and Change – Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to:

10.0   demonstrate an understanding of how population changes influence quality of life

    10.1   explain the relationship between population, carrying capacity, science and technology

    10.2   explain the theory of demographic transition

    10.3   explain the challenges and possible responses associated with high population growth rates

    10.4   explain the challenges and possible responses associated with low population growth rates

11.0   respond to issues related to population that influence quality of life

    11.1   identify the issue

    11.2   analyze the issue

    11.3   develop a cogent response to the issue

Population Change

Outcomes

Students will be expected to

10.0 demonstrate an understanding of how population changes influence quality of life

　10.1 explain the relationship between population, carrying capacity, science and technology

　10.2 explain the theory of demographic transition

　10.3 analyze the challenges and possible responses associated with high population growth rates

　10.4 analyze the challenges and possible responses associated with low population growth rates

Focus for Learning

In this outcome, students will investigate population issues that influence quality of life nationally and globally.

An examination of population issues will begin with an exploration of the relationship between population, carrying capacity, and developments in science and technology. Historically speaking, humans have been able to create conditions under which populations have been able to expand, which in recent centuries has led to concerns about overpopulation.

Next, students will investigate predictable patterns in how populations change over time due to economic, environmental, political, and social developments. This will include an examination of demographic transition (DT), the Demographic Transition Model (DTM) and the relationship that exists between development and population.

Finally, students will analyze challenges associated with countries that experience low population growth rates and those that experience high population growth rates. This investigation will include evaluation of methods that may be used to both control or limit population growth, and those that may be used to encourage population growth. Through these analyzes, a focus on how population issues influence quality of life will be maintained.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated include:

- *Democracy (1.1)* – What role – if any – should the government play determining family size?
- *Collaborate (1.2)* – How might provinces experiencing population increase collaborate with provinces experiencing population decrease in order to improve everyone's quality of life?
- *Improve the Human Experience (1.3)* – What can an area experiencing population decline do to improve quality of life?

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – How has the population of Newfoundland and Labrador changed since the late 1800s?
- *Comparison (2.2)* – What are the strengths and limitations of a country in Stage 2 of DT compared to a country in Stage 5?
- *Causality (2.3)* – How has industrialization affected the movement of people within countries? What challenges did this create?
- *Significance (2.4)* – Which issue is most challenging: population growth or population decline? Why?
- *Perspective (2.5)* – How might population growth affect an LEDC?
- *Values (2.6)* – Should governments legislate population control?

Sample Performance Indicator

What is needed in order to avoid both excessive population growth and population decline? Explain.

Population Change

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (Student Resource [SR], Abridged Edition)
	• Ch. 10 pp. 132-161
	Suggested
	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Resource Links
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Population Change

Outcomes

Students will be expected to

10.0 *demonstrate an understanding of how population changes influence quality of life*

> 10.1 *explain the relationship between population, carrying capacity, science and technology*

Focus for Learning

When we consider how human population growth has changed over time, we can see two primary trends: first, that population growth remained low for thousands of years until the Modern Era, when we see a significant increase; second, a decline in population growth in the late 20th century, which continues today. Students should consider how trends in decreasing or increasing population can influence the quality of life for people affected (e.g., change in food supply, change in employment).

For the majority of our species' time on Earth population, growth remained low, primarily as a result of scarcity and the inability to provide considerable increases in food supply. Additionally, disease, disasters, and famine limited population growth somewhat. These factors together meant that human population grew very slowly for thousands of years. These factors were due to environmental conditions over which humans had little control.

As human societies developed new technologies, there was a shift toward a greater degree of human control over the natural world, resulting in the ability to increase the earth's carrying capacity - the number of people the earth's resources can sustain. There are four significant historical stages of technological development leading to increased carrying capacity that students should examine:

- Stage 1: Hunting and Gathering
- Stage 2: Neolithic Revolution (first agricultural revolution)
- Stage 3: Industrial Revolution (second agricultural revolution)
- Stage 4: Green Revolution

For a detailed discussion of this topic see Appendix A16: How does science and technology influence population?

Population Change

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Demonstrate how population has changed over time using a population circle (e.g., Population Connection). This activity could show population change from 1500 to present. Distribute numbered cards representing a growth of 250 million people per card. When their number is called, students add an object to the circle. As more numbers are called, the speed of adding objects to the circle increases. After the activity, discuss the following questions:
    - How did the population change over time?
    - Can you predict what will happen in the next decade?
    - What might happen if the population continues to increase at this growth rate?

Connection

Teachers may

- Discuss how technology and science can influence population growth. What innovations result in population growth, population stability, or population decline?

Students may

- With a partner, create a graphic timeline highlighting the four stages of technological development as it relates to population growth. Place events along a timeline and justify their decisions.

Consolidation

Students may

- Write a journal entry based on the following prompt: Which innovation had the most significant influence on population growth/decline?

Resources and Notes

Authorized

*Global Connections:
Investigating World Issues*
(SR, Abridged Edition)

- Ch. 10 pp. 132-139

Appendices

- Appendix A16: How does science and technology influence population?

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Resource Links

Population Change

Outcomes

Students will be expected to

10.0 *demonstrate an understanding of how population changes influence quality of life*

    10.2 *explain the theory of demographic transition*

Focus for Learning

While all human populations experience increases or decreases over time, there are certain predictable changes that occur as countries industrialize, gaining new technology and scientific knowledge. The Demographic Transition Model (DTM) seeks to describe five stages in population change that countries go through as they develop. These population changes are reflected through lowering of the death rate and birth rate over time primarily as a result of economic development, advancements in medical science and technology, education, and female empowerment. Students should examine these stages paying particular attention to the factors that influence natural change:

- Stage 1: High Stationary - Birth rates and death rates are high, creating a stable population.
- Stage 2: Early Expanding - Birth rates remain high and death rates begin to drop, creating an expanding population.
- Stage 3: Late Expanding - Birth rate begins to decline, while the death rate continues to decrease, resulting in population growth that is slower than stage 2.
- Stage 4: Low Stationary - Birth rates have declined to match death rates, creating a stationary population.
- Stage 5: Declining - Birth rates decline to a level lower than the death rate, resulting in a declining population.

It should be noted that there are a variety of factors that contribute to the above changes in birth and death rates, however students should focus on the role of new technology in this process (i.e., improved healthcare, available birth control, and shift from agricultural to industrial economies).

It will be useful for students to examine population pyramids representative of each stage of demographic transition. These graphs summarize a considerable amount of data about the makeup of a population by age and sex, and how this may change over time.

For a detailed discussion of this topic see Appendix A17: What is meant by demographic transition?

Population Change

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• Engage students in a discussion related to changes in family size over time (e.g., several generations). Identify trends from the discussion, then ask students to extrapolate how this might apply to a country's population.
  - Do a poll of the class to determine the number of siblings they have. Then, record the number of siblings their parents and grandparents had. Typically, the number of children has decreased in families over generations. Have students generate a list of possible reasons for this trend.
  - Brainstorm why people in the past had shorter life expectancies. Make connections to how changes in science and technology may have influenced life expectancy.
 	
Connection
 	
Teachers may
• Show separate graphs of changes in global birth rates and death rates over time. Discuss how these changes affect the rate of natural increase and population growth.
 	
Consolidation
 	
Teachers may
• Create two pyramids of two distinctly different countries using data sets. Ask students to explain each shape (e.g., early expanding) using the stages of the DTM. What challenges might this population encounter? How might these challenges be addressed?
	Authorized
	
	Global Connections: Investigating World Issues (SR, Abridged Edition)
	• Ch. 10 pp. 140-143
	
	Appendices
	• Appendix A17: What is meant by demographic transition?
	
	Suggested
	
	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Resource Links

Population Change

Outcomes

Students will be expected to

10.0 *demonstrate an understanding of how population changes influence quality of life*

> 10.3 *explain the challenges and possible responses associated with high population growth rates*

Focus for Learning

High population growth rates can lead to a condition of overpopulation where the resources of a country cannot provide for the needs of its citizens. Students should briefly examine ways in which overpopulation can lead directly to a diminished quality of life. Examples of these issues may include high unemployment rates, lack of funding for social programs, increased demand on resources and the environment.

Countries in Stage 3 of the demographic transition experience the greatest risk of problems associated with overpopulation. Students should consider approaches that these countries may use to reduce their birth rates and avoid overpopulation. In doing so, students should realize that quality education and equality of women in society tend to be the most effective means of reducing birth rates. Students may examine a country or region that has made considerable strides in addressing overpopulation (e.g., Kerala in India).

For a detailed discussion of this topic see Appendix A18: How should we respond to high population growth rates?

Population Change

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Global Connections: Investigating World Issues* (SR, Abridged Edition)
• Show a picture illustrating high population to generate discussion of the challenges a country might experience. Challenges could include access to resources, crime, crowding, infrastructure, lack of employment and educational opportunities, and pollution. Lead class discussion on how these factors influence quality of life.	• Ch. 10 pp. 144-149
	Appendices
	• Appendix A18: How should we respond to high population growth rates?
Connection	
Students may	**Suggested**
• View a list of the ten most populated countries. Brainstorm to create a list of the problems they may face due to overpopulation.	Professional Learning website for Social Studies www.k12pl.nl.ca:
• Create a Google Doc or Slide to explain the challenges associated with high population.	• Resource Links
Consolidation	*Global population growth box by box* a Ted Talk by Hans Rosling
Teachers may	
• Emphasize how improving the lives of women creates significant improvements in quality of life for society as a whole. Examples may include increased access to birth control, education, financial opportunities, and healthcare.	
• Show the Ted Talk by Hans Rosling "Global population growth box by box" to help explain how increasing economic growth relates to reduced population growth for the world's poorest people/countries. Ask students to summarize the main points of the presentation as part of an exit card.	
Students may	
• Discuss the following statement: Buying goods from LECDs helps increase everyone's quality of life.	
• Write a journal entry based on the following prompt: Helping improve a girl's quality of life is important.	

Population Change

Outcomes	Focus for Learning
Students will be expected to	
10.0 *demonstrate an understanding of how population changes influence quality of life*	With people having fewer children, the problem of population decline becomes a real concern for countries in Stage 5. Students should be able to determine the problems that could be associated with low population growth rates (e.g., lower tax base to fund public services, aging population, and labour shortages).
10.4 *explain the challenges and possible responses associated with low population growth rates*	To counter the low population growth, regions and countries have enacted a number of strategies, to encourage people to have more children (i.e., natalist; also called pronatalist). These strategies include ideas such as tax benefits, monthly payments, child care, and post-secondary education to counter the large expense of raising a child in industrialized countries. Generally speaking, however, these strategies have been shown to have limited effectiveness.
	Perhaps the most effective method currently used by a number of Stage 5 countries is to encourage immigration. People are often subject to push or pull factors that will encourage them to move to a new country or region if there is a tangible benefit to them in terms of their quality of life. Migration can be seen as a response to the challenges of low population growth rates because immigrants fill positions in the economy caused by labour shortages.
	Students should examine the nature of low population growth rate issues within the Canadian context (e.g., nationally or provincially).
	For a detailed discussion of this topic see Appendix A19: How should we respond to low population growth rates?

Population Change

Sample Teaching and Assessment Strategies

Activation

Teachers may
- List countries with declining growth rates. As part of a class discussion, summarize the problems they are experiencing (e.g., shrinking tax base, worker shortage). Ask students to propose solutions they think might help improve the problems above, such as pronatalist policies like baby bonuses, or increased immigration.

Connection

Teachers may
- Organize students to participate in a gallery walk. Set up stations that illustrate the various effects of low / declining population. Pose questions that encourage engagements with the forms of analysis discussed in outcome 2.0.

Students may
- Examine the current population growth strategy(ies) adopted by the Government of Newfoundland and Labrador. Why is having such a strategy important for the province?

Consolidation

Students may
- Imagine they are part of the government trying to fix the problem of population decline for their country. Identify five challenges and rank them in order of importance. Using examples, develop a response for each challenge that could help their country.
- Explain why pronatalist solutions have limited success in increasing birth rates.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 10 pp. 150-161

Appendices
- Appendix A19: How should we respond to low population growth rates?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Population Change

Outcomes	**Focus for Learning**
Students will be expected to	
11.0 respond to issues related to population that influence quality of life	This outcome requires that students apply their learnings from outcome 10.0 to a current or emerging population issue.
	Students should examine an issue related to high or low population growth rates, and consider the consequences of this issue on quality of life. This examination could be from the past or present, and either local, national, or international.
11.1 identify the issue	
11.2 analyze the issue	
11.3 develop a cogent response to the issue	Throughout this inquiry, students should apply the Integrated Concepts and Process Skills outlined in Unit 1:
	• Identify the issue and geographical location.
	• Explain the causes of the issue, including the immediate causes and/or underlying influences.
	• Discuss the consequence(s) of the issue as it relates to quality of life, both anticipated and unanticipated. Additionally, students should identify if the consequences are positive, negative, both or indeterminate.
	• Suggest possible responses which could be adopted to address the quality of life concern(s) arising from the issue.
	• Identify the preferred response based on benefiting the largest number of people.
	Student inquiry should focus on a country that has not already been studied in class.
	Finally, students may communicate their research in a variety of forms, such as
	• a foldable,
	• a research poster,
	• a podcast,
	• an informational video, or
	• a multi-paragraph essay.
	By the completion of this delineation, students should be able to analyze a population issue that affects quality of life and propose a response that would resolve the issue and benefit the largest number of people.

