

Social Studies 3201

Curriculum Guide 2020



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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Section One: Newfoundland and Labrador Curriculum

Introduction

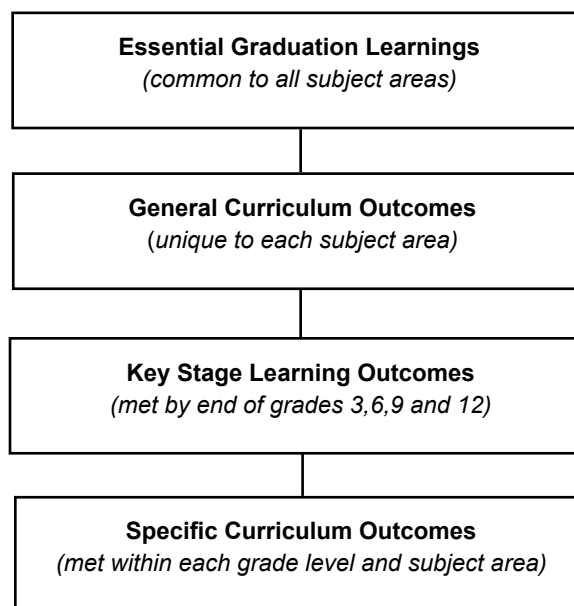
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development 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

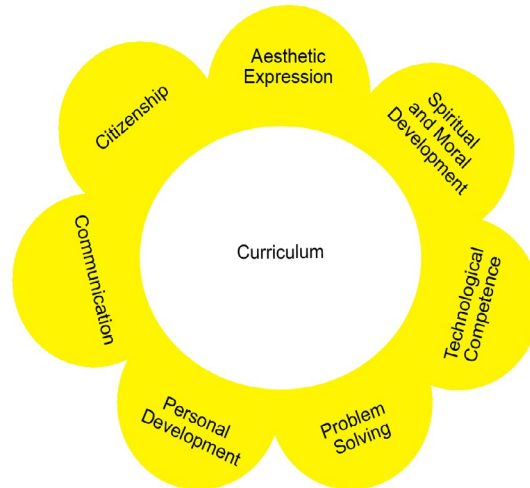
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



Essential Graduation Learnings

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.

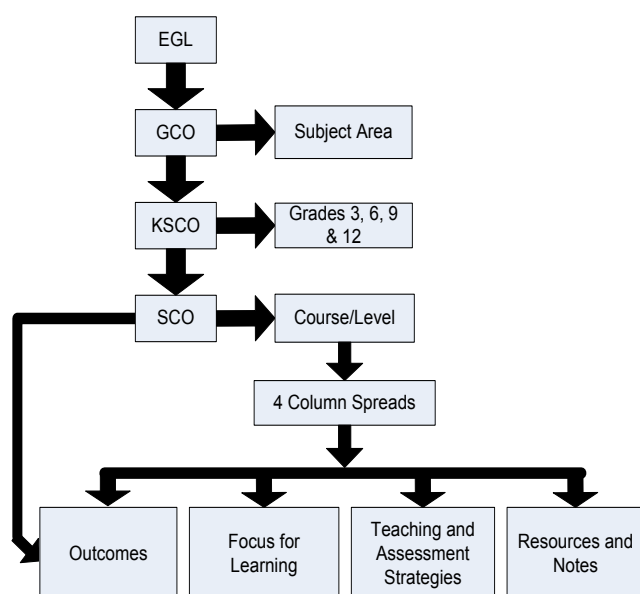
Key Stage Curriculum Outcomes (KSCOs)

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.



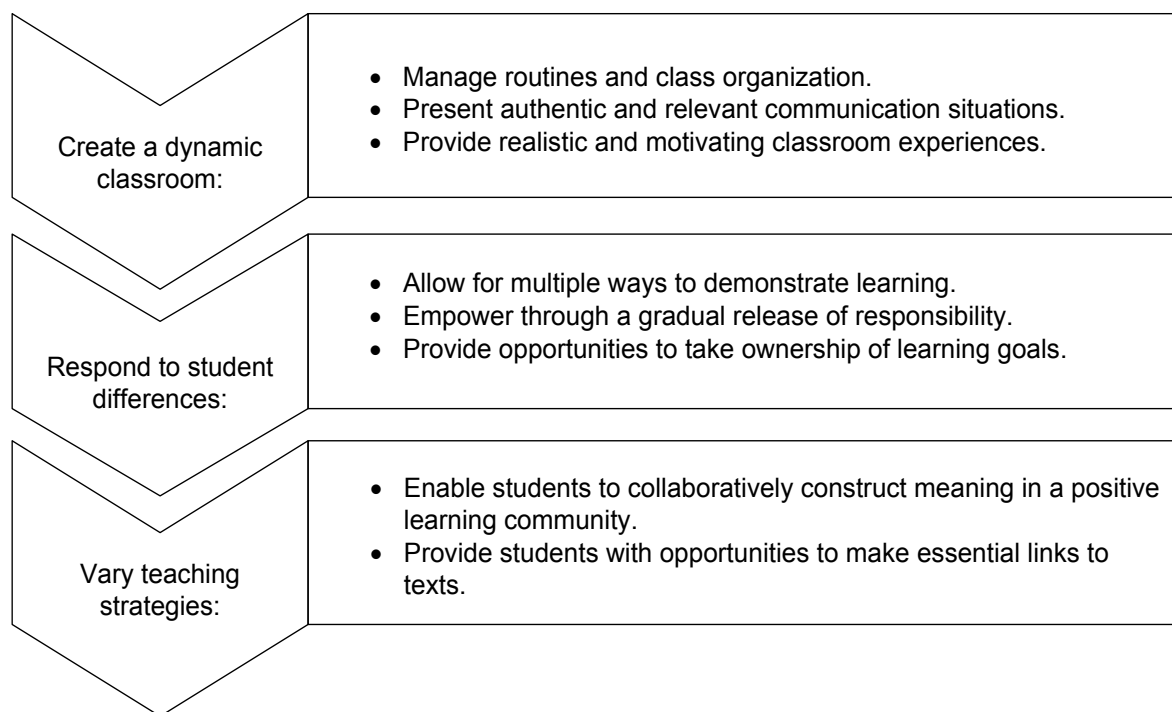
Differentiated Instruction

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



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 in-depth 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

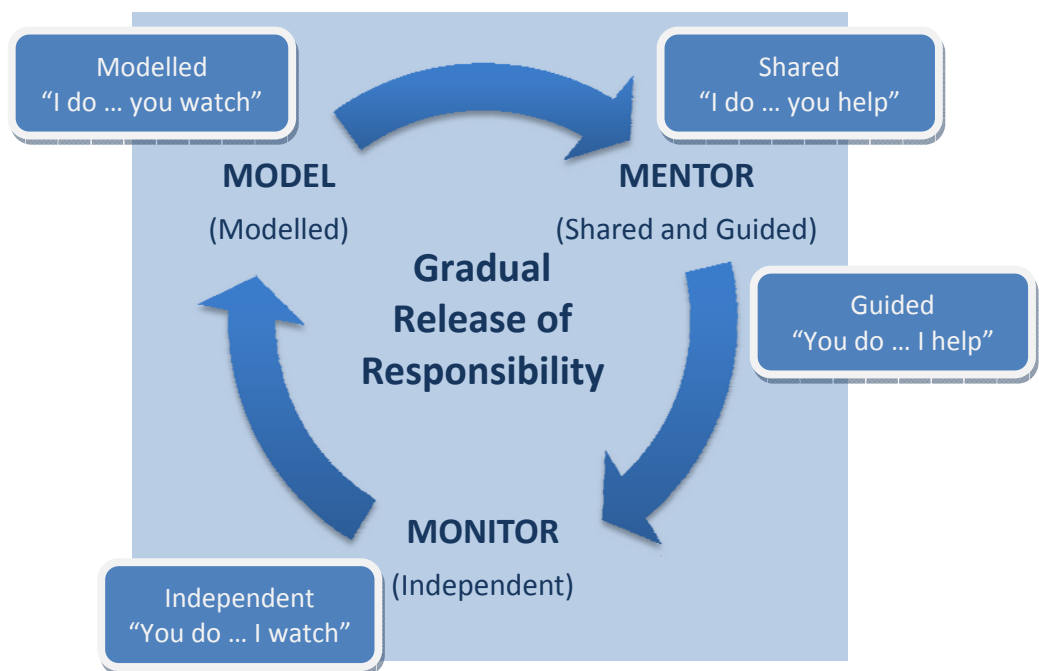
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity 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