Population Change

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Connection

Students may

- Use a graphic organizer to assist with their investigation of the relationship between population and quality of life.

Country	
Population Growth Rate	positive / neutral / negative
Immediate Cause(s)	
Underlying Influence(s)	

	positive	negative
Anticipated Consequence(s)		
	positive	negative
Unanticipated Consequence(s)		

Addressing Quality of Life Concerns in _____		
Option #1 *# people affected*	*Strengths*	*Limitations*
Option #2 *# people affected*	*Strengths*	*Limitations*
Option #3 *# people affected*	*Strengths*	*Limitations*
Preferred Response and Justification		

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 11 pp. 162-167

Suggested

Professional Learning website for Social Studies
www.k12pl.nl.ca:

- Population Change
- Resource Links

Unit 5: Human-Environmental Interaction

Focus

This unit provides students with the opportunity to fully examine the relationship of our civilization to the environment. Students will first examine the nature of human-environmental interaction in terms of the resources we need and how our resource needs create consequences for the planet. Additionally, students will investigate responses to the issues created by human interactions with the environment. Finally, students will consider and respond to human-environmental issues, examining the consequences on quality of life.

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
7.0 explain some of the challenges associated with promoting the common good 23.0 explain how government actions can promote economic growth and stability	4.0 explain how innovations influence the human experience 5.0 explain how ideas influence the human experience 11.0 explain economic innovations and ideas that developed during the Late Modern Era	12.0 evaluate human-environmental interaction 13.0 respond to issues related to human-environmental interaction that influence quality of life

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 12.0 and 13.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes
Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

GCO 7 People, Place, and Environment – Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

GCO 8 Time, Continuity, and Change – Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to:

12.0   demonstrate an understanding of how human-environmental interactions influence quality of life

   12.1   explain the nature of natural resource use and quality of life

   12.2   explain the consequences of issues arising from human-environmental interaction

   12.3   evaluate responses to issues of human-environmental interaction

13.0   respond to issues related to human-environmental interaction that influence quality of life

   13.1   identify the issue

   13.2   analyze the issue

   13.3   develop a cogent response to the issue

Human-Environmental Interaction

Outcomes	Focus for Learning

Outcomes

Students will be expected to

12.0 demonstrate an understanding of how human-environmental interactions influence quality of life

    12.1 explain the nature of natural resource use and quality of life

    12.2 explain the consequences of issues arising from human-environmental interaction

    12.3 evaluate responses to issues of human-environmental-interaction

Focus for Learning

In this outcome, students will investigate human-environmental interactions that have significant consequences for quality of life and the natural world.

Throughout this unit, students will consider three areas of natural resource development: land use, water use, and energy use. This examination will begin with an investigation of human activities that seek to develop each resource with a focus on the relationship between resource use and quality of life.

Next, students will consider the consequences of unsustainable resource development and issues that arise from these activities. In doing so, students should consider how human-environmental interactions may influence both the environment and quality of life.

Finally, students will consider viable responses to issues resulting from human-environmental interactions with the intent of evaluating these responses and proposing effective courses of action that seek to address these issues.

Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:

- *Democracy (1.1)* – Should governments be proactive in protecting the environment? Why?
- *Collaborate (1.2)* – Why do countries need to collaborate in order to protect the environment?
- *Improve the Human Experience (1.3)* – Why is it important for cities to have green spaces and parks?

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:

- *Evidence (2.1)* – What human activities have contributed to land degradation?
- *Comparison (2.2)* – What are the global patterns of energy use?
- *Causality (2.3)* – How can political actions damage the environment? Protect the environment?
- *Significance (2.4)* – Which environmental issue is most important in your area? Why?
- *Perspective (2.5)* – How might perspectives on resource use differ between various groups of people?
- *Values (2.6)* – What responsibility do I have to reduce my ecological footprint? Explain.

Sample Performance Indicator

Which area of resource use – energy, land, or water – most influences quality of life? Support your choice with two arguments.

Human-Environmental Interaction

Sample Teaching and Assessment Strategies	**Resources and Notes**
	Authorized
	Global Connections: Investigating World Issues (Student Resource [SR], Abridged Edition)
	• Ch. 12 pp. 170-199
	Suggested
This page is left blank intentionally.	Professional Learning website for Social Studies www.k12pl.nl.ca:
	• Resource Links

Human-Environmental Interaction

Outcomes	Focus for Learning
Students will be expected to 12.0 demonstrate an understanding of how human-environmental interactions influence quality of life	To begin this examination of human-environmental interactions, students should be able to distinguish between the types of resources used by humans. Resources are generally classified into biotic and abiotic, renewable and non-renewable, as well as flow resources. It will be important to note that these classifications are not exclusive meaning that a resource may be biotic and renewable (e.g. trees).
12.1 explain the nature of natural resource use and quality of life	Land is vital for many human activities and may influence the accessibility of other resources needed or wanted by humans. While it will be useful for students to be aware of a variety of land uses, the focus here will be on agriculture. Students will examine various types of agricultural methods used to increase food supply.
	Next, students will consider the global water resources and the 1% of that which is accessible and composed of fresh water. Students will examine the wide variety of water use activities that are required for maintaining our quality of life and how this resource is managed. Students should focus on the examination of large-scale dam projects and the use of aquifers.
	Finally, students will examine the use of energy and from where energy is derived. The division of energy resources into conventional and alternative sources will be considered along with Canada's place as one of the top energy users in the world.
	It is clear that natural resource use is an integral part of human life, without which survival would not be possible. Students will consider the global distribution of resources (i.e., between MEDCs and LEDCs) and how this may affect the quality of life between regions.
	For a detailed discussion of this topic see Appendix A20: How do we use natural resources?

Human-Environmental Interaction

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Authorized**
Teachers may	*Global Connections: Investigating World Issues* (SR, Abridged Edition)
• Use an ABC brainstorm to identify ways that people use land-based resources to meet needs and wants. Record and display responses (e.g., digital notepad, chart paper). Repeat the brainstorming activity for water and energy use. Debrief by creating a list of the five most important resource usages from each category.	• Ch. 12 pp. 170-199
	Appendices
	• Appendix A20: How do we use natural resources?
Connection	**Suggested**
Teachers may	Professional Learning website for Social Studies www.k12pl.nl.ca:
• Define the different classifications of resources (i.e., biotic, abiotic, renewable, non-renewable, flow). Display images of various resources and have students classify them. Ask students if any resources fit in multiple categories?	• Resource Links
Consolidation	
Students may	
• Create a foldable about either energy, land, or water use that describes:	

- its classifications,
- what the resource is used for,
- how it is harvested/made accessible for use, and
- possible environmental challenges to its use.

Human-Environmental Interaction

Outcomes	Focus for Learning
Students will be expected to	
12.0 demonstrate an understanding of how human-environmental interactions influence quality of life	It is important to note that our quality of life, on the whole, has been due to the human use of environmental resources and that the consequences of our actions should be considered.
	Land Use
12.2 explain the consequences of issues arising from human-environmental interaction	The most important land-use activity for students to consider will be unsustainable agriculture and the modern agricultural practices that are causing the greatest threat to land resources. While the agricultural practices of monoculture and chemical use have created tremendous increases in production of food, this has come at the cost of wide-scale land degradation. The loss of arable land creates a concern of food security raising the possibility of chronic hunger for a large segment of the world population.
	Water Use
	Just as land is an integral part of sustaining life on this planet, so is water. In order to safeguard the quality of life, water security must be maintained. Students will consider what is meant by water security and identify the immediate problems created by large-scale water use such as the building of dams and the depletion of aquifers. These should be examined for the consequences created for the local environment and populations.
	Energy Use
	Energy use can be controversial due to the benefits and challenges associated with its extraction and use. Students should explore one example of energy use in detail to examine the benefits and challenges. Included in this exploration should be a recognition of the emission of carbon into the atmosphere and its role in climate change. Climate change will be the most dramatic consequence of unsustainable energy use as it will affect the climate of the entire planet in complex and unpredictable ways.
	For a detailed discussion of this topic see Appendix A21: What issues arise from human-environmental interaction?

Human-Environmental Interaction

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Authorized**
Students may	*Global Connections:*
• Listen to a song such as Joni Mitchell's "Big Yellow Taxi" or Talking Heads' "Nothing But Flowers." List all the environmental references mentioned in the song. What statement is the song making about the relationship between human interaction and the environment?	*Investigating World Issues* (SR, Abridged Edition) • Ch. 12 pp. 170-199 Appendices • Appendix A21: What issues arise from human-environmental interaction?
Connection	
Students may	**Suggested**
• Determine their ecological footprint by using an online calculator. Think-pair-share or debrief as a class by considering the following:	Professional Learning website for Social Studies www.k12pl.nl.ca: • Resource Links
- Which activities have the most negative environmental impact? The least?	
- How do you compare with your peers? With other countries?	
- Which three things could you do to most reduce your ecological footprint?	
Consolidation	
Students may	
• Create a visual display to explain the consequences of unsustainable land, water, or energy use. Each board should contain a combination of images and words.	

Human-Environmental Interaction

Outcomes	Focus for Learning
Students will be expected to	In this delineation, students will investigate possible responses to issues of unsustainable resource use. This will mirror the previous two delineations in its focus on land use, water use, and energy use.
12.0 demonstrate an understanding of how human-environmental interactions influence quality of life	*Land Use*
	As seen already in this unit, land use issues are of considerable concern when it comes to quality of life, due to the consequences these have for global food security. While students have already considered consequences of unsustainable land use, the focus here will be methods and responses to mitigate these consequences. Students should examine modern food production methods as responses to the issue of unsustainable agriculture (e.g., organic farming, buying local, reducing travel distance of food).
12.3 evaluate responses to issues of human-environmental-interaction	*Water Use*
	Issues of water security are varied and, as such, will be better understood through analysis of specific examples. Students should examine issues of large-scale water use that include the construction and use of large-scale dams and the increasing trend towards exploitation of aquifers. During this inquiry, students should evaluate possible viable responses to these issues.
	Energy Use
	Students have already explored the consequences of unsustainable energy use in the previous delineation. Here, students should consider viable responses to the issue of climate change. This investigation will involve an assessment of the increased use of alternative energy sources (i.e., solar, biofuels, geothermal, wind, and hydrogen). Many of these responses may be considered national in scope, but since climate change has global implications, student should realize that for these responses to be effective, it is necessary that action be taken internationally.
	For a detailed discussion of this topic see Appendix A22: How should we respond to human-environmental issues?

Human-Environmental Interaction

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Review the Sustainable Development Goals with students. Facilitate discussion on which goals are geared toward addressing issues regarding land, water, and energy use.

Connection

Students may
- Choose ten food products from the grocery store and trace their origins. Make a grocery list that includes only local items.
- Compare the advantages and disadvantages of traditional versus alternative sources of energy.

Energy Source	Energy Type	Advantages	Disadvantages

Consolidation

Students may
- Create a pamphlet or one page proposal for the Government of Newfoundland and Labrador recommending a particular alternate energy source.
- Create a commercial (e.g., radio, TV, billboard) encouraging people to use less water.

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)
- Ch. 12 pp. 170-199

Appendices
- Appendix A22: How should we respond to human-environmental issues?

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:
- Resource Links

Human-Environmental Interaction

Outcomes	Focus for Learning
Students will be expected to	
13.0 respond to issues of related to human-environmental interaction that influence quality of life	This outcome requires that students apply their learnings from outcome 12.0 to local issues related to human-environmental interaction.
	Students should investigate an emerging local issue issue related to human-environmental interaction and the consequences this issue has on quality of life.
13.1 identify the issue	
13.2 analyze the issue	Throughout this inquiry, students should apply the Integrated Concepts and Process Skills outlined in Unit 1:
13.3 develop a cogent response to the issue	• Identify the human-environmental interaction issue and the geographical area affected.
	• Investigate the causes of the issue.
	• Investigate the consequences of the issue.
	• Suggest possible responses which might address the quality of life concerns created by this issue.
	• Identify the preferred response that is most sustainable.
	Given that students will be asked to develop responses to the issues, the issue should be limited to one that is of local/regional importance.
	Finally, students may communicate their research in a variety of forms, such as
	• a foldable,
	• a research poster,
	• a podcast,
	• an informational video, or
	• a multi-paragraph essay.
	By the completion of this delineation, students should be able to analyze an issues related to human-environmental interaction and develop a response to address related quality of life issues.

Human-Environmental Interaction

Sample Teaching and Assessment Strategies	**Resources and Notes**

Connection

Students may

- Use a graphic organizer to assist with their investigation of the relationship between human environmental interaction and quality of life.

Location	
Issue	
Immediate Cause(s)	
Underlying Influence(s)	

	positive	negative
Anticipated Consequence(s)		

	positive	negative
Unanticipated Consequence(s)		

Addressing Quality of Life Concerns in _____

Option #1	*Strengths*	*Limitations*
Option #2	*Strengths*	*Limitations*
Option #3	*Strengths*	*Limitations*
Preferred Response and Justification		

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR, Abridged Edition)

- Ch. 13 pp. 200-205

Suggested

Professional Learning website for Social Studies www.k12pl.nl.ca:

- Resource Links

Appendices

Appendix A - Teaching Notes

Appendix A1: What is quality of life?

This course focuses on the concept of quality of life, and examines a variety of ideas and issues that influence it.

Quality of life can be defined as the standard of health, comfort and happiness experienced by an individual or group. Many factors can play a role in determining quality of life, such as financial security, job satisfaction, health, safety, or access to natural spaces (e.g., wilderness areas). Students will examine some of these factors in depth in delineation 4.2.

People have different opinions as to what factors are important in determining their quality of life. For example, crime might have has a significant influence on the quality of life of one person, while another may feel that crime is not an issue affecting their life. In other words, factors influencing quality of life vary from person to person.

Students should consider what factors are relevant to their lives, enabling them to have an acceptable quality of life. Within the classroom there may be differing views on which factors are most important.

That said, many people connect quality of life with economics. For instance if crime is a quality of life concern, as in the example above, money could used to respond to this issue in a number of ways:
- It could enable the individual in question to move to a safer neighbourhood.
- It could enable the individual in question to install a security system, to hire a security service or to purchase some form of protection to prevent crime or minimize its risk.
- It could enable government to hire more law enforcement officers
- It could enable government to address the social and economic needs of those who feel compelled to commit crimes as a means to address their own quality of life concerns.

This example illustrates that crime, which is a social issue, is also related to economics and politics. While it will be useful to discuss quality of life issues from various perspectives – economic, environmental, political, and social – it is not necessary that students categorize factors into these domains.

Keywords:

- economic issues
- environmental issues
- political issues

- quality of life
- social issues

Appendix A2: How do we measure quality of life?

Social scientists measure a variety of factors to determine if an individual or group has a high or low quality of life. For the purposes of this course, we will examine and use two.

Level of Economic Development

Countries can be grouped into one of two categories, based on the level of economic activity in a given year. The level of economic activity can be measured using a country's per-capita gross domestic product (per-capita GDP). A country with a high per-capita GDP is referred to as a more economically developed country (MEDC), while a country with a low per-capita GDP is referred to as a less economically developed country (LEDC).

MEDCs are characterized by strong economies that generate large amounts of wealth, have high rates of employment, and grow each year. LEDCs, by comparison, have less wealth overall, higher rates of unemployment, and have lower economic growth. Students should note that MEDCs tend to have higher quality of life because of various social programs, such as education and healthcare. These programs are made possible because governments in these countries have the financial resources to pay for such programming. Conversely, the governments of LEDCs have less money, and therefore have fewer social programs. This results in an overall lower quality of life for citizens.

Human Development Index

While there is a relationship between economics and quality of life, there are other factors that can be considered. The United Nations (UN) developed the Human Development Index (HDI) using three factors: life expectancy, level of education, and a country's per capita income. Using these factors, more insightful comparisons can be made between countries. For example, Country A and Country B might both be classified as MECDs. Can we then assume that they will have the same quality of life? No. Country A might have a HDI score of 0.9 while Country B's HDI score of might be lower, at 0.7. What accounts for the difference? In this example Country A has more health care workers per capita and a lower percentage of smokers than Country B. Therefore, life expectancy in Country A is higher (e.g., 82 years) than in Country B (e.g., 74 years).

Students should understand that, in addition to the factors noted above, other indicators can also be used when determining quality of life. Possible indicators include infant mortality rates (social), Freedom House Rating (political), and ecological footprint or air quality (environmental). Students, however, do not need to categorize indicators as economic, environmental, political, or social.

Keywords

- continuum
- GDP
- GDP per-capita
- Human Development Index (HDI)

- LEDC
- life expectancy
- literacy rate
- MEDC

Appendix A3: How does the past influence quality of life?

One of the purposes of this unit is to bridge and to link Social Studies 2202 with Social Studies 3202. Social Studies 2202 was developed specifically to provide students with an overview of how humans have influenced their experience on this planet. For instance in Unit 2 of Social Studies 2202, students were tasked to investigate key innovations and ideas which profoundly influenced the human experience. The rationale for the vast majority of these innovations and ideas was intended to be positive in nature and lead to a better quality of life, either directly or indirectly.

For example the aqueduct was intended to provide Roman citizens with clean water on demand with minimal effort. The Phoenicians were able to develop a working alphabet which aided in their communications with other cultures and facilitated their global trading network. Even the invention of the atomic bomb was intended to end the Second World War and bring peace to a planet devastated by two global conflicts in the first half of the 20th century.

While most ideas and innovations were intended to lead to a better quality of life, students learned in Social Studies 2202 that the consequences of human actions may be anticipated and unanticipated leading to both positive and negative effects. Students should explore an historical idea or innovation and, in doing so, consider the purposes for its development and its implications for quality of life, which may be short-term or long-term in duration. There are many innovations students may research and the below examples of the cotton gin and the Manhattan Project are merely two possible topics that students may explore.

During the beginning of the industrial revolution, Eli Whitney invented the Cotton Gin. It radically sped up the process of separating cotton seeds from the cotton itself. Its invention had the desired effect of increasing the amount of cotton produced, particularly in the southern United States, and increasing production levels of cotton based products. The unfortunate by-product of this invention was that slavery, which was a diminishing institution in the late 1700s, became viable once again and the demand for African-American slave labour increased substantially, allowing this morally reprehensible practice to endure and become a divisive issue in American politics. So much so that the most destructive war in American history (The American Civil War) directly resulted from slavery.

Obviously the production of cheap, mass produced cotton clothing had a positive impact on quality of life for many citizens around the world, however for African-American slaves, the cotton gin led to years of imprisonment, suffering, destitution and misery.

Earlier it was mentioned that the invention of the atomic bomb was intended to end the Second World War and bring about global peace. This seems counterintuitive given that nuclear weapons would give humans the capacity to completely destroy this planet, yet the scientists working on the Manhattan Project were so consumed by science and accomplishing the task assigned to them that they did not overtly contemplate the consequences of their work until they were successful.

On witnessing the first test of the atomic bomb, which he had helped to develop during his work with the Manhattan Project, Dr. J. Robert Oppenheimer said:

We knew the world would not be the same. A few people laughed, a few people cried, most people were silent. I remembered the line from the Hindu scripture, the Bhagavad-Gita. Vishnu is trying to persuade the Prince that he should do his duty and to impress him takes on his multi-armed form and says, "Now, I am become Death, the destroyer of worlds." I suppose we all thought that one way or another.

Since 1945 the human race has lived with the spectre of universal destruction and many of the scientists associated with the Manhattan Project have either disavowed their work or expressed serious reservations about its efficacy.

Notwithstanding, there have been some consequences of atomic research which have had a positive impact on our quality of life such as:

- the development of nuclear energy and propulsion (There are currently 451 operable civil nuclear power nuclear reactors around the world, with a further 58 under construction).
- the advent of nuclear medicine and the positive impact that has had on many types of cancers, heart disease, gastrointestinal, endocrine, neurological disorders and other abnormalities within the body.

By making this connection with the work completed by students in Social Studies 2201/02, the students should have a solid foundation in Social Studies 3202 with which to investigate and explore some of the most pressing issues facing humans today and into the foreseeable future.

Keywords: no new terms in this delineation

Appendix A4: What is globalization?

One force that has had a significant influence on quality of life is globalization. Globalization refers to the trend towards greater interdependence and interconnectedness among the world's peoples. As countries interact in increasingly diverse ways, similarities grow among them as ways of life become shared to a greater degree. In a sense, the world has become smaller and more like a global village through this increased integration of people and how they live together.

Globalization is an all encompassing phenomenon in that it occurs in nearly all aspects of life. For purposes of this course, the types of globalization that students should examine include:

- Cultural globalization relates to the gradual homogenization of people's way of life across the globe (e.g., loss of local language or dialects, spread of ethnic cuisine, similarities in sports and other pastimes, adoption of common attitudes or acceptable behaviours).

- Economic globalization relates to integration of economic systems globally (e.g.,easier movement of goods through transportation systems, increasing availability of labour, economic growth through use of resources and goods production, as well as growing connections between global stock markets and currencies).

- Environmental globalization occurs when countries share increasingly similar attitudes towards resource use and environmental priorities (e.g., growing environmental movements and activism, increased rates of resource depletion, adoption of policies to address water pollution, international acceptance of climate change).

- Political globalization occurs when systems of governance become more uniform among countries, which can influence people's decision-making at the local, national, and global levels (e.g., adoption of new political systems (e.g., democracy), changes in protection of rights and freedoms).

- Technological globalization involves the rapid spread of communications and computer technologies throughout the world (e.g., increased Internet connectivity and access to information, communications infrastructure and the proliferation of mobile phones, use of social media, greater global use of equipment and machinery for a variety of purposes).

As has already been noted, in Social Studies 2201/02 students examined historical events that have contributed to changes in quality of life. Though globalization is a relatively new conceptual framework, the trend towards greater interconnected among countries has occurred throughout history. Students need not examine this idea in detail here, but should be aware that globalization has been occurring for hundreds of years.

It will be useful for students to consider various ways in which globalization is reflected in their own lives. This may be achieved through speculation on how their lives would be different if there they experienced greater or lesser degrees of globalization.

(Note: Globalization, as a conceptual model of global interaction, will be referred to throughout this course, as it has implications for a wide range of economic, environmental, political, and social issues).

Keywords:

- cultural globalization
- economic globalization
- environmental globalization
- globalization

- global village
- political globalization
- technological globalization

Appendix A5: How does globalization influence the human experience?

As students noted in the previous delineation, globalization has far reaching consequences for people's lives. Since this trend is global in scope, its consequences will vary greatly depending on the stakeholders involved. It is for this reason that globalization may be considered a significant issue influencing the world today and into the future.

Globalization is considered by some to be one of the most controversial issues facing the world. It has been beneficial for a great number of people and countries for whom it has become a reality, but likewise it has produced considerable challenges that these countries must address. Inseparable from this discussion are the perspectives of various individuals and groups who have a stake in this issue. Students will remember from Social Studies 2201/02, that perspective is determined by two factors:

- Socio-economic status - This is a measure of a person or group's position in a community or society and can be determined by education, income, parent's occupation, and place.
- Life experiences - A wide range of experiences based on one's ethnic background, age, gender, schooling, travel, residence, and past experience with the use of conflict and cooperation can influence how one views relevant social, economic, and political issues.

Since people come from a variety of socio-economic backgrounds and have considerably different life experiences, it is likely that there will be a wide range of perspectives on any issue, and this applies equally to globalization. This is even more poignant a concern when one realizes that globalization occurs in almost all aspects of life, therefore it influences nearly everyone.

Even within Canada - a more economically developed country than many other countries and one that has experienced numerous benefits of increased interdependence among its global partners - there are varying levels of support for, or criticism of, globalization depending on perspective. In addition to this, people's perspectives often involve an element of bias, as they may favour one opinion or point of view over another based on their own experiences. Students should choose an issue related to a type of globalization (e.g., technological, cultural) and consider how perspectives may vary between stakeholders, considering the position and rationale of each.

As already noted, Canada, as a MEDC, has experienced many benefits of globalization. Globally, however, there is greater variation in the relative benefits experienced among countries. It should be noted that since all countries experience globalization to varying degrees, the degree to which they experience its benefits and challenges will also vary (i.e. one country may experience considerable economic benefit from increased trade, while another country may also benefit from increased trade, but to a lesser degree; citizens of one country may experience increased protection of their rights and freedoms in law, but to a lesser degree than another country).

Students should take time to consider the global scope and consequences of the trend towards increased globalization in the world. A range of benefits and challenges should be explored briefly, as many of these will be developed further as students progress through the course. Consequences may include, but not be limited to:

Benefits of Increased Globalization	Challenges of Increased Globalization
• greater variety of goods and products • shared environmental conservation strategies • greater peace • greater levels of healthcare and education	• increased exploitation of less economically developed countries • greater levels of pollution and land degradation • child labour / sweat shops • loss of local culture

Finally, using their understanding of globalization to date, students should consider whether globalization is having a primarily positive or negative influence on people's lives worldwide. As they do this, students should focus on whether or not globalization has led to a higher or lower quality of life. Additionally, they should consider the perspectives of people from both more economically and less economically developed countries as they develop their own perspectives on globalization.

Keywords:
- bias
- lived experience
- opinion
- perspective
- socio-economic status

Appendix A6: What issues arise from globalization?

As students continue their exploration of globalization, it will be important to examine issues that arise from this trend in order to provide a fuller understanding of the complexities involved. This will also deepen their understanding of this concept beyond a merely superficial level by placing globalization within a specific context.

To this aim, there are many case studies that students may explore, but they should examine at least one issues resulting from increased globalization. Students should explore one example that is Canadian in scope, and one from another country. Some examples of issues may include:

- urbanization and the growth of cities (e.g., Dubai, Singapore, Calgary, St. John's)
- global refugee crisis
- growth of transnationals (e.g., Apple, Exxon Mobil, Walmart)
- climate change
- gender equality

As students analyze these issues, for each they should consider:

- causes and consequences
- perspectives of groups affected,
- the role of globalization (i.e., whether it alleviates or exacerbates the issue), and
- the influence on quality of life

Through examination of specific issues, students will gain a greater appreciation of the complexity of global issues and the role that globalization plays in them. Additionally, students may develop their own perspectives on globalization as it relates to the issue analyzed.