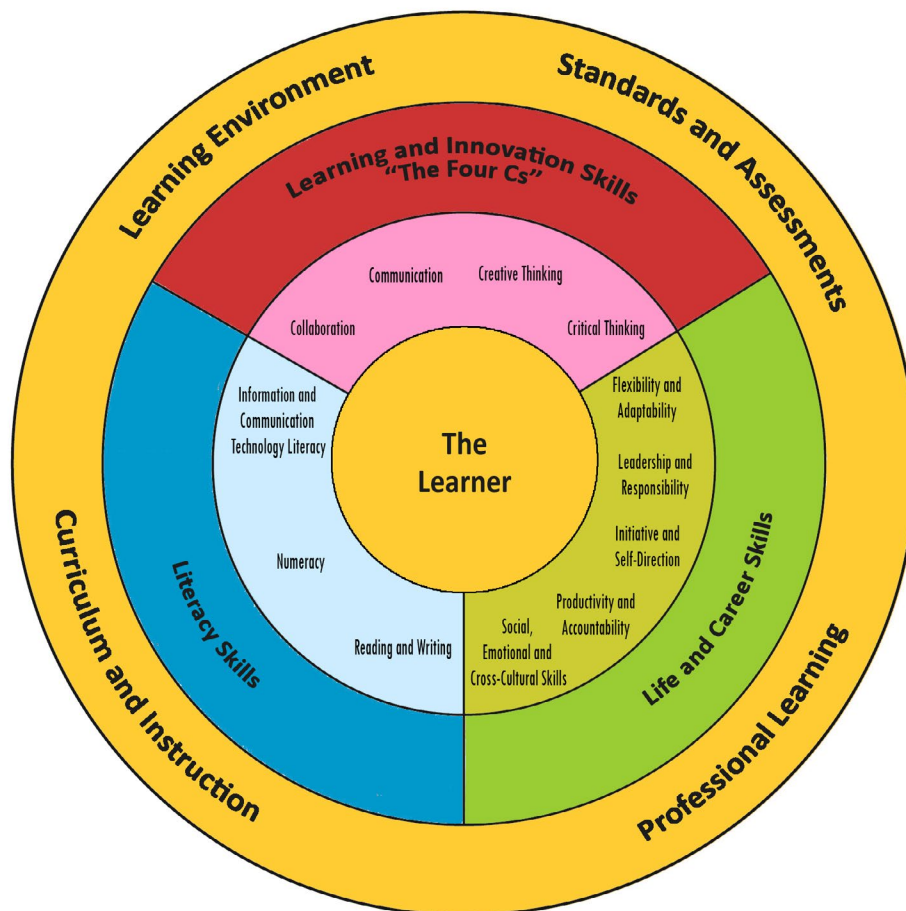
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

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.



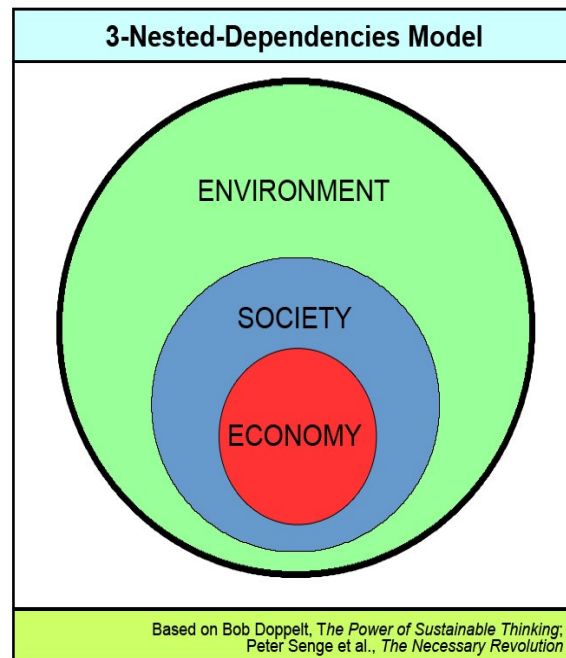
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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 defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

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



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 coordinated, 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 the 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:

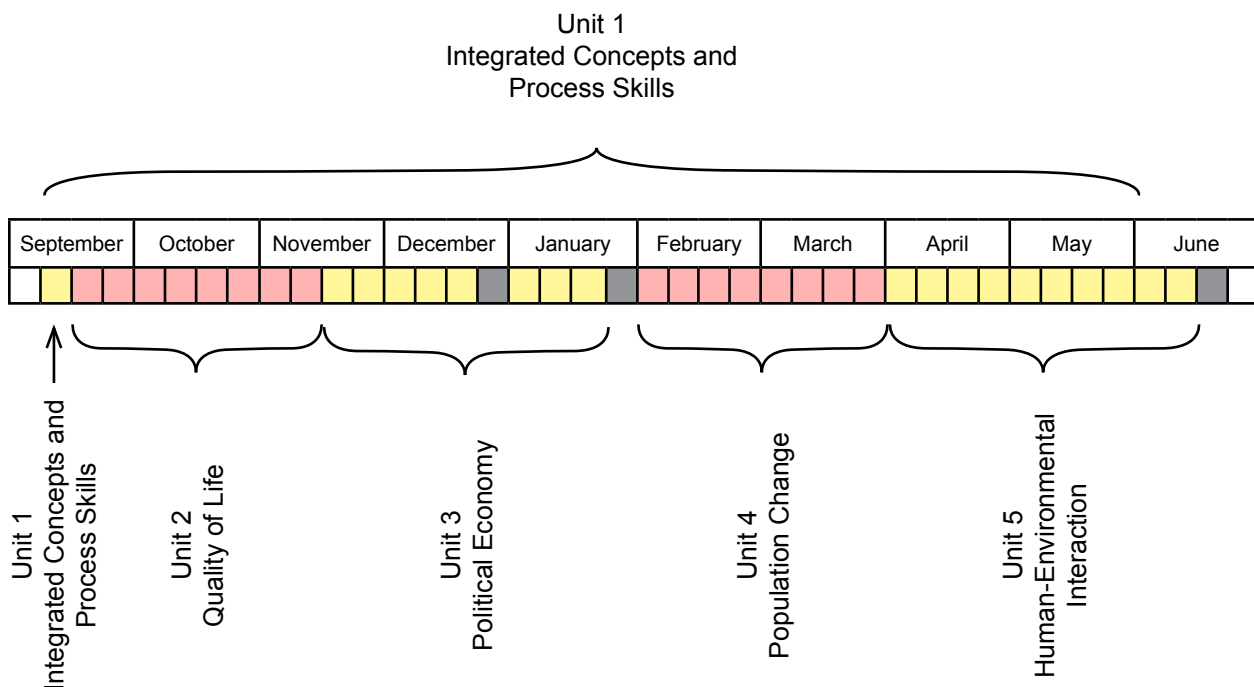
- Unit 1 – Integrated Concepts and Processes Skills¹
- Unit 2 – Quality of Life
- Unit 3 – Political Economy
- Unit 4 – Population Change
- Unit 5 – Human-Environmental Interaction

Suggested Yearly Plan

Social Studies 3201 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 hours² 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.



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 %)
1*	1	Integrated	Integrated
	2		
	3		
2**	4	9	25
	5	8	
	6	8	
3	7	10	25
	8	10	
	9	5	
4	10	20	25
	11	5	
5	12	20	25
	13	5	
Total	13		100

*** 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.

**** 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.

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
- Level 3 (analysis, 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 pencil-and-paper component of the evaluation program. If an end of year examination is administered, items 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 Year-End Assessment Matrix

Unit	Value	Level 1 30%	Level 2 40%	Level 3 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:

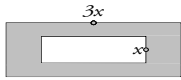
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

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	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>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]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>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.</p> <p>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.</p> <p>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.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> • 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 $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multiple 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

- $(6x^2 + 12x - 3) \div 3$
- $(4x^2 - 12x) \div 4x$

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.

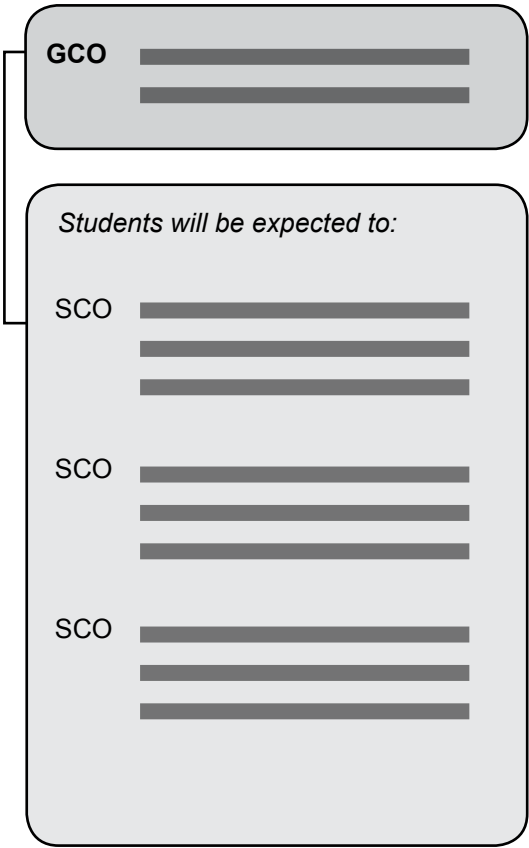
Suggestions for instruction and assessment are organized sequentially:

- 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.



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 <div></div>	SCO <div></div>	SCO <div></div>

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, nation, 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 when doing so 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 1201	Social Studies 2201	Social Studies 3201
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
<i>Students will be expected to</i>	
1.0 explain how democratic principles and civic engagement can influence the human experience	The overarching goal of education 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.
1.1 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 <i>Constitution Act</i> (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:
	<ul style="list-style-type: none"> • Three principles that guide governance in Canada include <i>liberty</i>, <i>democracy</i>, and <i>the rule of law</i>. 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

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 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.

Resources and Notes

Suggested

Professional Learning website
www.k12pl.nl.ca:

Social Studies 3201

- Resource Links

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p> <p>1.1 <i>explain the principles upon which Canadian democracy is based</i></p>	<p>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</p> <ul style="list-style-type: none"> • <i>liberty</i> – 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; • <i>democracy</i> – the citizens of Canada are the ultimate source of government’s authority; citizens “rule” through open, fair, and regular elections; and • <i>the rule of law</i> – 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). <p>A historical context will be provided for each of these principles in this course.</p> <p>Students who completed Social Studies 1201 will have a deeper understanding of these principles and ideas. For example, they would have considered the following:</p> <ul style="list-style-type: none"> • 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? <p>Throughout the high school social studies program students will continue to engage with these principles. For example, in Social Studies 3201 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.</p> <p>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.</p>

Integrated Concepts and Process Skills

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 nation, very much in the formative stages. Our national condition is still flexible enough that we can make almost anything we wish of our nation. 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 questions 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 nation.*” 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 (Student Resource [SR])

- Ch. 21 pp. 377, 384, 385
- Ch. 23 pp. 406-409

Suggested

- See the Professional Learning website at www.k12pl.nl.ca
- *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
<p><i>Students will be expected to</i></p> <p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p> <p>1.2 <i>collaborate to achieve a common goal</i></p>	<p>Social studies, by definition, is an enabling discipline.</p> <p><i>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</i></p> <p>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 better the well-being² of the community, on any scale – local, regional, national or global.</p> <p>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</p> <ul style="list-style-type: none"> • 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 and contributions of others; • demonstrate a willingness to negotiate and compromise to achieve consensus; and • incorporate feedback, dealing positively with praise and criticism. <p>The aforementioned points are not new to students.</p> <p>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.</p> <hr/> <p>¹ NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213</p> <p>² Well-being includes any outcome that is considered positive and meaningful for those affected.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask the 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.				
<i>add other criteria</i>				

Resources and Notes

Suggested

See the Professional Learning website at www.k12pl.nl.ca

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p> <p>1.2 <i>collaborate to achieve a common goal</i></p>	<p>The suggestions under <i>Sample Teaching and Assessment Strategies</i> (column three) frequently include tasks that require authentic collaboration. Examples from this curriculum guide include:</p> <ul style="list-style-type: none"> • Organize students into teams to ... • With a partner ... • 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 ... <p>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.</p> <p>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.</p>

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
<p>3 things our group did a good job with today:</p> <p>A.</p> <p>B.</p> <p>C.</p>
<p>2 things I did that demonstrated I was open-minded:</p> <p>A.</p> <p>B.</p>
<p>1 thing I will do in the future to encourage my group to think more deeply about our task:</p> <p>A.</p>

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p> <p>1.3 <i>be able to act to improve the human experience</i></p>	<p>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.”</p> <p>In addition to examining events and issues they find troubling, students also engage with events and issues involving positive societal change. For 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 the 1940s, and the introduction of the Canada and Quebec Pension Plans and Medicare in the 1960s.</p> <p>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 help to inform students’ understanding that they can change their world into something they believe is better than what exists.</p> <p>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.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

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.

<p><i>We don't like ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Problem or Issue</p>	<p><i>We would prefer ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>
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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	Due Date
1.			
2.			
3.			

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch 1 pp. 6, 17-19
- Ch 13 pp. 207-208
- Ch 23 p. 419
- Ch 26 pp. 457, 462

Suggested

- See the Professional Learning website at www.k12pl.nl.ca
- Take Action: A Guide to Active Citizenship* by Marc Kielburger and Craig Kielburger, © 2002 Gage Learning

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 for 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.

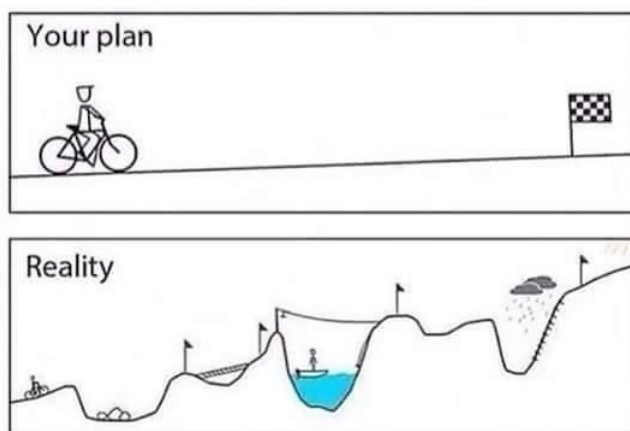
Note: If students identify many risks, it may be useful to use a matrix to evaluate each risk. This will allow students to focus their time and attention on the areas that pose the greatest threat.

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	High	moderate	high	extreme	extreme
	Med	moderate	moderate	high	extreme
	Low	low	low	moderate	high
	V Low	low	low	moderate	moderate
		V Low	Low	Medium	High
		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
<p><i>Students will be expected to</i></p> <p>2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</p> <p>2.1 evaluate evidence</p> <p>2.2 make comparisons</p> <p>2.3 determine cause and consequence</p> <p>2.4 determine significance</p> <p>2.5 explain perspectives</p> <p>2.6 make value judgments</p>	<p>Social scientists apply a range of concepts and processes as they work to better understand the human experience.</p> <p>The social studies program identifies and focuses on six separate, but interrelated concepts or forms of analysis:</p> <ul style="list-style-type: none"> 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 data 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 <p>These concepts and processes should be used to guide decisions around how to engage students with the curriculum outcomes of the social studies program.</p> <p>By the completion of this outcome students should be able to apply these concepts as they engage in the exploration of the human experience.</p> <p>Sample Performance Indicator(s)</p> <p>For a given news story, explain how each of the forms of analysis may be used to guide an inquiry. Include two sample questions that could be used with each form of analysis.</p>

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

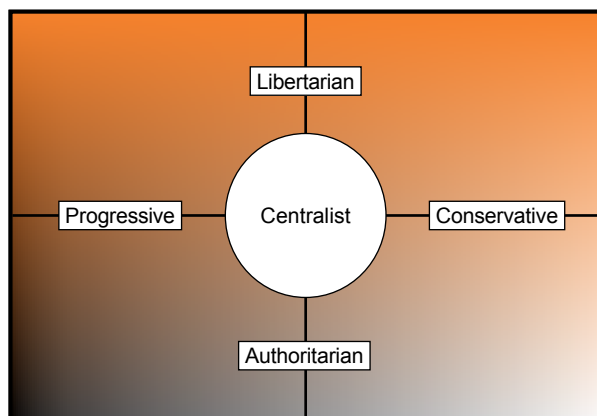
Teachers may

- 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

Suggested

- Professional Learning website www.k12pl.nl.ca:
 - Social Studies 3201 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

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

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)

- Ch. 1 pp 5, 7, 10

Suggested

- See the Professional Learning website at www.k12pl.nl.ca
- *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

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 develop habits of mind where they

- 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

Students may

- Select and utilize appropriate criteria for assessing a source.
For example, the following may be used when evaluating visual evidence, such as a photograph.
 - Describe the setting and time.
 - Identify the people and objects.
 - How are things arranged in the visual?
 - What's happening in the visual?
 - What is not happening or is omitted from the visual?
 - Was there a purpose for making this visual?

Consolidation

Students may

- Evaluate primary sources using appropriate criteria. For example:

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

Resources and Notes

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>2.0 <i>analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</i></p> <p>2.2 <i>make comparisons</i></p>	<p>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.</p> <p>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).</p> <p>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)</p> <p>Students should understand that</p> <ul style="list-style-type: none"> • 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. <p>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?”</p> <p>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.</p> <hr/> <p>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.</p>

Integrated Concepts and Process Skills

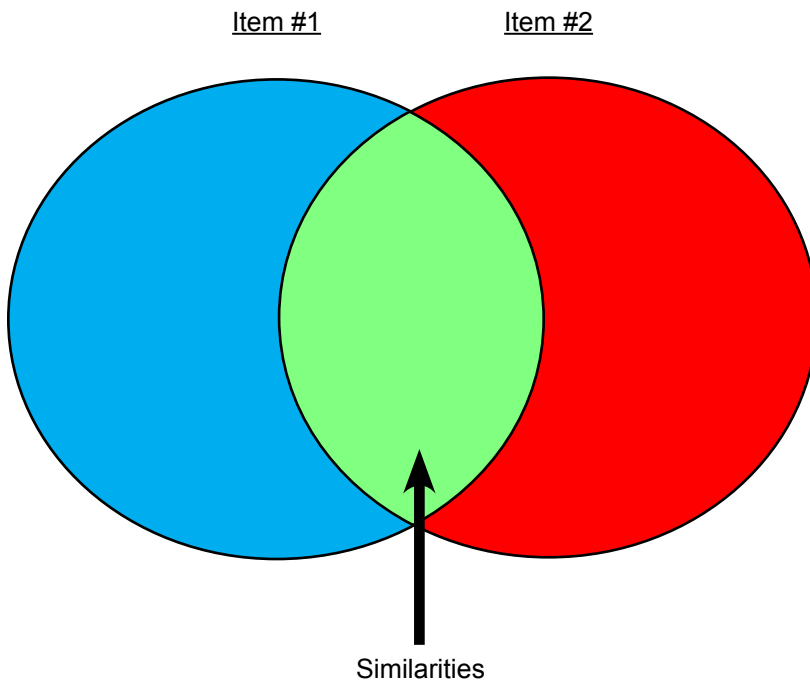
Sample Teaching and Assessment Strategies

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



Organizer #2

<u>Item #1</u>		<u>Item #2</u>
Different	Similar	Different

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1 pp. 5, 7

Global Connections:

Investigating World Issues

(Teacher Resource [TR])

- p. 393

Suggested

Copies of graphic organizers may be found on the Professional Learning website at www.k12pl.nl.ca.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