(Note: Since issues will involve a variety of opinions and perspectives, it will be important for students to be respectful of opposing viewpoints when discussing controversial issues).

Keywords: no new terms in this delineation

Appendix A7: What is sustainability?

If there is an issue of concern that has become a focus of world attention and discussion in the 21st Century it would be the environment. Students will have knowledge of various types of environmental issues that are of concern but they will require a framework to classify the way that people think about the environment and how it relates to their lives. Having completed Social Studies 2202, students will understand the concept of worldview and how worldviews are not static and can change. It is important to consider at this point the concept of an environmental worldview.

An environmental worldview focuses on the question of what is more important, human needs and wants, or the overall health of the environment. Based on this there are two main worldviews, which each have their own benefits and challenges:

- Expansionist
- Ecological

The expansionist worldview, which rose to prominence during the Industrial Revolution, believes that the exploitation of nature and its resources is justified because it enables the accumulation of wealth and promotes the growth of economies. In addition this worldview claims that environmental and resource problems and resource problems are negligible and that any such issues can be easily solved through better management and new technology. It can be argued that this way of thinking has led to the endangerment or extinction of species due to the activities of humans (e.g., Great Auk, Passenger Pigeon, Atlantic Right Whale).

An ecological worldview requires that the environment is considered without looking at how it is benefits humans. This worldview emphasizes the importance of protecting ecosystems in order to protect all species. The ecological worldview developed as a response to the destruction of the environment caused by industrialization and lessens the importance of expanding the economy of countries. Nature is seen to be something that is to be valued and preserved rather than exploited and tamed. This worldview has seen growth in recent years as people have become concerned with issues related to global warming and climate change. Evidence of the growth of this worldview can be seen in activities like recycling, introduction of pollution controls and events like Earth Day.

Students should consider their own environmental worldview, which would include how they think the world works, what they think their role in the world is, and what they believe is right or wrong about environmental behaviour in the world around them. By answering these questions students will be able to consider the challenges and responses to environmental issues.

Sustainability is the process of meeting our own needs without compromising the ability of future generations to meet their own needs, however, any discussion about sustainability has to include more than just concern about environmental issues. In order for there to be a successful approach to sustainability, students must also consider economic and societal sustainability as well. Referred to as the Three Pillars of Sustainability, true or complete sustainability can only be achieved when environmental, economic and social concerns are addressed and balanced to find a sustainable equilibrium. Ultimately, a good quality of life is tied to finding a sustainable balance between these three pillars or elements. If this balance cannot be achieved, our quality of life will suffer.

In this delineation students have examined how environmental worldviews can shape how they think about the issue of sustainability. They also explored at the concept of sustainability. In the next section, students will examine how issues of sustainability will influence how people will live.

Keywords:

- ecological worldview
- economic sustainability
- environmental sustainability
- expansionist worldview

- social sustainability
- sustainability
- Three Pillars of Sustainability

Appendix A8: How does sustainability influence the human experience?

Concerns about the unsustainable use of resources leads to the possibility of scarcity of resources. Students should consider the consequences of a vital resource (food, water, oil, gasoline) becoming scarce. They should also consider the short term and long term consequences of not achieving sustainability (e.g., in the short-term there may be more wealth and new jobs, but in the long-term resource depletion can result in the loss of wealth and jobs).

Resource scarcity can lead to great disruption in a society. Typically in the past, resource scarcity has led to social and political unrest and decline in economic growth. It will be important for students to consider the events would negatively affect most people lives and that would cause disruptions and challenges. Many of these consequences would result in increased costs and taxes for citizens of MEDCs as they pay to mitigate these problems through increased military spending, development aid, etc.. In addition most would acknowledge that a lower quality of life would be a result of resource scarcity. It is also important to note that one of the consequences would be increased momentum for sustainable development as people realize that these situations are created by a lack of sustainability. The other issue mentioned, climate change, will be examined in greater detail in Unit 5.

It will be useful to consider the rate of resource use taking place globally. This can be achieved through examination of the concept of ecological footprint. This concept refers to the impact human activities have on the environment by considering how much land and water resources are required to sustain our way of life. It is clear that the resources of the planet cannot sustain that kind of resource use. We would need 3.8 Earths to provide the needed resources for all people if they use resources at the rate Canadian do.

It is clear that the rate at which we are using resources is currently not sustainable.

An important question for students to consider is, "How do we create a world where all countries are achieving sustainability?" One answer to this question may include decreased economic growth for the MEDCs as sustainable development is introduced, while the LEDCs try to obtain a basic quality of life. Students should consider some of the ways that the lives of people in MEDCs may be affected if an international effort is made for sustainable development (e.g., fair trade). The focus of this examination should be on the efforts individuals and groups can make to encourage a greater appreciation for sustainability.

Keywords:

- biocapacity
- Earth Overshoot Day (EOD)
- ecological footprint

- resource scarcity
- sustainable development
- UN Sustainable Development Goals (SDGs)

Appendix A9: What issues arise from sustainability?

Sustainability is a multifaceted and complex issue that should be examined by students in greater detail. In order for students to obtain a greater understanding of sustainability they should research one of the below issues. Students should realize that as their investigations of these issues progress there will rarely be simple solutions available and that the matters at issue are complex. Some examples of issues may include:

- Paris climate agreement
- Endangerment or extinction of a species by human activity
- Methods of energy generation
- Risks to food security
- Overfishing and bycatch
- Illegal wildlife trade
- Urban sprawl and habitat loss

As students analyze these issues, for each they should consider:

- causes and consequences
- perspectives of groups affected,
- the influence on quality of life, and
- possible responses to help address challenges that arise from the sustainability issue.

Students should be reminded that when discussing controversial issues and problem solving that being respectful of opposing viewpoints is vital to reach a compromise or to simply agree to disagree.

Through the examination of these issues students will discover that responses to these issues require a careful examination of a wide range of viewpoints. In addition, as a result of their examination of these issues students will be better prepared to understand the range of sustainability issues that they will discover as they progress through this course.

Keywords: no new terms in this delineation

Appendix A10: What is economic disparity?

The generation of wealth and its use to address society's needs plays a huge role in addressing issues related to quality of life. The absence of wealth or its uneven distribution can significantly influence the addressing of quality of life concerns.

Disparity is the condition of being unequal. Economic disparity is the unequal distribution of income, wealth and opportunity between different groups in society. While often linked with poverty, they do not necessarily go hand in hand. For instance, in a highly developed country, economic disparity can be high even without high levels of poverty due to a large difference between the top and middle income wage earners. Therefore disparity is a relative term.

Poverty is also a relative term in that it is the minimum level of income deemed adequate in a particular country. For Canada in 2016, that was deemed to be $22,133 for a single person, or $38,335 for a family. This number will change significantly depending on the country in question. However, to put this issue into perspective, hundreds of millions of people live on less than $1.00 U.S. per day and the United Countries classifies this as extreme poverty. In India alone, 47% of the population lives on less than $1.00 a day and 40% live on between $1.00 and $2.00 per day. Therefore while poverty is very closely connected to economic disparity, they are not exactly the same.

Economic disparity and poverty exists globally and it also exists within states. Furthermore, while the absolute number of people living in poverty is decreasing globally, the data suggests that the gap between the "haves" and the "have-nots" may be growing.

Data shows there still remains tremendous disparity in the distribution of wealth, both within and between countries. While the numbers of people who are living on less that $1.00 a day, or even $2.00 a day, is decreasing, this hardly means that they are enjoying a lifestyle like most citizens living within Canada or other MEDCs (More Economically Developed Countries).

In terms of GDP per capita, the MEDCs in North America, Australia, New Zealand and Japan (Western Offshoots) and in Western Europe are experiencing significantly greater levels of wealth generation than areas which were once colonial possessions or former communist bloc countries.

This data suggests that people living in a MEDCs have a much higher quality of life than those who reside in LEDCs. However there are two things which must be kept in mind in discussions with students.

- The GDP per capita indicator is nothing more than an average and as such, includes some citizens who are very wealthy and many more who are not.
- Wealth within countries is not evenly distributed, resulting in a concentration of wealth in the hands of very few individuals.

The second of these points can be illustrated through use of the Gini index, which measures inequality across the whole of society rather than simply comparing different income groups. If all the income in a country went to a single person (maximum inequality) and everyone else had nothing, the Gini index would be equal to 1. If income was shared equally, and everyone got exactly the same, the Gini would equal 0. The lower the Gini value, the more economically equal the society. The United Countries uses a Gini Score of 0.40 as a warning level that a country's economic disparities are becoming excessive. Students should compare Gini Index values for a sample of MEDCs and LEDCs.

Thus far students have seen that in the past 200 years global wealth has risen dramatically while poverty has declined. That said it is also true that global wealth is not equally distributed by region and that much of the world's wealth is actually in the hands of a small minority.

Economic disparity, both between countries and within countries, has many negative consequences. Students should understand that complete economic equality is not what is being referenced or advocated here, rather it is for them to speculate how a more equal distribution of wealth might benefit individuals and societies in general. To do this we must look at some of the problems associated with disparity to see if there are lessons to be learned, which may form the basis for positive change in the future.

Students should briefly examine the consequences of economic disparity. These may include the following:

Health	Life Expectancy
	Infant Mortality
Education	Access and Cost
	Literacy Rates
Politics	Human Rights
	Concentration of Power
Society	Crime Rates
	Child Wellbeing

The purpose here is not for students to examine these consequences in detail, but to establish a correlation between economic disparity and other quality of life indicators. Generally speaking, the quality of life for citizens is higher when income equality is addressed and Gini Index scores fall. Students may examine a range of indicators, shown in Table 1, that illustrate this pattern.

Keywords:

- economic disparity
- extreme poverty
- Gini Index
- poverty

Appendix A11: What factors influence economic disparity?

In this section, students will examine the factors that lead to economic disparity locally, nationally and globally.

Local Economic Disparity

Few issues are more compelling and controversial than economic disparity. The disparity in wealth between one person and another may cause students to consider social and political consequences that go beyond economics.

To consider economic disparity, first a distinction must be made between the concept of income and wealth. Income refers to money received or earned on a continuous basis as a result of work or investments. Wealth refers to money and possessions accumulated by a person over the course of their lifetime. The difference is important when we examine the circumstances of people and countries over a period of time.

In the first case, income disparity is a function of the market economy that students first examined in Unit 4 of Social Studies 2201/02. This is one factor that influences economic disparity for individuals. In a free market, the wages are set according to the law of demand and supply. The price paid for a wage will be low if there are many workers willing to work. On the other hand, when the supply of workers is low but the demand is high, the wages for that job goes up. Students may consider the disparity in salaries that exist in their community, province, nationally and determine if they feel market forces are being reflected in the wages paid. Students may also consider salaries paid to celebrities, athletes and CEOs of major corporations as a part of a discussion of income.

In its simplest form disparity exists for the citizens in their individual lives due to income inequality. Students should explore how economic disparity is intensified by the following factors:
- level of education/training
- job loss due to technology
- discrimination (e.g., gender pay gap, race pay gap)

In this examination students have looked at disparity through the lens mostly that will be familiar with in terms of Canada. It is also important to consider that economic disparity exists throughout the world (e.g., a minimum wage income for a person in Canada may be a high income in another country).

It is obvious that the factors that affect income will have a striking effect on a person's quality of life. Many of the decisions regarding quality of life such as housing, food, luxuries, etc., will be based on the simple economic factor of income. Students may consider economic disparity that exists within a community and if this affects where people may live, shop etc. (Note: This topic will require the teacher to consider the sensitivities of their students and their families when this subject of income and wealth is considered in a classroom setting).

National Economic Disparity

This examination of individual economic disparity is important, since many of the same trends and factors that affect a person's income can be compounded across a country. But if these factors mentioned above disproportionately affect people in one region of the country, then regional economic disparity becomes an issue. This is of particular importance to this country, as Canada has the third-largest regional disparity of the OECD countries. The indicators of GDP per capita and the Gini Index are both measures of looking at regional disparity that exists in countries.

Students should understand that a variety of factors can influence economic disparity at the regional or national level and they should examine some of these. For example, one province in Canada may have higher tax rates than another, meaning that citizens in one province may have less disposable income than those living in the other. Likewise, a region with less employment opportunities or fewer high-paying jobs will lead to differences in average incomes among provinces. Finally, resource development is often a strong source of employment in a province, while also providing royalties for governments. The absence of a significant resource base can lead to less economic development.

While regions within countries can show economic disparity, there can also be disparity between segments of a society. In the last section students examined the idea that very few people control the majority of the planet's wealth. This problem becomes greater when this inequality becomes entrenched into society and that groups of citizens seem to be trapped into a category of wealth. This idea of socio-economic status over time can lead to wealth concentration. The phenomenon of wealth concentration takes place when wealth becomes concentrated in the hand of those who already are wealthy. The theory is that wealth builds on wealth through investment leading to increasing disparity in a society.