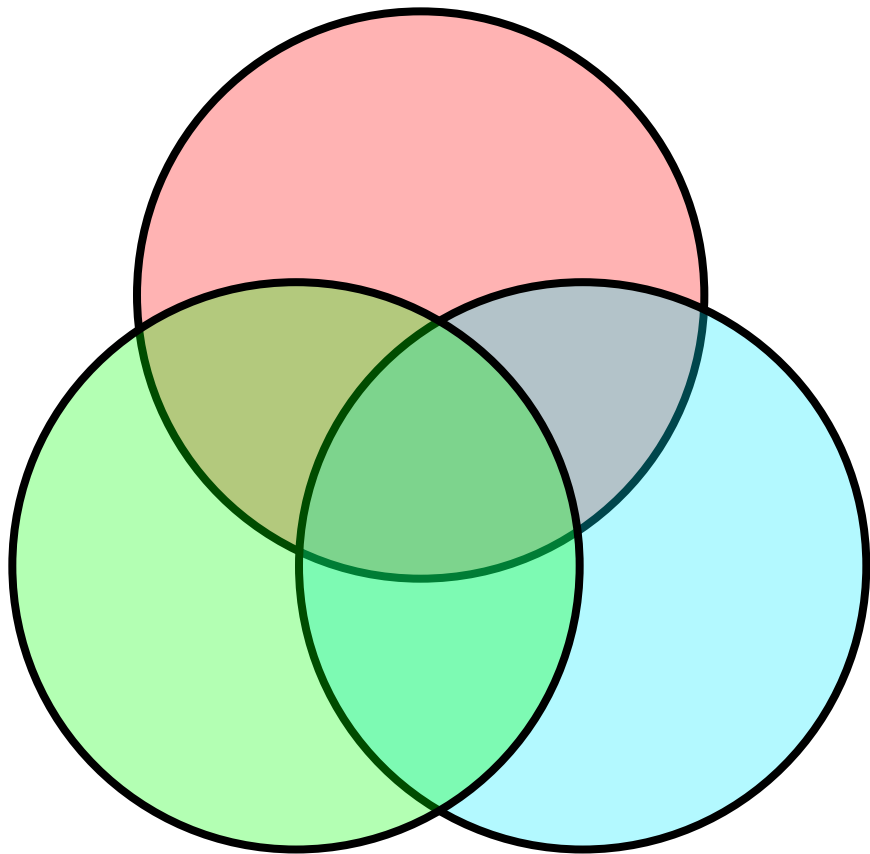
2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

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 2201 and 3201 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

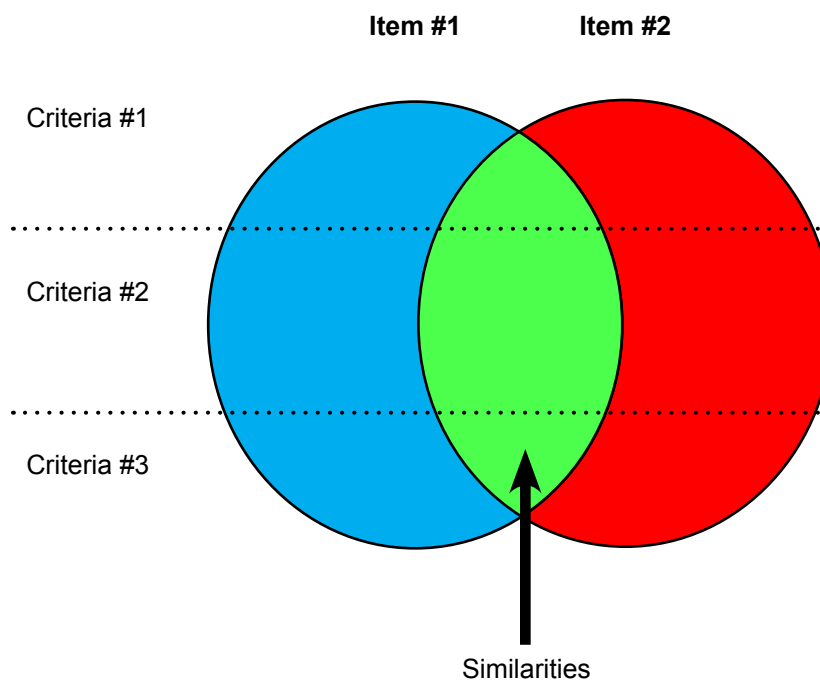
Resources and Notes

Connection

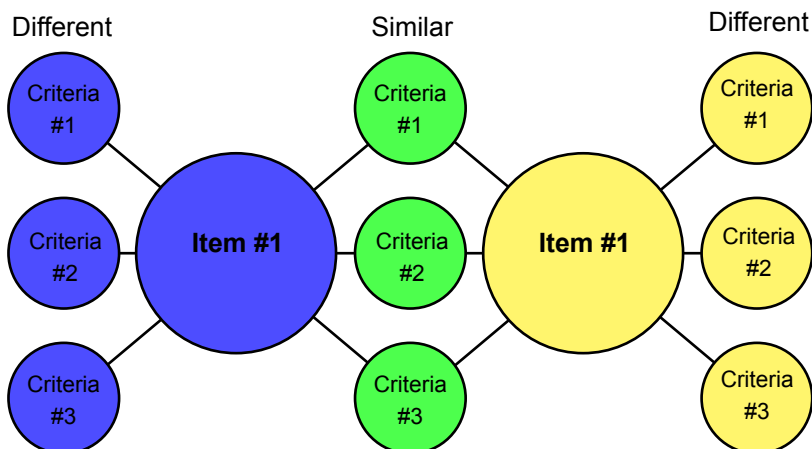
Teachers may

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

Organizer #3



Organizer #4



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

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 questions (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 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.

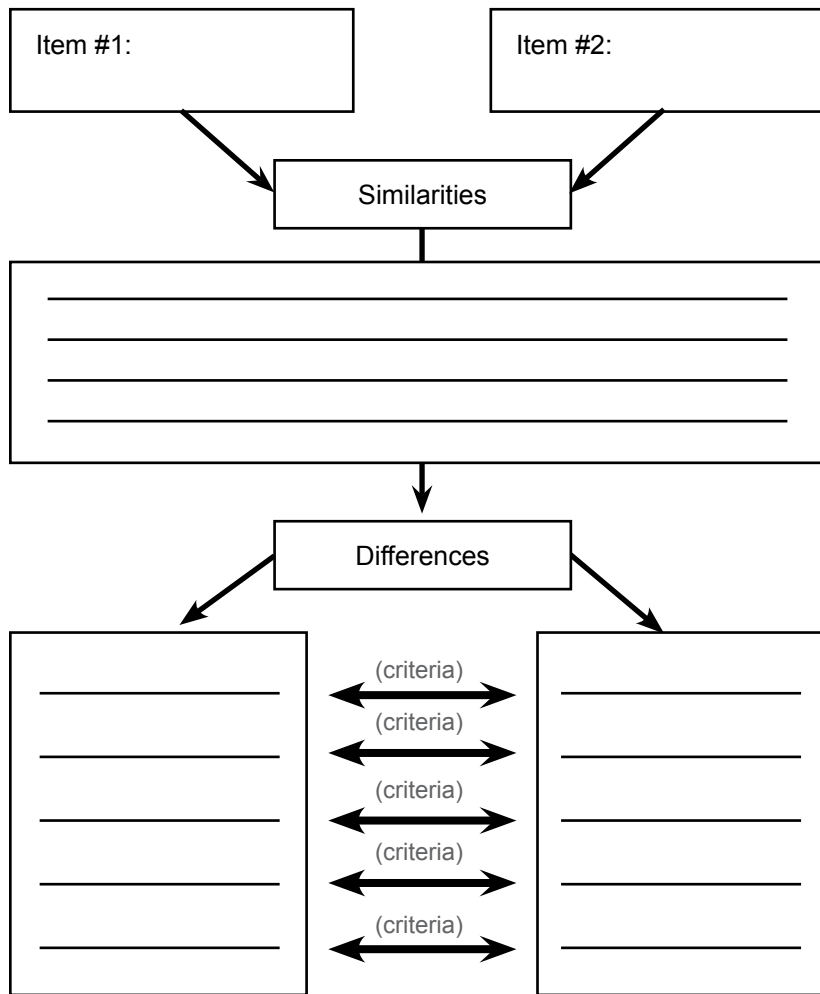
Note: It will be important for students to know that analogies are limited and, therefore, are best used as a starting point for inquiry.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Organizer #5



Consolidation

Students may

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

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

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

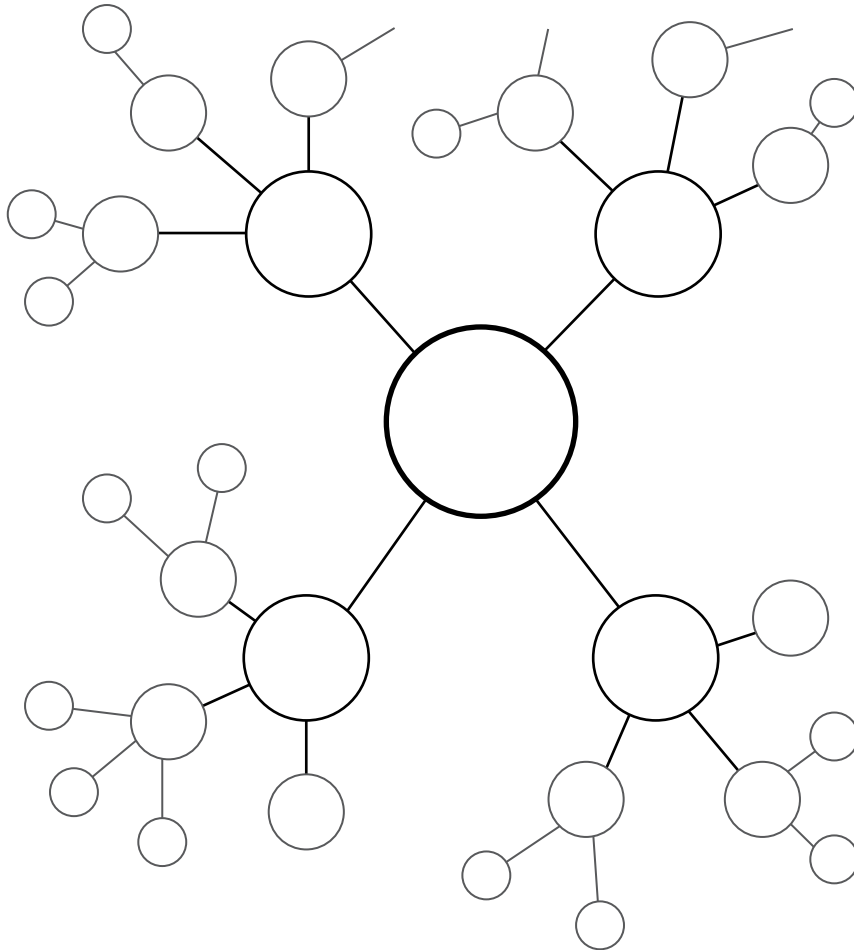
Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce a topic using the question “What might be the consequences of ... ?”
 - 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.
 - Conduct a group discussion and ask students to share their ideas.
 - During the group discussion, the facilitator should create an idea web, adding ideas from group members.
 - 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.