International Economic Disparity

Students should understand that a variety of factors can influence economic disparity at the international level, however for the purposes of this course examination should focus on the following:

Transnational corporations – Generally speaking, the colonial period of political domination of one country by another has passed. Today, large transnational corporations have significant economic influence in the world. Transnationals are businesses usually based in the MEDCs that operate large-scale economic activities in multiple, often less economically developed countries. The majority of wealth created is used to benefit the transnational in terms of profits for the company and its shareholders. Additionally, MEDCs benefit through jobs, taxes and shareholder profit, making this relationship rather exploitative and this creates a greater wealth imbalance globally. That said, transnationals do provide jobs and economic infrastructure that may not otherwise be available to the LEDC.

Time should be taken for students to explore a range of consequences of international economic disparity for both lesser and more developed countries. These may include:

- economic exploitation of weaker economies
- unsustainable rates of resource depletion
- unsafe working conditions in LEDCs
- cheap/child labour in LEDCs
- greater variety of goods production
- more affordable goods for MEDCs
- outsourcing of jobs to LEDCs
- employment opportunities

Keywords:

- discriminatory pay policies
- income
- income disparity
- transnational corporations
- wealth
- wealth concentration

Appendix A12: How should we respond to economic disparity?

From previous delineations, students should understand that the degree of economic disparity has increased over time and, as such, arguably its present day effects have been intensified as a result. The economic disparity between MEDCs and LEDCs is a challenging issue that has arisen over many years making responses and possible solutions to this issue quite complex. This being the case, attempts to address issues of economic disparity may be categorized as either national or international. National responses involve a country enacting policies and laws to reverse this disparity on their own. International responses involve multiple countries or international organizations establishing policies to assist countries experiencing high economic disparity.

Students should investigate examples of policies that seek to reduce economic disparity within and among countries. These may include:

Focus Area	National Responses	International Responses
Business	Become less dependent on transnational corporations that control much of a country's economy.	MEDCs can pass laws that limit the power transnational corporations exert over less wealthy countries.
Corruption	Reduce corruption and bribery among government officials through passing of laws and new procedures	Make it illegal for transnational corporations to pay bribes to foreign officials.
Health	Improve funding for social programs, such as healthcare to deal with epidemics and infectious diseases, thereby improving the productivity of the workforce.	Provide foreign aid money and expertise to improve healthcare and responses to epidemics and infectious diseases.
Debt	Reduce or stop borrowing money from other international organizations or countries intended to cover government deficits.	Forgive debt of countries that are currently struggling to pay the interest on loans taken out in previous years.
Cooperation	Cooperate with other countries experiencing economic disparity to raise international awareness and develop strategies to address the issue.	Work with MEDCs to provide official development assistance to countries experiencing economic disparity.

When it comes to addressing global economic disparity, the responsibility often falls to governments and non-governmental organizations, who provide assistance at a variety of levels. Development assistance, also known as foreign aid, is one of the most common processes that moves money from MEDCs to LEDCs. Development assistance can take the form of money transferred from MEDCs to LEDCs through governments (e.g., from one state to another, or through United Countries organizations) or Non-governmental Organizations (e.g., Oxfam), but can also include other forms of aide, such as food, education and health services.

It will be important to note that development assistance provided by MEDCs, while largely successful from its early use in the 1950s, has declined since the 1980s due to a lack of confidence in the benefits it provides. A significant factor in this is that, though development assistance has been constant for

decades, the economic development experienced by LEDCs has been slow. Additionally, some countries may have other reservations:

- Aid money is rarely used in the way it is intended, addressing short term rather than long term issues in the LEDC.
- Aid programs are developed and used for political gain in donor countries.
- Aid rarely reaches the people for whom it is intended, as the wealthy in LEDCs often take control of its use.

Another response to economic disparity is that of remittances. When people from LEDCs migrate to MEDCs and work there, they will often receive significantly higher pay for their labour than they would in their home country and many of these migrant workers send extra money back home to support their families. This transfer of money is referred to as a remittance payment. In this case, the transfer of money goes where the need is experienced most - to families and the local community. This model of assistance provides the obvious benefit of money to LEDCs, but also benefits MEDCs by filling labour shortages.

So important are remittance payments to LEDCs that official government programs have been developed in some countries to help "place" workers in MEDCs. For example, in 1974 the Overseas Employment Program was put in place by the Philippines government to address local unemployment while allowing citizens to benefit from remittance payments. In some smaller countries, the economic value of remittances is significant (e.g., in 2017 remittances to Haiti accounted for 28.2% of that country's GDP). Finally, students should note Canada's contribution to remittance payments globally, by considering the total value of remittances and remittances per capita among Canadian immigrants.

Note: Remittances will be discussed again as they relate to population issues in Unit 4.

When examining possible responses to issues of economic disparity, students should consider the perspectives of stakeholders and the strengths and limitations of responses.

Keywords:

- development assistance
- economic systems
- ideology

- non-governmental organization
- remittance

Appendix A13: What is meant by political stability?

Broadly speaking, political stability refers to the level of predictability surrounding the political environment of a country. In this sense it is linked to the rate of change in governance that exists within a country. Central to a discussion of political stability, therefore, will be the durability of a system of governance present in a country. For instance, in a state where the governance system has remained relatively unchanged for a lengthy period of time, citizens gain an understanding of what political policies and procedures may be expected as government goes about the business of decision-making. On the other hand, in a country that has experienced considerable instability due to dramatic governmental change, citizens will find it much more difficult to predict the actions of government.

The predictability of government procedure is of considerable importance in that it provides a structure within which other decision-making may occur. Power, as the ability to affect change in society, is facilitated when functional systems (e.g., legal systems, procedures for enacting policies) are in place that reduce disruption, therefore increasing the efficacy of government. As political stability develops over time, leaders may focus on creating greater efficiencies within governance and economic systems, while a lack of political stability may undermine a government's ability to achieve such goals.

Political stability may be viewed as predictability of the political environment in terms of internal composition of a particular governance system. As students learned in Social Studies 2201/02, a country may employ any of a variety of governance systems (i.e., rule of one, rule of the few, rule of the many). For the purposes of this discussion, we will focus on two in particular:

- Democratic state - Countries with this type of governance system distributes power more equitably among citizens by allowing all members to have a say in the actions of government. Long established democracies usually have mechanisms in place to ensure adherence to consistent governmental procedures and easy transitions from one leadership to another. For instance, in Canada consistent electoral procedures help facilitate a transfer of a decision-making mandate from an outgoing political party to a newly elected one.
- Authoritarian state - Countries with this type of governance system are managed by one person or a small group, therefore the power to make decisions for the state is restricted considerably. Long established authoritarian states usually have mechanisms in place to ensure adherence to government authority and to maintain the limited political involvement of citizens. For instance, martial law or use of secret police to intimidate citizens and maintain power, while morally questionable can serve the purpose of providing political stability, as government rule is questioned less as a result.

It is important to note that the above government types may result in varying degrees of political stability. For example, an authoritarian state may be considered less stable and be challenged politically by other internal groups if measures are not taken to provide a consistent structure of authoritarian rule. Likewise, a democracy that has not developed consistent political procedures for legislative, judicial, or executive branches of government will experience difficulties as there may be growing unrest among citizens because order and the needs of society have not been appropriately addressed.

During this discussion, students should briefly examine the consequences of political instability in the context of democratic and authoritarian states. For example, they may discuss the differences in human rights, citizen power, and personal security experienced by citizens of these countries. Examples of countries that may be investigated include:

- Canada
- China
- Myanmar
- Nazi Germany
- Singapore
- Venezuela

(Note: Since issues related to political stability will be explored in detail in the following delineations, a brief comparison of the degrees of political stability will be sufficient here. The intent is that students gain an understanding of what political stability is and that this topic will be addressed in greater detail in delineations 8.2 and 8.3.)

Keywords:

- authoritarian states
- democratic states
- Political Instability Index
- political stability

Appendix A14: What factors influence political stability?

In the previous unit it was established that globally, the country is primarily responsible for the wellbeing or quality of life of its citizens. Given that the state has this responsibility, the political stability of a country is inexorably linked to the quality of life of its citizens.

It was also established that democracies and authoritarian states are the governmental forms through which the decisions of the state are made. The stability of whatever form of government exists in a country, varies as a result of a variety of factors

Economics

Economic factors arguably constitutes the most important factor in determining political stability and the ability to address quality of life concerns. In Outcome 7 students examined economic factors in detail, a brief review of these factors is all that is required here.

That said, it is worth noting that any and all government actions are ultimately meant to address quality of life concerns. For example the passage of a new series of laws regarding traffic safety is meant to address and improve the safety needs of citizens, but money is required to make this happen. Extra policing, printing tickets, building and maintaining courts, paying judges, manufacturing and installing signage, etc. are all required to enable these new laws to be effective. The point here is that money is tied to effective governance; without it, other factors that are necessary to ensure political stability become irrelevant.

Political Systems

In Social Studies 2201/02, students learned that governmental structures were necessary as groups of people congregated together in large city-states. Decisions could no longer be made by group consensus, but rather new structures or forms of governance were necessary to ensure that people's needs and wants were addressed. Students learned about a variety of forms of governance but they can be distilled down to type basic types, democratic and authoritarian. Political stability is a hallmark of both types of government. Additionally both types of governance structures attempt to address the quality of life issues of its citizens, however they do so in different ways and, arguably, some quality of life concerns will suffer depending on which system is in place.

To help students determine the difference between democratic and authoritarian governance structures a comparison table can be generated like the one below. Note: these structures need not be detailed and should be considered a brief summary.

Characteristic	Democratic	Authoritarian
Majority Rule and Minority Rights	The principle of majority rule is an important part of the democratic system. The majority rules in the election process, but individual rights are protected by the maintenance of decentralized, local government bodies. In a democracy, all levels of government should be accessible to, and representative of, the people. Finally minority rights are protected by a Bill or Charter of Rights and the judicial system enforces those rights.	Many authoritarian states either follow the dictates and direction of the majority or at least enact policies and laws which protect the majority and limit or suspend minority rights. While authoritarian states may have constitutions and other documents which outline the powers and rights of citizens, they are written to protect the powers of the government and the rights of the majority (e.g., Nazi Germany).
Free and Fair Elections	The key to the exercise of democracy is the election process. Free and fair elections are held at regular intervals for the election of representatives at all levels of government. In a free, democratic election, all adult citizens are given the right to cast votes which, in theory, ensures that the will of the people will be expressed.	Elections are neither free nor fair (assuming they are held at all) in an authoritarian state. Assuming elections are held, intimidation, voter fraud, ballot stuffing, or limited choice (one candidate or candidates from one party only) are hallmarks of authoritarianism. The intent of such elections is the facade of legitimacy.

It is evident from this list that many quality of life issues related to political and human rights arise from key components of successful democracies that are typically lacking in authoritarian regimes. It is important for students to be reminded that these deficiencies do not mean that authoritarian states do not meet some quality of life concerns of citizens, but simply that there are often problems which healthy democracies avoid (see the above table).

Nationalism

Nationalism is a person's identification and patriotic loyalty to his or her country and its interests. A country is a group of people that has a shared identity that often consists of a common language, culture and history. Nationalism has the ability to unite a country if the majority of the population identify as part of the same group. Alternatively, it can create conflict and instability if there are a number of competing groups within the country that all have different goals.

Religious Fundamentalism

Religion has created many positive stabilizing factors within society by allowing people to come together to form a larger group with shared ideals. While this is the case, in some countries the biggest obstacle to political stability may be religious fundamentalism. Fundamentalists oppose diversity of thought and are dogmatic in their beliefs and their approach to issues. Religious fundamentalism can cause conflict and instability within society when the members of a group disagree with the goals of other groups in society.

(Note: Some states may experience problems caused by only one of these factors, but students should realize that factors such as these may be interrelated or be present together within a country.)

There are times, however, when any semblance of governance and authority breaks down. Such states have no form of government and as a result they quickly sink into chaos. These are referred to as fragile states that have little or no capacity to meet the needs of its citizens or address their quality of life concerns. Examples of fragile states are Afghanistan and Somalia. For example, from 1991 to 2008

Somalia was consumed by a civil war during which rival clans vied for power and influence. Even today, the Somali government has challenges with the restoration of order and control in the country.

Keywords:

- capitalism
- communism
- fascism
- fragile state

- fundamentalism
- imperialism
- nationalism
- socialism

Appendix A15: What issues arise from political instability?

To gain a deeper understanding of political stability and the concepts covered thus far, students should consider how quality of life can be influenced by issues of political stability. For the purposes of this delineation, students should examine a case study of a country experiencing such issues and analyze the causes and consequences of political instability in that country.

A country that has become unstable will be subject to clear difficulties that a stable country will not. Governments provide particular services that are demanded by its citizenry and these can be a simple as garbage collection at a local level to the complex issue of international relations. If there are questions as to political leadership of the state, problems arise first in a simple idea of who will provide those services. Take the example of tax collection. In a modern stable country, taxes are collected in two main ways, first by transfers directly to government from companies that collect consumption taxes (e.g., HST) from consumers of goods and services, and the second from incomes taxes that are collected, usually through an employer from your salary and directly sent to government. In a situation where stability of a government is compromised there is no consequence if those tax remittances are not paid to government and they are held on to by the businesses. People will examine the situation and determine that there will be little to no consequences to following the laws of the government. When government loses its ability to pay for its employees, the services provided by that government service may stop as people decide that they are not willing to work for free.