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.



Resources and Notes

Authorized

*Global Connections:
Investigating World Issues (SR)*

- Ch. 1 pp. 5, 7

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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 by 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 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)

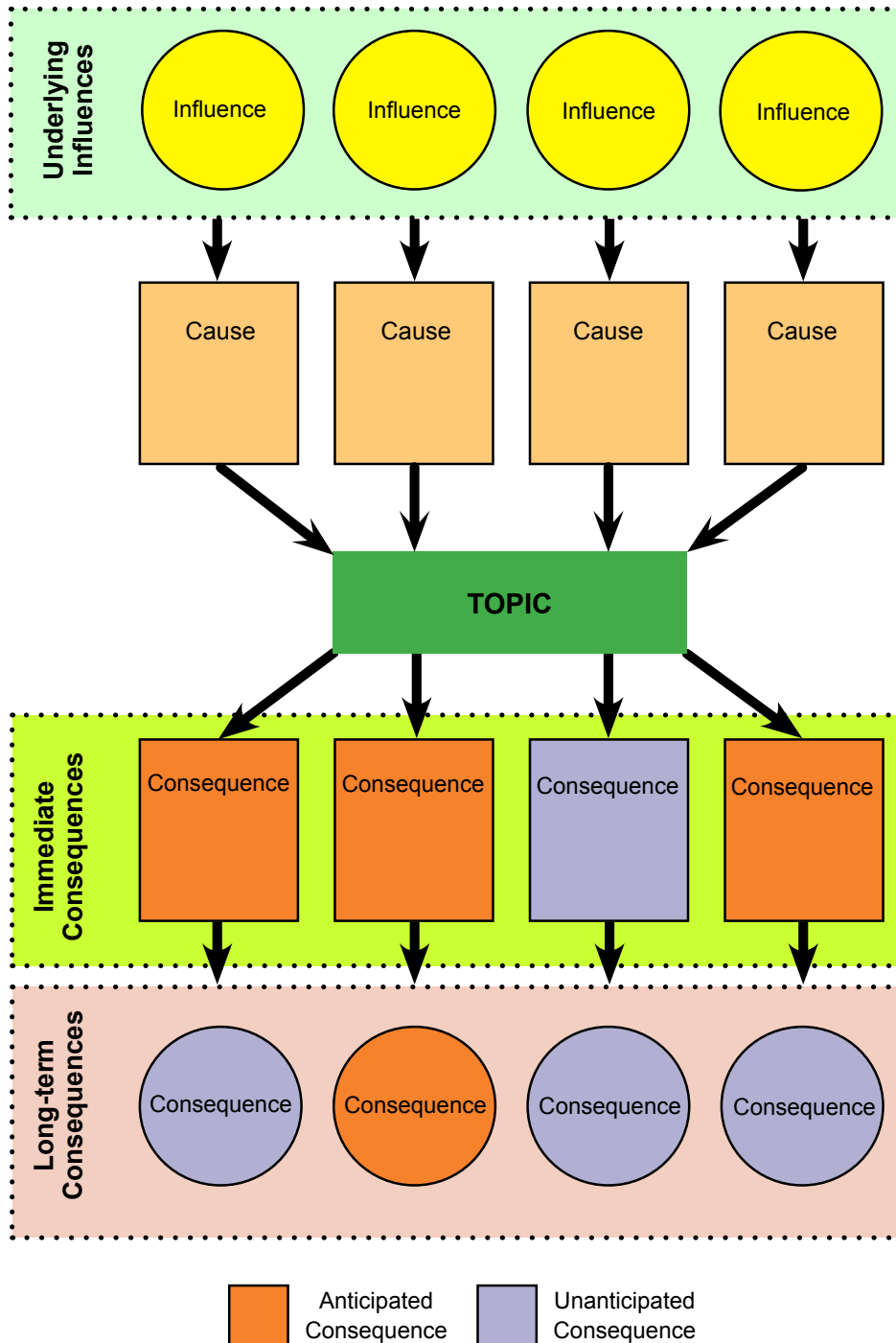
Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Connection

Students may

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



Resources and Notes

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 estimate will occur.

One of the benefits of this pedagogic activity is the deepening of students' creativity. When invited to speculate, without restrictions, students 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

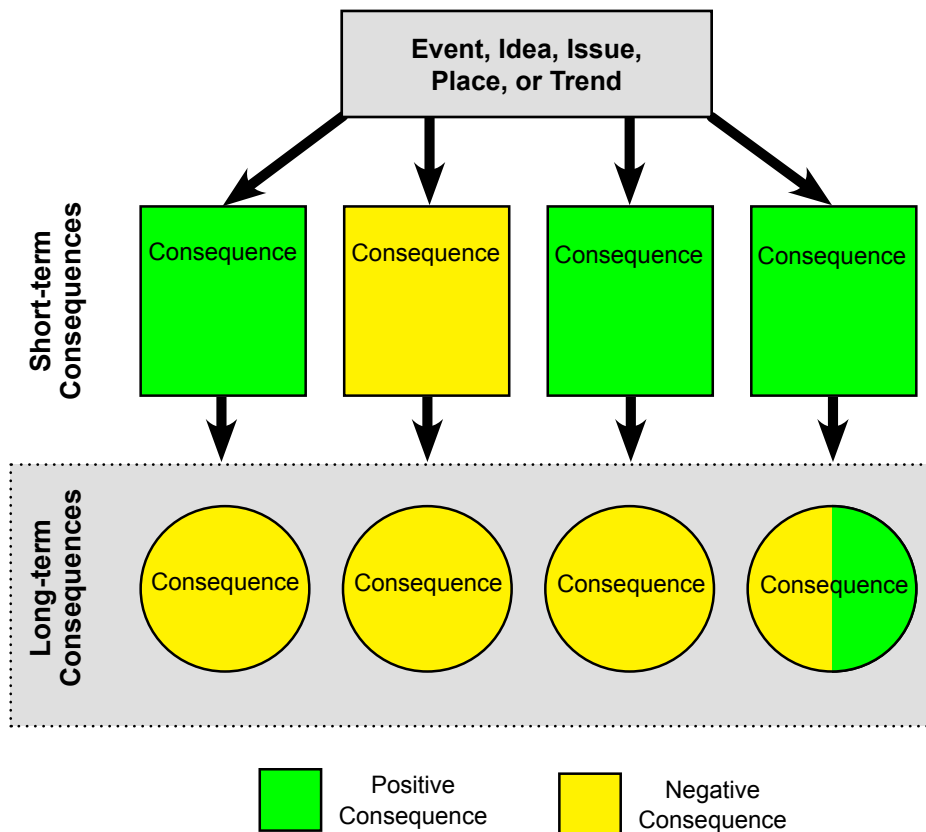
Sample Teaching and Assessment Strategies

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.

Resources and Notes

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*

2.4 *determine significance*

Focus for Learning

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?

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

Connection

Teachers may

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

Significance Scale (sample)

CRITERIA	EVENT #1	EVENT #2
Magnitude <i>How were people affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Scope <i>How many people were affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Duration <i>How long were people affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
TOTAL		
<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <i>Low</i> <i>Moderate</i> <i>High</i> </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> 0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10 </div>		

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1 pp. 5, 7, 13-14

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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*

2.4 *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**Consolidation**

Teachers may

- Organize students to debate the following propositions:
 - Some of the criterion used to determine significance are more important than other criterion in specific cases. (e.g., Event #1 is more significant than Event #2 even though Event #1 involved one person, while the Event #2 involved 100 people.)
 - Criteria other than magnitude, scope, and duration can be used to determine significance. (e.g., If a resource is renewable or non-renewable.)