Students should examine a case study involving a country that has experienced considerable difficulties in providing for the needs of citizens as a result of political instability. Students should examine one of the following examples:

Yugoslavia

While people usually take these services provided by government for granted, it is possible for stable countries to descend into a situation where survival becomes the most important issue for its citizens. Take the case of the former country of Yugoslavia, it was an independent country in the balkan region of Eastern Europe. It had an authoritarian communist government that had been relatively stable since the end of the Second World War. The quality of life of its citizens were considered among the highest of all the communist countries and had experienced a long period of economic growth and political stability. Despite an economic recession in the 1970s it was a model for communist countries as a prosperous middle way between communism and capitalism. In 1984 as a symbol of a peaceful and prosperous country and city, Sarajevo in Yugoslavia hosted the Winter Olympics. Within a few years it would become a warzone.

Problems arose in 1990 when failure of other communist countries in Eastern Europe caused the people of Yugoslavia to question their own government, leading to multiparty elections of governments in the states making up Yugoslavia. Compounding the problems in Yugoslavia was its geographic, ethnic and religious makeup that created an internal momentum for breakup of the country into separate countries along ethnic and religious lines. Added to this was the rise of ethnic nationalism, particularly among the Serbians, who wished to keep the state of Yugoslavia whole.

When states of the former Yugoslavia decided to declare independence, a civil war and a breakdown of political stability ensued, particularly in Croatia, Bosnia and Kosovo. The central government attempted to exert control on those regions with military force, which is one of the ways that governments of countries attempt to quell instability. The period of lawlessness and warfare was not continuous in all regions during the time of the war from 1991 to 2001, but during this time it is estimated that between 130,000 - 140,000 people died and about 4,000,000 people were displaced from their homes and were forced to move. The systematic expulsion or killing of an unwanted ethnic or religious group is known as ethnic cleansing. The mass killing of an ethnic group is known as a genocide. Students here should look for examples of what the instability meant for the quality of life for its people and not be overly concerned with specific details of the Yugoslav Wars.

Due to the loss of stability the infrastructure that delivered services such as hospitals and clinics became targets for attack and were destroyed. Even roads, bridges, power plants, dams all became targets during this politically unstable period. There was a breakdown of domestic order and a rise in lawlessness as police forces were caught up in the civil war. There was widespread poverty as economic activity stopped in regions affected by the war. Businesses had no way to carry out their daily activities, obtain needed goods, and as such had to close. Environmentally, there was the use of weapons and destroyed targets that contaminated the air, soil and groundwater due to the 10 years of war. As an example, 31,000 warheads containing 10 tonnes of depleted uranium were dropped on the region raising fears of long-term exposure for residents of these former war zones.

Somalia

Another example of the great disruptions in the quality of life for citizens of a country can be seen in Somalia. Somalia in the late 20th century can be called a fragile state, which is a state that can no longer perform basic functions such as education, security, or governance, usually due to fractious violence or extreme poverty. In a fragile state there is little to no central government power, rule of law, or domestic security. An absence of these characteristics can lead to human rights violations and overall reduction in economic activity or prosperity for citizens.

Somalia was a country that did have some of the elements of democracy (i.e., election of a president and parliament), but throughout the 1980s the socialist government became increasingly authoritarian and as a result resistance groups sprang up around the country to oppose the government in power. A civil war resulted, which led to the government's complete collapse by 1991. In the period after the collapse of government, Somalia was ruled by local leaders, termed warlords, who controlled regions of the country for their own benefit.

Students should examine how this period of instability would lead to poor conditions for the quality of life for citizens. As an example of the problems caused by the instability of Somalia many people were impoverished and were starving, the United Countries attempted to alleviate this by supplying food aid to be distributed to the people freely. As large convoys of trucks left the ports to go inland to provide food to the people, these shipments were commandeered by the warlords who would use the food to feed their soldiers and supporters and to sell the remainder of the food to the people who were supposed to receive it for free. Intolerable situations like this led the United Nations to authorize the use of force in Somalia to protect the food convoys from the warlords. Canadians were among the peacekeepers sent on this mission. Situations where the central government has lost control leads to increases in international crime (e.g. Somali pirates) and terrorism (e.g. al Shabaab). It is only recently that a government of Somalia is attempting to reassert political control over its territory.

Keywords:

- civil war
- ethnic cleansing
- genocide
- peacekeeping
- refugee

Appendix A16: How does science and technology influence population?

Human population growth is most commonly described through the use of the population growth rate. This statistic is a percentage representing how quickly a population changes in one year. Generally speaking, a population growth rate above 2.0 is considered high, while a rate below this number may be considered low.

For most of Earth's history the population of the planet has been relatively static, meaning that growth has been extremely slow and at times of disease, famine or disaster, it has actually declined. There was a very slow increase in Earth's population up to 1800 when the Earth's population reached 1 billion people.

What should be obvious to students is that since reaching one billion inhabitants in 1800, the population of the planet has ballooned to 7.7 billion today and it is projected to increase to between 11 billion near the end of the 21st century. This should generate a variety of questions that should be examined. Students may be asked to brainstorm and generate questions raised by the graph such as:

- Why was population growth so slow for so long?
- What has led to the phenomenal growth in population since 1800?
- Will the population growth slow down or stop?
- Is population growth a bad or good thing?
- Is there any way to limit population growth?
- What will happen if population growth does not slow down or stop?
- Do quality of life factors influence population growth or does population growth affect quality of life?

Population growth or decline is directly related to access to resources, meeting our needs and wants, disease and natural disasters, advances in science and technology, and the introduction of new ideas and innovations - essentially factors which will positively or negatively impact our quality of life.

As students study how changes in population can influence quality of life they must gain an understanding of the relationship between population, carrying capacity, science and technology. This will allow them to understand how changes in population affect their lives regionally, nationally and globally.

To begin, it must be clear to students that trends in population are not static. When we study population trends the first to examine will be the growth rate (this concept will be studied in detail in the next delineation) which shows how much a population will grow or decline over a specified time period. It will be useful to examine a graph of world population over time to understand that significant population growth has been a very recent occurrence in human history.

Teachers should challenge students to think of reasons why technology is an important factor in the number of people that a location can support. The link between the number of people that a place can support and the role of technology should be clear. The term carrying capacity is used to describe the maximum number of people that can be sustained by an environment. Discoveries in technology have produced changes in the way people live and the carrying capacity of the Earth. These technological changes can be separated into four main stages:

- Stage 1: Hunting and Gathering – For these populations a large amount of time and effort was needed to obtain a food supply. This food supply was not stable and depended on the ability to find edible plants and hunt animals. If food was scarce, the population of these groups stayed the same or declined. When food supplies were abundant the population increased. It has been estimated that the population of Beothuk people on the island of Newfoundland was 2000-3000 people. This would indicate that the carrying capacity of the island of Newfoundland for hunting and gathering technology would allow for a population of approximately 2000-3000.
- Stage 2: Neolithic Revolution (First Agricultural Revolution) – With the development of agriculture about 10000 years ago, populations obtained a steady food supply that often created a surplus of

food. The technological advance of planting and harvesting of crops increased the carrying capacity of the land and therefore resulted in an increase in the population.

- Stage 3: Industrial Revolution/Second Agricultural Revolution – In the 18th century, new farming techniques and improved livestock breeding methods led to amplified food production. This coupled with major technological change, particularly the use of energy, led to greater food production. Up to this point in history, energy use for work was mostly limited to human or animal power. In the industrial revolution, energy obtained by burning coal and later oil, allowed for machinery to greatly increasing the carrying capacity of the land by increasing mechanization of farming. With a greater carrying capacity the population during this stage increased dramatically.

- Stage 4: Green Revolution – Our ability to increase the carrying capacity of the Earth has been profoundly impacted by these two events and hence, our ability to feed and sustain huge populations has increased. Taking place throughout the 1950's and 1960's, the Green Revolution was characterized by the introduction of chemical fertilizers, herbicides and pesticides, new cultivation methods, improved mechanization, as well as the development of new high yielding grains.

As the stages of technological change are examined, an increase in the carrying capacity of the land can be measured. With the increase in carrying capacity due to technology, there has been a corresponding increase in population. In fact, we have never reached a point when there has been insufficient food to feed everyone living on this planet. This is not to say that all food is distributed equally, hence some people have an abundance of food while others are malnourished.

Keywords:

- carrying capacity
- population growth rate

Appendix A17: What is meant by demographic transition?

Just because there is enough food to support the population at a given point in time does not mean that the global population would balloon as a result. As students learned in the previous delineation, the world population grew at a very slow rate until 1700-1800. So if the amount of food available does not fully explain the phenomenal growth that we've seen since then, what does?

Perhaps one of the most effective ways to help us understand the causes of population growth is by looking at population trends graphically over time. The instrument that is perhaps best suited to do this is the Demographic Transition Model (DTM). The DTM was intended to track changes, or transitions, in birth and death rates in industrialized societies over the previous 200 years.

Originally developed with four identifiable stages, modern illustrations of the Demographic Transition Model include a fifth stage (Declining) which had not been experienced when the model was first developed.

The DTM helps us more clearly understand demographic shifts over time and it helps illustrate the point that while population growth continues, the rate at which it is growing is slowing down. Many countries, such as Canada, are now in Stage 4 or 5 of the DTM meaning that our populations are stable or in decline. Indeed, there is not a country in the world where growth rates are not in decline today. The world population is expected to reach 8.6 billion in 2030, 9.8 billion in 2050 and 11.2 billion in 2100 according to the United Countries in 2017. While it is possible that growth will continue into the 21st century, it is expected to reach its zenith around this time.

The DTM neatly divides population trends since the industrial revolution into stages and that helps us to clearly see and understand the phenomenal rate of growth since the 18th century. Being able to see these patterns allow us to do two things:

- To investigate the factors behind the trends in each stage of the model
- To determine at what stage in the model any given country is at any given time

Students should examine the key characteristics of each of the five stages and the factors which help to explain changes in birth and death rates.

Stage 1 (High Stationary) of the Demographic Transition Model is considered the pre-industrial stage and presently there are no countries in the world in this stage of the DTM. This is interesting because up to the beginning of the 18th century, all countries were in Stage 1.

This stage is characterized by high birth and high death rates, hence population growth was very low or at times in decline. It is considered that a high birth rate for a country can be about 35-40+ births per 1000 of the population and a low population growth rate would be in the range of less than 10 births per 1000 of the population. Birth and death rates are high for the following reasons:

- High birth rates are typically found in societies that rely heavily on agricultural productivity or unskilled manual labor, because larger families meant a larger workforce to carry out the hard work required in agricultural production. High birth rates often correspond to an absence of birth control and family planning.
- High death rates (both infant mortality and short life spans) are related to poor or insufficient medical care, poor maternal care and support, a lack of sanitation and poor public health leading to disease, nutritional deficiencies, etc.

Certainly all these factors were true on a global scale prior to 1750. As a result, population growth was stagnant or slow for the vast majority of human history.

Stage 2 (Early Expanding) of the DTM is characterized by a significant decline in the death rate, but a steady continuance of high birth rates. It is the decline in death rates and not an increase in birth rates that generally causes population increase. The reasons for the reduction in death rates include:

- Better health care (vaccinations, germ theory, antiseptics, etc.) and nutrition results in longer life expectancy and lower infant mortality.
- Better sanitation which includes the introduction of sewage systems into cities and the supply of clean drinking water results in a reduced death rate from disease.

Today, very few countries remain in Stage 2 of the DTM as most are now in Stages 3 or higher as a result of the above innovations.

Stage 3 (Late Expanding) is characterized by falling birth rates while death rates continue to decline. Most of the world is now in Stage 3 of the DTM. While birth rates are in decline in most countries today, the rate of decline will vary from one country to another. The reasons for the reduction in birth rates include:

- Countries that experience declines in birth rates often experience changes in their economies. High birth rates are associated with agricultural economies requiring great numbers of workers in the primary sector. As a country develops, the economy shifts to manufacturing and service-based industries, which do not require the same amounts of labour. Advances in technology (e.g., factories and mechanization) also reduce the need for large amounts of workers. Additionally, women take greater roles in a growing service industry, resulting in a prioritizing of careers over having large families.
- Many of the countries in this stage of the DTM make birth control and abortion available to its citizens allowing them to make choices regarding if or when to have children. In some countries cultural practices or religious beliefs regarding birth control and abortion create a variance in birth rates between countries as one or both of these practices have been banned. Access to and education concerning birth control and abortion has been a key factor in declining birth rates.

Many countries remain in Stage 3 for a considerable amount of time, as the changes that occur socially and economically can take many years.

Stage 4 (Low Stationary) is characterized by stable birth and death rates which largely correspond, thereby stabilizing the population. In other words, growth is very small or the decline is very small. Birth rates level off with death rates for the following reasons:

- These countries tend to be MEDCs and are characterized by strong economies with high degrees of political stability. These countries will often put additional funding into universal education for men and women, which further encourages female career opportunities at the expense of large families.
- Social programs (e.g., improved healthcare, pension plans, Old Age Security) provide a greater degree of comfort, meaning fewer children are needed to support the elderly into old age.

Stage 5 (Declining) is characterized by death rates exceeding birth rates, which results in a decline in the population. Reasons for this are primarily economic in nature, as countries experiencing this stage tend to have sophisticated economies:

- The costs of raising a family, particularly in an urban setting is becoming prohibitive as the real incomes of many citizens is failing to keep up with the cost of living.
- In order to maintain a certain standard of living, most families have both parents working, limiting opportunities for larger families as taking leave from work will reduce overall income and this often delays or negates the possibility of childbearing. Many women are delaying having a child well into their late 30s and early 40s to fulfill career aspirations.

In some countries, the fertility rate declines well below the required replacement rate (2.1 children per woman). What results is an aging population that will eventually lead to a decrease in total population.

When studying the process of demographic transition, students should make use of population pyramids in describing characteristics of populations. A population pyramid is a graphic illustration which displays statistical data for various age groups in a population. These groups are typically displayed in five year increments which collectively forms the shape of a pyramid.

Population Pyramids are very powerful tools as their shape conveys a variety of population trends and patterns in a given population which can be quickly and easily read and interpreted. There are five basic shapes which correspond to the 5 stages of the DTM. As the students learn about each stage of the DTM, refer back to the unique shape of each pyramid that corresponds with the demographic shifts over time.

Keywords:
- birth rate
- death rate
- demographic transition model (DTM)
- dependency ratio
- natural decrease
- natural increase
- population pyramid
- replacement level fertility
- total fertility rate

Appendix A18: How should we respond to high population growth rates?

Continued population growth is problematic in a variety of ways - directly for the countries experiencing overpopulation and indirectly for the planet and the global community of countries as well. Problems associated with overpopulation are directly connected to a diminished quality of life for many citizens of the world. The sustainability of resources is at severe risk due to overpopulation and the fallout from overpopulation is global in scope, as are the potential solutions.

There is a wide variety of issues associated with high population growth rates and these may be economic, environmental, political, and social in nature. The idea in this section is not to try to engage students in an in depth manner with all possible issues associated with overpopulation. Rather, a general understanding of these issues will be sufficient. Student should examine two or three issues related to this topic, which may include, but not be limited to

Challenges	Explanation
High Unemployment Rates	Countries that experience overpopulation will have issues with economic development. These countries are usually LEDCs, which have weaker economies, and as their population increases there becomes an abundance of available workers. This becomes a challenge due to the fact that there are often more workers than there are available jobs, resulting in high rates of unemployment. This results in higher levels of poverty, lower incomes, and the inability of many families to support themselves. To find work, some may migrate to other countries, causing a brain drain locally.
Funding of Social Programs	As populations increase, more people will require access to education, health, and other social programs to ensure an adequate quality of life. If these services are provided by the government, then a greater share of tax dollars will be required to pay for these services. If these services are provided by businesses, then fewer people may be able to afford them (due to higher unemployment and poverty rates). In either case, there can be negative consequences for quality of life.
Environmental Impact	An overpopulated country will have increased demands on the environment. Increasing populations will require increasing amounts of food and water as well as resulting in an increase in pollution. As cities grow in size, urban sprawl takes over animal habitats and ecosystems and causes deforestation. Intensive farming will also create problems as farmers use less sustainable farming techniques to supply food for the growing population.

An important focus of this analysis will be consideration of quality of life for those living in countries that experience the risk of overpopulation.

While many countries are battling high growth rates today, some have been more successful than others. A range of strategies can be used to lower birth rates and prevent overpopulation. Students should examine strategies that have been successful in achieving this goal. This may be achieved through brief exploration of China's One-Child policy (moderately successful) and Kerala's focus on equality and education of women (considerably successful). Below is a brief summary of the two approaches these jurisdictions have taken.

Country/Region	Population Control Model	Sample Policies
China	Mandated by government/ penalties for non compliance	One-Child policy (1979-2015) • immediately reduced family size • increased use of birth control and abortion • restriction of female reproductive rights
Kerala (Region of India)	Introduced by government/ voluntary	• focus on high levels of education • empowering females • improving healthcare • government social policies

These countries have experienced different levels of success with population control, but each has acknowledged the need to address these issues. The responses ranged from encouraging smaller families and empowering women through education and employment, to forcing limits on family size and forced sterilization.

Keywords:
- overpopulation
- population control

Appendix A19: How should we respond to low population growth rates?

Countries reaching stages 4 and 5 of the DTM is a very recent trend. Some countries reached Stage 4 in the 1970s while countries reaching Stage 5 is even more recent. Low population growth is a very recent trend, we have limited experience dealing with the problems associated with it and little experience in addressing the consequences of these patterns of change.

As with delineation 10.3, students should investigate some of the challenges associated with low growth rates. The causes of population decline have already been discussed in delineation 10.2. Here focus should be on the negative consequences of underpopulation. Students should examine some of these consequences, which may include, but not be limited to:

- Economic stagnation: When population increases, generally speaking economies grow. Conversely, the same is true if populations decline; economies contract and businesses close.
- Skilled labour shortages: As populations decline, this leaves in its wake fewer qualified participants for the workforce. If local businesses are unable to find workers, they will be unable to meet levels of output necessary to stay in business.
- Fewer Public services: As the general population declines, the tax base government uses to fund public services decreases, resulting in fewer services and social programs. Services also become most costly to provide to fewer people, meaning an increase in taxes may be required.
- Aging Population: With fewer children born in a country the population will, overall, be older as time passes. This means more people will be of retirement age and will therefore not be paying the same in taxes as they once had, making healthcare funding difficult. Increased demand on pension plans may result in people continuing to work in old age and retiring later.

To counter low population growth, regions and countries may attempt to enact pronatalist strategies, which are policies that encourage people to have more children. These strategies can include child tax credits, monthly child benefit payments, subsidized child care, and subsidized post-secondary education. While these strategies provide benefits to some, they have not been proven to be effective in increasing birth rates, due to the large cost associated with raising children.

Another way that governments have attempted to offset the low birth rates is by increasing immigration. Migration can be seen as a possible response to issues facing countries with low population growth rates. Before this is addressed, however, it will be useful to understand the reasons why people move from one place to another, as this will help students understand why increased migration is an option. There are a variety of conditions that influence a person's decision to move from one country (emigration) to another country (immigration) and these can be classified as push or pull factors:

- Push factors – those conditions that cause emigrants to leave the place where they live. Examples of push factors may include food shortages, low wages, religious or political persecution,overpopulation, high crime rates, depletion of natural resources, war, poor availability of job opportunities, etc.
- Pull factors – those conditions that attract immigrants to new places. Examples of pull factors may include a high standard of living, available agricultural land, safe living conditions, improved sanitation, political rights and freedoms, education opportunities, lack of political persecution, etc.

Generally speaking, global trends in migration show that MEDCs experience significant immigration, while LEDCs experience significant emigration. This is due to the considerable pull factors which make MEDCs attractive to migrants and a multitude of push factors experienced in LEDCs.

While immigration may seem like a panacea for any and all problems associated with low population growth, it is not without its own issues, concerns and controversy. A country exhibiting positive net migration has to consider the challenges that may arise when a large number of people migrate there for work, better lifestyles, freedoms, etc. Some of the challenges that may occur include:

- Lack of housing and employment
- Difficulty in communicating in a new language
- Difficulty in learning about a new culture
- Discrimination of new immigrants
- Immigrants not settling in locations where they are most needed
- Immigrants creating cultural enclaves and not integrating into mainstream society.

There are also benefits of positive net migration, which may include:

- Increased numbers of highly educated and skilled workers
- Immigrants become a market for goods and services in the new country
- Immigrants become taxpayers that help to pay for governmental programs
- Cultural benefits of having a culturally diverse population
- Money sent back to LEDCs by migrant workers (remittances)

Once a country adopts immigration as a solution to its unique social and economic concerns or whether it does so for humanitarian reasons, it must be ready and able to respond to the challenges that develop.

To deepen their understanding of issues associated with low population growth rates students should examine a brief case study of a country facing these problems. This investigation should consider the specific problems faced and responses that may address the issue. Students should examine the Canadian context by exploring low population growth rates nationally or provincially (e.g. Newfoundland and Labrador).

Keywords:
- emigration
- immigration
- migrant
- net migration
- pronatalist strategies
- pull factor
- push factor
- underpopulation

Appendix A20: How do we use natural resources?

Before conducting an in depth study of specific resources, it will be important to recall the types of natural resources available. In Unit 2 (Quality of Life), students considered resources within the context of sustainability, but did not conduct a thorough treatment of the topic. Generally speaking, resources can be classified in the following ways:

- Renewable resources are those that can replenish naturally after human use (e.g., forests, animal populations, and biofuels).
- Non-renewable resources are those that do not replenish naturally after human use (e.g., minerals, and fossil fuels).
- Flow resources are those that are neither renewable or non-renewable and are not exhausted by human use (e.g., solar energy, tidal energy, and wind)

Though the range of specific resources available are many and varied, for the purposes of this outcome students will investigate selected examples of those that pertain to land use, water use, and energy use. The focus here will be on the benefits of the resource in terms of why it is useful and primary methods used to obtain the resource.

Land Use

Available land is vital for many human activities and may influence the accessibility of other resources needed or wanted by humans. For example, land is required for the extraction of minerals, harvesting of trees, extraction of fossil fuels from oil sands, and agriculture. While it may be useful for students to be aware of a variety of land uses, the focus here will be on agriculture.

It is clear that the primary purpose of agricultural activities is to provide food for human populations. While this is a straightforward concept, in practice this is complicated by other motives for food-production and these have resulted in a variety of food production methods. In addition to this, environmental conditions in a particular region can result in reduced agricultural output, requiring humans to adjust their methods to increase production. A variety of types of agriculture have developed to meet human needs. Students should briefly investigate each of the following, keeping in mind to compare each in terms of technology, size of operation, benefits and challenges:

- subsistence farming is the primary form of agriculture in LEDCs, as it focuses on small scale production of crops and the raising of livestock to meet the immediate needs of families.
- cash cropping refers to agricultural activities that aim to produce food for the purpose of selling it to others. This often involves selecting specific crops that can produce the greatest return on investment and, thus, the greatest profit.
- monoculture refers to agriculture in which a single crop is planted in a large area (e.g., wheat fields in the Prairie region of Canada).
- corporate farming refers to large scale food production industry that is owned and operated by corporations. These corporations often produce the inputs required for agriculture (e.g., fertilizers, seeds, machinery).

Note: While land use provides many benefits, it also produces considerable challenges. This will be addressed in delineation 12.2.

Water Use

Just as the land is used to meet our most basic needs, so too is water. The primary division of global water supply is that of salt water and fresh water. Of particular interest here is the availability and use of fresh water to meet our needs. Global freshwater resources are distributed as follows:

- glaciers and permanent snow cover
- Groundwater (including aquifers) and permafrost
- lakes, rivers and wetlands
- water in the atmosphere

There are a variety of water use activities that humans engage in on a regular basis. Examples of this include water as an input in industrial processes, sanitation and sewage infrastructure, irrigation and use of aquifers. Students should briefly investigate examples of such water use activities for the benefits they provide and how they are managed.

It will be useful for students to realize that in the above water uses are sometimes made possible by managing water through large-scale dam projects. Dam projects involve diverting water from its natural source to create artificial lakes, thus are examples of how humans can have significant influence over their environment. In addition to the above mentioned water uses, dams allow for the regulation of water flow to specific areas and, as such, can be highly effective in the reduction of flooding or in expanding potential arable land through irrigation. Students should briefly investigate an example of a large-scale dam and the rationale for its construction and use, such as the The Hoover Dam (United States) of the Aswan High Dam (Egypt).

Note: While water use provides many benefits, it also produces considerable challenges. This will be addressed in delineation 12.2.

Energy Use

Energy has been a growing concern for countries during the 20th and 21st centuries. World energy consumption has increased considerably in recent years, placing a greater strain on Earth's natural resources, while illustrating how reliant we have become on its use. As a MEDC, Canada has grown to be one of the top energy users in the world. Students should consider reasons for this high rate of energy consumption and how Canada meets the demand for energy.

Energy use may be categorized as follows:

- Conventional sources - This refers to the primary sources of energy that have been used to increasing degrees in the last 200 years and include coal, oil, natural gas, nuclear energy, and hydroelectricity. Students should analyze data on Canadian and global energy use to examine patterns in the use of conventional energy sources and draw inferences about this. Additionally, students should consider these dominant energy sources and how energy use in LEDCs may differ from energy use in MEDCs.

- Alternative energy sources - This refers to any source of energy other than conventional sources, but often involves more environmentally friendly or green sources. Examples of alternative energy sources include solar energy, biofuels, geothermal energy, wind power, hydricity, and tidal power. Students should briefly examine each alternative energy source, considering Canadian and global patterns in its use, speculating as to reasons for these patterns. This can be achieved through analysis of tables, graphs and other data.

Note: While energy use provides many benefits, it also produces considerable challenges. This will be addressed in delineation 12.2.