Resources and Notes**Authorized**

Global Connections: Investigating World Issues (Teacher Resource [TR])

- pp. 305-308 GLM 18 – Preparing to Conduct a Debate

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*

2.5 *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

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

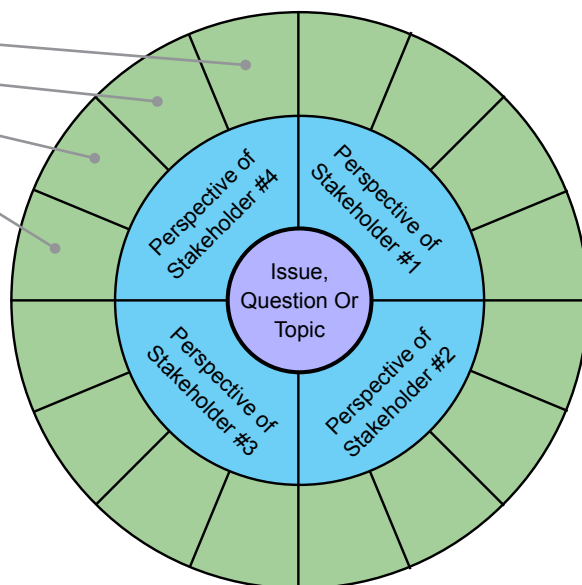
Teachers may

- 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)

- Ch. 1 pp. 5, 7,

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

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 more effectively to, issues that have ethical or moral dimensions.

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 the following:

- 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

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.

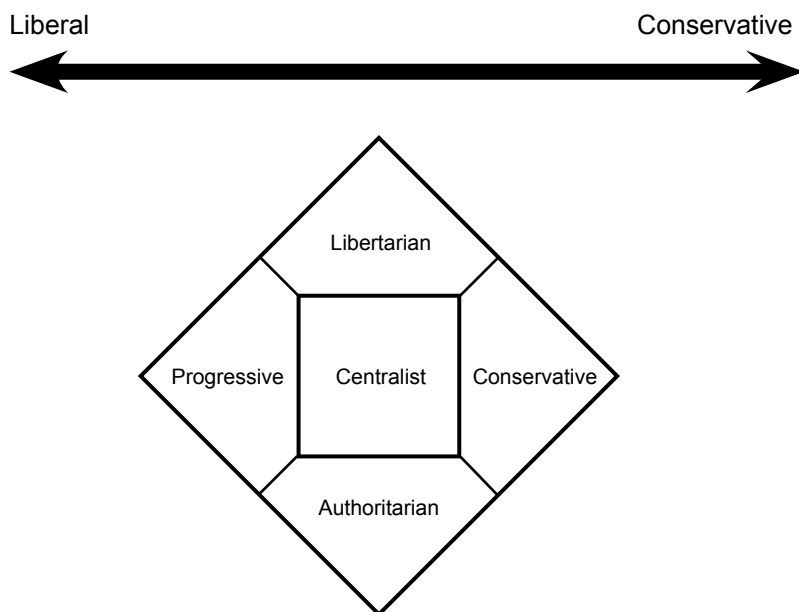
Students may

- 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:



Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1 pp. 5, 7, 16-19

Global Connections:

Investigating World Issues (TR)

- pp. 305-309 GLM18

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

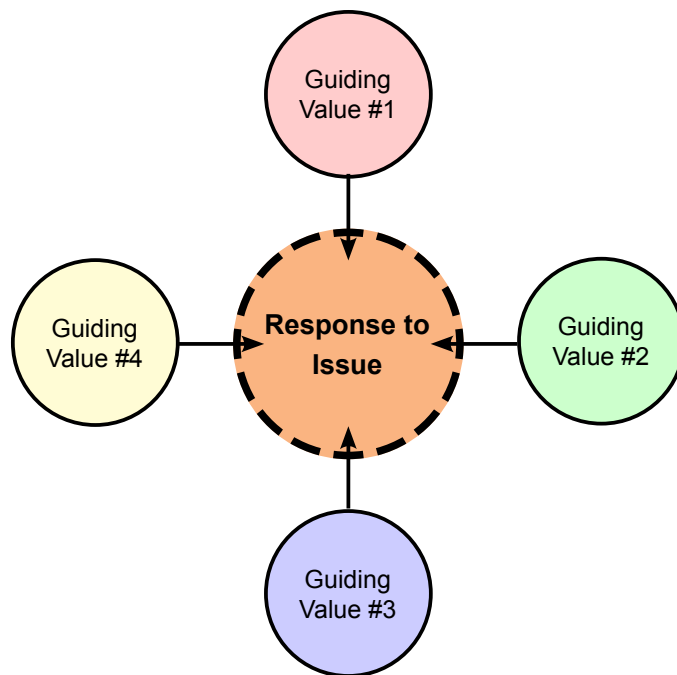
Sample Teaching and Assessment Strategies

Resources and Notes

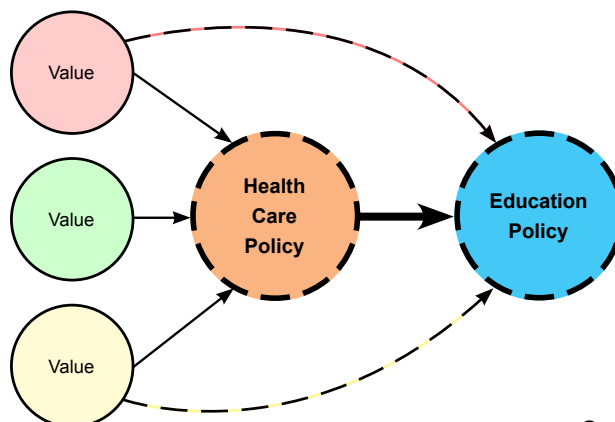
Consolidation

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

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

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.

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

- 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?

Resources and Notes

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 respond to significant issues influencing the human experience</p> <p>3.1 frame questions to focus an inquiry</p> <p>3.2 gather and organize information</p> <p>3.3 interpret, analyze, and evaluate information</p> <p>3.4 develop rational conclusions supported by evidence</p> <p>3.5 communicate perspectives and conclusions</p>	<p>Research on student achievement suggests that students learn best when they actively and critically inquire into subject matter.</p> <p><i>Thus I find it necessary to repeat two obvious facts about question-asking.</i></p> <p><i>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.</i></p> <p><i>... 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.</i></p> <p>Neil Postman, "Language Education in a Knowledge Context" in <i>etc: A Review of General Semantics</i> (1980)</p> <p>Teachers can increase student engagement in social studies by using the following pedagogical principles:</p> <ul style="list-style-type: none"> • 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. <p>When these principles are applied, classrooms change from places where teachers "cover" the curriculum to places where students "uncover" the curriculum.</p> <p>The uncovering of curriculum occurs only when students investigate questions that present <i>meaningful</i> problems or challenges to address. Meaningful inquiry requires reaching conclusions, making decisions, solving problems, and developing responses to issues.</p>

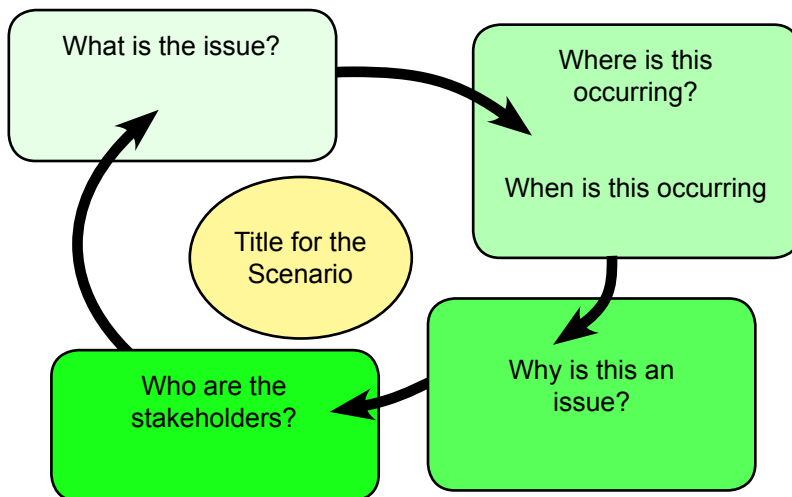
Integrated Concepts and Process Skills

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.



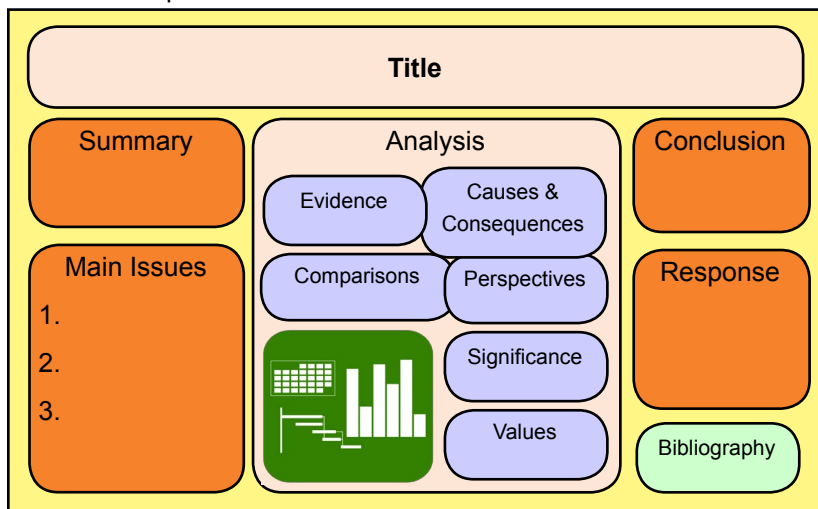
Connection

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 their findings in a research poster.



Resources and Notes

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

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*

Focus for Learning

By the completion of this outcome students, should be able to independently develop a reasoned and meaningful response to a multifaceted issue.

Sample Performance Indicator(s)

Read the following fictitious news story. After your reading, respond to the following questions:

- What is the issue?
- 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?
- 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.

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 is 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.

*Integrated Concepts and Process Skills***Sample Teaching and Assessment Strategies****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?

Resources and Notes

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.1 <i>frame questions to focus an inquiry</i></p>	<p>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.</p> <p>Throughout the high school program, students should develop the ability to</p> <ul style="list-style-type: none"> • 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 questions¹. <p>Sample questions include the following:</p> <ul style="list-style-type: none"> • To what extent were the negative consequences foreseen or predicted? To what extent does an individual or group deserve to be praised or condemned for the consequences of 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? <p>¹ Possible criteria: relevant and focused; important or powerful; feasible given available resources; sensitive to group / individual concerns, values and beliefs</p>

Integrated Concepts and Process Skills

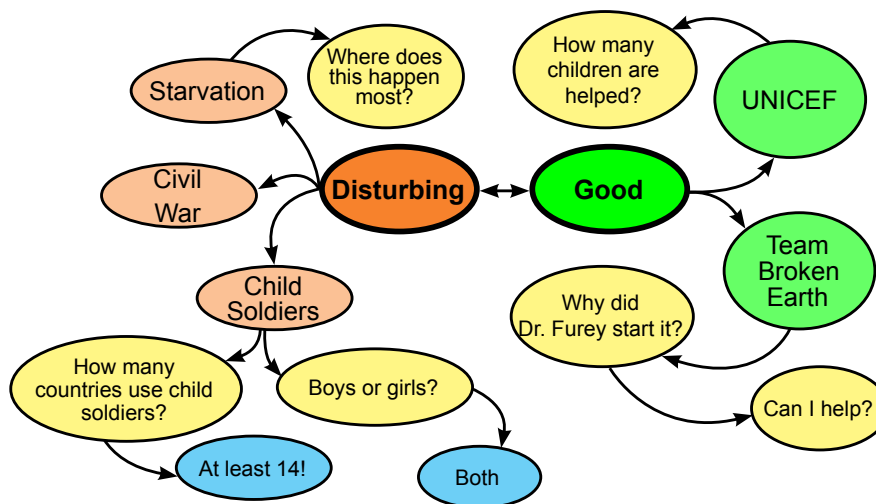
Sample Teaching and Assessment Strategies

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. Students should identify a problem they feel people could work together and solve, or an opportunity that could 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)

- Ch. 1 pp. 4, 6-10

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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, but not too broad. During the review, it will be important for teachers to provide support to students. However, teachers should stop short of directing the inquiry.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.2 *gather and organize information*

Focus for Learning

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

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 use the following checklist to reflect on their sources before moving on to the next stage of the research process.

<input type="checkbox"/> books	<input type="checkbox"/> news organizations
<input type="checkbox"/> documentaries	<input type="checkbox"/> podcasts
<input type="checkbox"/> experts	<input type="checkbox"/> posters
<input type="checkbox"/> images	<input type="checkbox"/> radio programs
<input type="checkbox"/> interviews	<input type="checkbox"/> television programs
<input type="checkbox"/> journals	<input type="checkbox"/> visit locations
<input type="checkbox"/> magazines	<input type="checkbox"/> 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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.3 <i>interpret, analyze, and evaluate information</i></p>	<p>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.</p> <p>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 <i>do the work</i> of the historian or geographer. This entails examining evidence, judging its significance, teasing out its implications and offering plausible interpretations.</p> <p>Throughout the high school program, students should develop the ability to</p> <ul style="list-style-type: none"> • 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

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)

- Ch. 1 pp. 13-15

Suggested

Professional Learning website
www.k12pl.nl.ca:

Social Studies 3201

- Resource Links

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

*3.0 respond to significant
issues influencing the
human experience*

*3.3 interpret, analyze,
and evaluate
information*

Focus for Learning

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Integrated Concepts and Process Skills

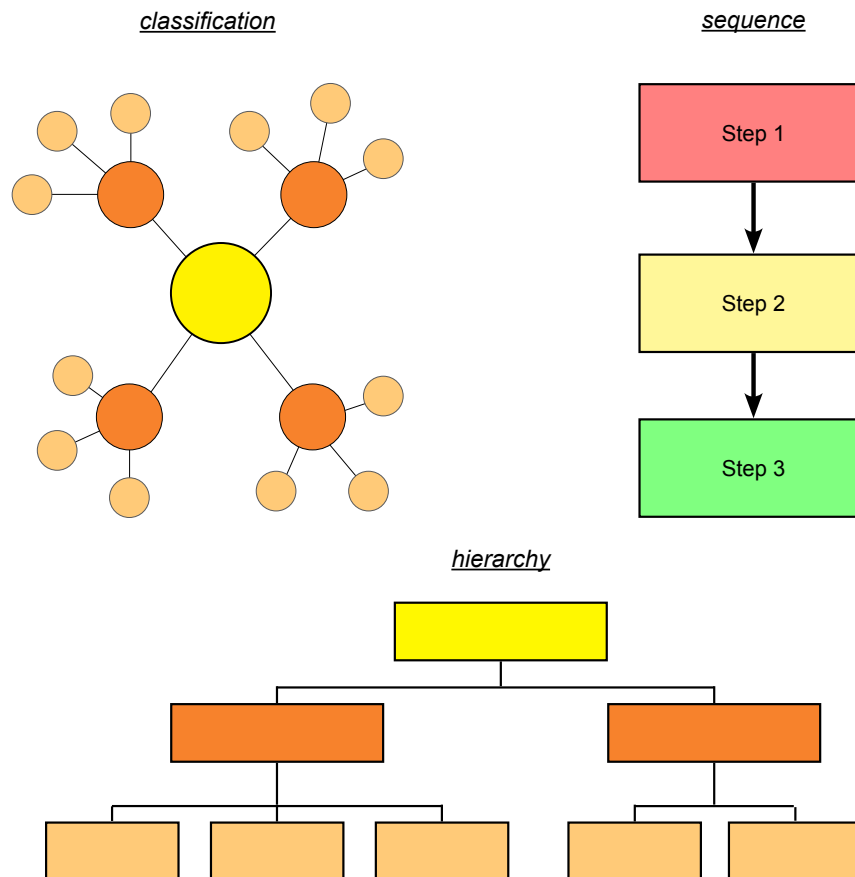
Sample Teaching and Assessment Strategies

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).



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
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.4 <i>develop rational conclusions supported by evidence</i></p>	<p>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.</p> <p>Throughout the high school program, students should develop the ability to</p> <ul style="list-style-type: none"> • 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

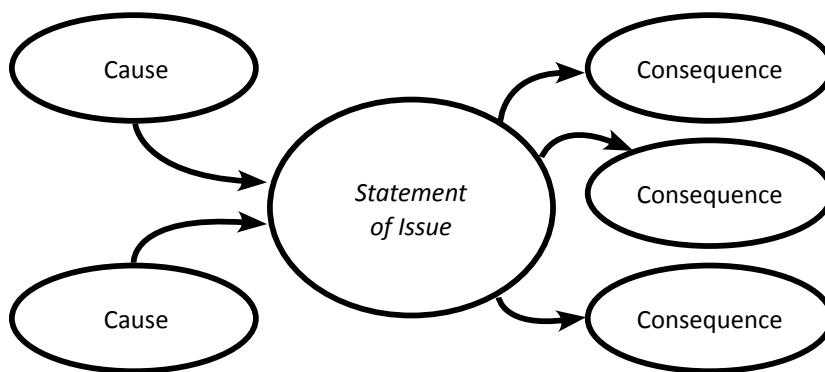
Sample Teaching and Assessment Strategies

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)

- Ch. 1 pp. 17-19

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant
issues influencing the
human experience*

3.4 *develop rational
conclusions
supported by
evidence*

Focus for Learning

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Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Issues Analysis

Summary of the Issue

Options	Analysis	Criteria for Judgment
<i>Example #1</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #2</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #3</i>	<i>Strengths</i>	Preferred Response
	<i>Limitations</i>	

Possible Consequence(s) if Unresolved

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.5 *communicate perspectives and conclusions*

Focus for Learning

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

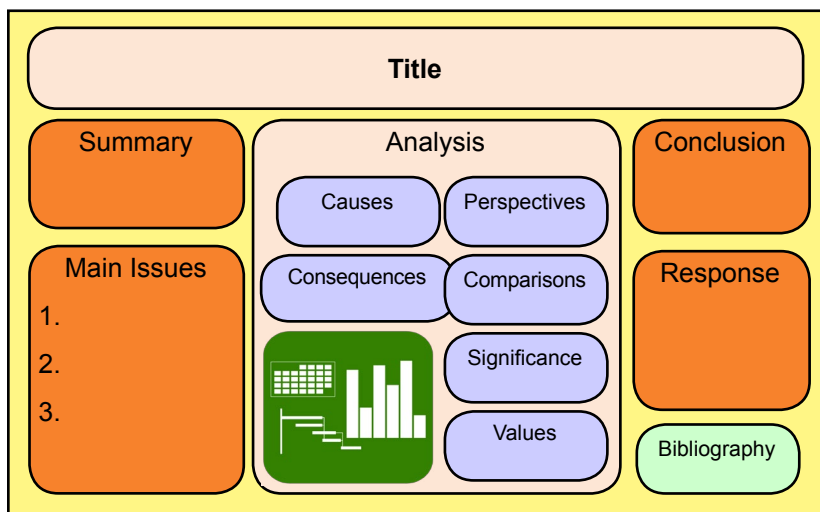
Consolation

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 their findings in a research poster.



Resources and Notes

Authorized

Global Connections:
Investigating World Issues (SR)

- Ch. 1 pp. 17-19

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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.

Important

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.