It is clear that natural resource use is an integral part of human life, without which survival would not be possible. The degree to which our exploitation of the earth has influenced quality of life, however, varies greatly depending on location. Generally speaking, it may be said that people in More Economically Developed Countries (MEDCs) experience a higher quality of life than those that live in Less Economically Developed Countries (LEDCs) and the reasons for this are numerous, as students have learned in previous units. In terms of natural resources, however, we must consider that natural systems determine whether a natural material will appear in sufficient abundance to make it useful or beneficial to humans and this varies between countries and regions (e.g., the availability of arable land in a region will have consequences for people's ability to produce enough food, which will in turn influence food security and quality of life). Students should take time to consider specific examples of land use, water use, and energy use in terms of quality of life and how the benefits of resource use is often relative in nature.

Keywords:

- alternative energy source
- conventional energy source
- corporate farming
- groundwater
- flow resource

- irrigation
- non-renewable resource
- renewable resource
- subsistence farming

Appendix A21: What issues arise from human-environmental interaction?

Land Use Issues

The continued use of land resources are necessary for our quality of life and future. Students should be well aware from their studies in Social Studies 2202 that without agriculture the way most humans live on this planet would be quite different. This use of land for agriculture and other uses create pressures on biotic and abiotic resources due to ever increasing human populations and the demands of higher quality of life.

Land degradation is the deterioration of the productive capacity of the soil for either present or future use. Land degradation will remain an important issue for the 21st century because of its adverse impact on agricultural productivity, the environment, and its effect on food security and the quality of life. This issue has wide-reaching effects for a range of environmental activities that include agriculture, forest use, water use, and air quality. However, since its effects are seen most acutely in rural areas (most humans now live in cities), many remain unaware of its impacts.

Unsustainable agriculture is the greatest threat to land resources. It can also cause the physical deterioration of the land mentioned earlier in this delineation and when agriculture is carried out too intensely the soil nutrients are lost too quickly to renew leading to poor productivity. Although this has been an issue for humans since they began to farm, two modern techniques have intensified since the end of the Second World War and created global food surpluses, but have also created environmental consequences.

Modern Agricultural Practice		Result
Monoculture	Growing only one crop over a large area is a very efficient agricultural practice. But it makes the crops more susceptible to pests and disease, requiring heavy irrigation.	When these crops fail there are huge jumps in the prices of food and famine.
Chemicals	To support modern agriculture such as monoculture farmers are required to add chemical pesticides, herbicides, fungicides and fertilizers	Food produced with chemicals used in agriculture can cause human health problems and alter the land and water ecosystems.

Over time these practices diminish fertility and can lead to the abandonment of land and ultimately desertification.

The impacts of land degradation vary enormously from region to region. Worst affected is sub-Saharan Africa, but other regions of the world are still at risk.

Students should consider how land degradation affects people differently in regions (e.g., land degradation ranges from 13 percent in the Americas to 41 percent in Africa). LEDCs will face more difficulties in dealing with the issues created by land degradation than MEDCs.

Canada faces its own land degradation challenges. Most people associate dryland regions with a hot and dry climate. However, large parts of the Canadian Prairie provinces—Alberta, Saskatchewan, and Manitoba — can be classified as drylands. They are also enormously important agricultural areas, accounting for 60 per cent of the cropland and 80 per cent of the rangeland in Canada. These areas can also be at risk of land degradation and desertification due to unsustainable agriculture.

Students should examine the causes of land degradation with a lens to focussing on the effects this has on food security which will be examined next as the most significant issue involving land use.

The types of land degradation all have a tremendous effect on the production of food. The lack of a steady supply of food due to land degradation can create significant issues for human societies. Food security is achieved when all community residents can obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system. Chronic hunger results from an insecure supply of food over a long period of time. It affects about 815 million people around the world and causes more deaths than famine.

Water Use Issues

Just as land was an integral part of sustaining life on this planet so is water. In order to safeguard the quality of life water security must be maintained. Water security is defined by the United Nations as the capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being, and socio-economic development, for ensuring protection against water-borne pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability. To maintain water security students should examine the consequences of human use of water resources.

The fresh water resources of the planet are subject to pollution from human activities such as urbanization, industry, mining, forestry, and agriculture. A lack of water security can create serious issues for governance of a country, international cooperation, and peace and security. It is important to note that this is not only an issue of LEDCs and that there are specific issues in countries that considered MEDC. In Canada, students can examine the issues in First Nations, Inuit and Métis communities that have contaminated, toxic or faulty water treatment. This lack of safe drinking water across 133 Indigenous communities negatively affects the quality of life, culture and economy.

The use of water on a large scale has created tremendous growth in the quality of life for many millions of people. The use of rivers and natural water features to create dams for electrical power, flood control, and irrigation are extremely useful but also create issues that must be considered. Canada is world's 10th leading builders of dams. There are over 933 large dams in Canada and many thousands of small dams that are used for various purposes.

Issues caused by the use of dams		Result
Land Use	Dams usually require a large reservoirs if built on flat terrain and this usually involves the flooding of huge areas of land.	That land is lost to human habitation and agriculture. People are displaced from their homes and land.
Wildlife Impacts	Reservoirs flood the habitats of land animals. Dams also decrease the flow of water downstream.	Fish will be unable to travel the length of the river system. The reservoirs will slowly fill with sediments. Biodiversity will be decreased.
Mercury	The element mercury that is naturally in the soil is released into the water of a reservoir in a form that gets into the food chain of organisms (methyl mercury).	Methyl mercury tends to accumulate in the bodies of living organisms and is not excreted. As a result very high concentrations build up in the bodies of fish and the humans that eat that fish causing harmful health effects.

Irrigation is one important use of water that is responsible for as much as 40% of the world's food supply. Large-scale dam projects are the most common way to obtain the water needed for irrigation, this can lead to major environmental issues. It will be important to look at the increase in soil and groundwater salinity due to irrigation and the environmental impact of river diversions to supply irrigation water.

In addition to surface water resources, the underground water reserves known as aquifers should be examined. Groundwater is an essential and vital resource for about a quarter of all Canadians who depend on it for all their daily water needs. Aquifers are extremely important sources of water for hundreds of millions of people around the world. It is a resource that is under pressure due to increased development, population growth and climate change. Due to the increasing use, the ability of these aquifers to recharge or fill with water is being compromised. The concepts of open and closed aquifers should be examined and students should understand the issues that are related to the contamination and or depletion of these aquifers.

Energy Use Issues

In the last delineation students learned of the huge benefits in quality of life that result from energy use, now student will examine the consequences of energy use through the lens of carbon emission.

Energy development can be a controversial issue due to the benefits and challenges associated with its extraction and use. While it is not necessary for students to examine multiple case studies on controversial energy use, they should explore one in some detail to understand how such developments can be supported and opposed. For example, one such controversial issue related to energy use in Canada is the development of Alberta's oil sands. (This issue is so controversial that what the energy source is called has become politicized with detractors of its use calling it the Alberta tar-sands). This region has one of the largest reserves of oil in the world, containing hundreds of billions of barrels of oil reserves and is worth billions to investors. The creation of new jobs, wealth generation and other economic development may be seen as beneficial, but the project also involves significant environmental concerns that include deforestation, destruction of habitat, and toxic contamination of water sources.

These energy sources should be investigated with a focus on their benefits and challenges, which may include lower amounts of pollution, use of renewable and flow resources rather than nonrenewables, waste production, job creation for some industries, job loss for others, revenue, sustainability, self-sufficiency, cost of infrastructure, etc.

A significant issue resulting from increased energy use globally is the emission of greenhouse gases, which contribute to climate change. Students will examine the results of energy use and the resulting release of carbon that will affect the climate.

To better understand the issue of climate change a brief overview of the science of the greenhouse effect and the carbon cycle are necessary to show how the release of greenhouse gases affect global temperatures. (This topic should be a review for most students from Science 1206.) Students will examine how greenhouse gases (e.g., carbon dioxide) block heat from escaping from the Earth toward space.

The primary concern with greenhouse gas release is the burning of fossil fuels and deforestation. Scientists have linked the increase of carbon dioxide in the atmosphere with an increasing global temperature. This relationship between carbon dioxide and temperature change and the resulting climate change are supported by the vast majority of all climate scientists. As of 2017, the level of Carbon dioxide had reached 405.5 parts per million in the atmosphere which is the same concentration in the atmosphere as 3-5 million years ago when the global average temperature 2-3°C warmer than it is now. Although the increases in temperature may seem small on average the impact on climate would be wide scale and far reaching.

Scientists are predicting that global warming will have a wide, complex and at times, surprising range of impacts. This will be one of the most important issues of the 21st Century since it will affect almost every aspect of life for the citizens of Canada and the world.

The consequences of climate change that could be examined include the following topics:
- Temperatures will continue to rise
- Changes in precipitation patterns
- More droughts and heat waves

- Hurricanes will become stronger and more intense
- Sea level will rise 1-4 feet by 2100
- Arctic likely to become ice-free

Keywords:

- chronic hunger
- climate change
- desertification
- water security

Appendix A22: How should we respond to human-environmental issues?

In the last unit, students learned that human population has been increasing at considerable rates in the last 200 years and will continue to increase in the coming decades. It is for this reason that the consequences of resource use have become a significant concern for us today, making it all the more vital that we understand these issues. It is only by analyzing and drawing conclusions about the consequences of these activities that we will be able to develop viable responses to address issues that arise from human-environmental interactions.

Land Use

As students have learned in the last delineation, land degradation poses considerable challenges for humans and the environment. Through such activities as deforestation, overgrazing, industrial pollution, and urban sprawl, the physical environment is changed resulting in destruction of animal habitats, chemical contamination, and loss of vegetation. As these consequences become more evident and increase in scope and magnitude, it becomes vital that we consider how to address them. While responses to a range of land degradation issues may be investigated, for the purpose of this outcome students will focus on issues related to productivity of arable land and food security.

Perhaps the most significant human consequence of loss of available arable land is insufficient food production. Through land degradation soil quality degrades to the point where fertility of soil is compromised and the result is land that cannot support vegetation and crops for human consumption. Additionally, desertification is the process of semi-arid land becoming degraded through human activity to the point where it resembles a desert. This loss of fertile soil is a significant concern for food production as up to 40% of the earth's available land area is at risk of desertification.

Students should examine responses to food security issues through the lens of sustainability of agriculture. Sustainable agriculture involves farming methods that increase crop yields while reducing the negative human impacts on the land. Students should briefly examine agricultural methods and evaluate their use by considering the consequences for the environment and for quality of life. These may include: organic farming, reducing travel distance of food, production of biofuels, and buying local.

Water Use

There are a large variety of issues that can come from human use of the earth's water resources. In the last delineation, students examined the causes and consequences of such water use forms as groundwater resources, irrigation, and dam projects. In this section, students will focus on developing viable responses to issues that arise from large-scale water use and water security.

Another issue students have considered in delineation 12.2 is large dam projects. As seen earlier, this resource activity has the potential to cause significant disruption to local habitat, as it requires that large areas of land be cleared for construction of the dam itself, but also other areas to be flooded. In addition the threat of decrease water flow downstream and methyl mercury entering the food-chain for fish and other wildlife is considerable. A major reason for the construction of dams is irrigation, as more and more water must be diverted to provide for farmland.

The significance of aquifer use is increasing as human need for water continues to rise. As students learned in the last delineation, a major concern of groundwater resources is the nature of the source and whether or not it can be recharged. While this is nearly impossible with closed aquifers, open aquifers present opportunities for conservation and management, as water levels can be replaced. The issue here is the rate of water extraction from the aquifer, or factors that prevent water from entering the ground and replenishing the source.

In order to mitigate the negative consequences of large dams, irrigation, and aquifer use, there are a number of strategies that can be employed. Some involve changing the use of the resource, while others

focus on alternatives that contribute to conservation measures. Students should examine a number of responses to these water issues, which may include:

- Building smaller, rather than larger dams would reduce the affected area of a dam project and allow for water management on local rather than regional scales.
- Planting many trees that can hold rainwater in the soil, thus allowing it to soak into the ground and become usable as groundwater for aquifers.
- Growing crops that require less water, or reducing reliance on large amounts of water.
- Collecting rainwater through rooftops or mountain slopes.

When considering large-scale water use, students should evaluate methods that are used or have been proposed to address associated issues, considering the consequences each may have for humans and the environment.

Energy Use

The release of greenhouse gases from the use of carbon based energy sources has had wide-ranging consequences on the atmosphere. A growing concern is the need to find alternative energy sources that lessen the environmental impacts of development while providing for human needs. Students will consider advances in the use of alternative energy have been made in recent years and include wider use of the following sources:

- Solar
- Biofuels
- Geothermal
- Wind

As students examine the energy use activities and the consequences on the atmosphere they will realize the complexity of the issues in providing solutions. One of the first concerns is the atmosphere and all gases released into it do not stay within one country. Students will realize that responses to climate change will require an international effort to reduce the release of greenhouse gases into the atmosphere. The alternative energy sources discussed in this section serve as possible responses to this issue, as their increased use globally reduces the reliance countries have on fossil fuels. For example, data shows a recent increase in reliance on wind and other renewables globally.

The students' knowledge of the topics covered in this course up to this point will enable them to examine the responses thus far and to propose responses for the future. One area to examine is the international response to climate change since it is a challenge that goes beyond the capacity of any single country state to fix. Students should be able to examine solutions and evaluate their effectiveness.

Keywords:

- closed aquifer
- open aquifer
- sustainable agriculture