SCO Continuum

Social Studies 1201	Social Studies 2201	Social Studies 3201
4.0 explain how power and privilege influence people's lives	4.0 explain how innovations influence the human experience	4.0 demonstrate an understanding of quality of life
5.0 explain the importance of activism in promoting social justice	5.0 explain how ideas influence the human experience	5.0 evaluate the relationship between globalization and quality of life
7.0 explain some of the challenges associated with promoting the common good	6.0 determine the possible significance of emerging innovations or ideas	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

Important

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.

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 changes in these, over time, can influence the human experience.

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 values may vary depending on a variety of factors (e.g., location, identity). Throughout this investigation, students will recognize that economic factors underlie many of the issues associated with quality of life.

Students will then consider the nature of economic development and its role in determining quality of life. This will be achieved through examination of country grouping by level of development: more economically developed countries (MEDCs) and less economically developed countries (LEDCs). Students will also consider 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 examine 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 2201 and 3201 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)* – Is living in a democratic society connected to your quality of life? Explain. How might your quality of life be different if you lived in an authoritarian state? Provide a historical example of how quality of life has suffered due to economic hardship? What factors do you believe play a role in your quality of life? Which of these factors do believe has the greatest influence? Why?
- *Collaborate (1.2)* – Throughout history, humans have attempted to improve their quality of life. Sometimes this pursuit puts them in conflict with others, and sometimes it forces them to work together to achieve a common good. Brainstorm examples of times when humans improved their quality of life by collaborating with others.
- *Improve the Human Experience (1.3)* – How might improving the quality of life in the area of _____ (e.g., healthcare, education, sanitation, housing, employment, other) affect the human experience?

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

*Global Connections:
Investigating World Issues*
(Teacher Resource [TR])

- pp. 11-21

Suggested

See the Professional Learning
website at www.k12pl.nl.ca.

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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 two aspects of quality of life should be improved to have the greatest positive consequences for a family? Justify your choice.

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

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Quality of Life

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>4.0 <i>demonstrate an understanding of quality of life</i></p>	<p>In this delineation, students will examine the concept of quality of life and the factors that contribute to a higher or lower quality of life for people.</p>
<p>4.1 <i>explain the concept of quality of life</i></p>	<p>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.</p> <p>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. One person may consider safety an issue for them, for example, while another may not. Students should also consider factors that are economic, environmental, political, and social in nature.</p> <p>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 choose an issue of environmental, political, or social concern and speculate as to how economic factors have contributed to a decrease in quality of life (e.g., unemployment). They should also consider ways economic changes can improve quality of life (e.g., increased minimum wage). It should be noted that economic issues will be the focus of Unit 3, so a general consideration of these issues is sufficient here.</p> <p>For a detailed discussion of this topic see Appendix A1: What is quality of life?.</p>

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Prepare a list of news headlines to be passed out in small groups. In groups, students will summarize why the news article is worthy of media coverage, noting the scope of the issue or problem: local, national, global. Ask students to rank the articles in order of significance.

Students may

- Brainstorm issues or problems that have affected people's lives in the world. Classify these issues as local, national, or global. Which issues are most important? How does perspective influence this ranking?
- Create a collage that depicts the quality of life in various countries. Include at least one country from each continent.

Connection

Teachers may

- Provide students with images from around the world and have them compare how the quality of life varies. Have them consider how factors such as health, wealth, security, and/or education influence their conclusions.

Students may

- Complete a graphic organizer, individually or in small groups, with factors that influence our quality of life.

Economic	Environmental	Political	Social

Consolidation

Students may

- Categorize current global issues into economic, political, environmental, and social groupings. Once complete, they can rank the top three issues facing the world today.
- Debate the following:
 - Political factors have the biggest impact on one's quality of life.
 - Robots/automation will increase everyone's quality of life.
 - People in Newfoundland and Labrador have a good quality of life.

Resources and Notes

Authorized

Global Connections:
Investigating World Issues
(Student Resource [SR])

- Ch. 2 pp. 23-25

Global Connections:
Investigating World Issues (TR)

- pp. 11-21
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate

Appendices

- Appendix A1: What is quality of life?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Quality of Life

Outcomes

Students will be expected to

4.0 *demonstrate an understanding of quality of life*

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

Focus for Learning

Students will examine how the concept of quality of life can be measured and empirically determined. Data and observation will give a better understanding of quality of life in Canada and around the world.

Social scientists attempt to organize and classify data to make sense of the world around them. Quality of life can be something that students may think is hard to quantify, but there are indicators that can be used to give concrete data on how a person, or a group of people, live. This data can be used for numerous purposes and, in 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.

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. Sometimes a specific indicator may be used individually or in combination; or an indicator may be created that combines indicators from several different areas (e.g., index).

The Human Development Index (HDI), created by the United Nations, is an indicator that combines life expectancy (social), education (social), and per capita income (economic) to create an index to represent that data. Students should understand the usefulness of incorporating several indicators, as they create a more accurate picture of each country's quality of life. Additionally, students should use the HDI, and a variety of other indicators, to make determinations about what life is like in specific countries or regions by comparing data with other nations.

Students who have completed Social Studies 1201 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 possible 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 not only between nations, but also within them. For instance, Canada has a high HDI score, but that does not mean that all Canadians have the same quality of life.

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

- Provide students with two maps, one showing relative levels of development by HDI and one showing the North/South divide by level of economic development. Ask them to note any patterns that exist between the data shown.

Students may

- Frame three questions to focus an inquiry that would help them learn more about the use of indicators in determining quality of life.

Connection

Teachers may

- Show a video which compares the way of life of Canada with another country. Invite students to determine (i) which country has the higher quality of life, and (ii) which factors might account for such differences.

	Canada	_____
Education		
Employment and Wealth		
Health		
Happiness and Satisfaction		
Safety and Security		

Students may

- Investigate and interpret data from the United Nations Development Programme Human Development Reports
 - Locate the 20 highest and lowest ranking countries in terms of HDI on a map and identify any correlations they notice
 - Speculate why certain regions have more higher or lower ranking countries.

Country	Life Expectancy	Years of Schooling	GDP Per Capita	HDI

Consolidation

Students may

- Create a collage, photo essay, or slideshow which illustrates the various factors that influence quality of life.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 2 pp. 23–25, 37–39

Global Connections:

Investigating World Issues (TR)

- pp. 11-21

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

In this delineation, students will explore how quality of life has been influenced by selected historical events for the purpose of providing students with a context for present and future issues that will be addressed in this course.

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 2201, students investigated a variety of innovations and ideas that influenced the human experience in the past (e.g., development of agriculture, aqueducts, vaccines). A brief review of some of these inventions, innovations or ideas and how they impacted people's quality of life should refresh the memory of students concerning some of the course content from Social Studies 2201.

Students should be given some time to research an historical idea or innovation in order to investigate its original purpose, 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. 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.

For a detailed discussion of this topic see Appendix A3: How does the past influence quality of life?.

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Revisit innovations/inventions from Social Studies 2201 and discuss the consequences, both positive and negative.

Students may

- View the video *The Magic Washing Machine* by Hans Rosling and discuss how that invention has influenced quality of life.

Connection

Teachers may

- Provide students with background information on the Manhattan Project and the use of atomic weapons in the Second World War. Have them analyze the consequences, both positive and negative, in a web diagram. They should consider economic, environmental, political, and social impacts in their analysis.

Students may

- Brainstorm a list of innovations/inventions that have influenced quality of life, negatively or positively. Rank the influence of the innovations/inventions from most to least significant.

Consolidation

Teachers may

- Provide students with a significant historical innovation (e.g., sewer systems, aqueducts, vaccines) and ask them to develop a list of quality of life indicators that could be used to measure the effectiveness of the innovation.

Students may

- Choose an historical innovation you consider to be significant. How would life change if this innovation had never been created?

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 4. pp. 63-67, 70

Global Connections:

Investigating World Issues (TR)

- pp. 11-21

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

Important

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.

Focus for Learning

In the last outcome, students examined the nature of quality of life and how this is measured. Students will now be introduced to the concept of globalization and begin 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)* – One of the hallmarks of our Canadian democracy is the right to move freely both within and outside the country. Part of the reason Covid-19 spread so quickly is because the world has become more globalized. As a result of the pandemic, many Canadians were asked or required to severely restrict their movements. Should governments be allowed to place these restrictions? How was people's quality of life affected? What responsibility does Canada have to get its people home in the event of a pandemic?
- *Collaborate (1.2)* – Various supranational organizations have been created since the Second World War to promote cooperation and shared goals (e.g., United Nations, European Union, Organization of American States). Have these collaborative efforts been successful? Why?
- *Improve the Human Experience (1.3)* – There are a variety of opinions on the benefits and limitations of globalization. How has globalization influenced your life? Has globalization been a positive or negative influence on your life? Why? What is the biggest benefit and the biggest challenge of globalization? Explain.

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

Global Connections:
Investigating World Issues (TR)

- pp. 11-31

Appendices

- Appendix B1: Assessing Globalization and Quality of Life

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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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

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 is a negative global trend?
- *Comparison (2.2)* – How might people in Canada consider globalization a positive trend? How might they consider globalization a negative trend?
- *Causality (2.3)* – How do economic factors influence the spread of globalization?
- *Significance (2.4)* – Which type of globalization has the greatest influence on people's lives?
- *Perspective (2.5)* – How might citizens of a LEDC view globalization differently than citizens of a MEDC?
- *Values (2.6)* – Do the benefits of globalization outweigh the challenges?

Sample Performance Indicator

Has globalization had a positive or negative influence on people's quality of life? Explain.

Note: For a more developed sample see Appendix B1: Assessing Globalization and Quality of Life.

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

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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*

Focus for Learning

Students will examine the nature of globalization and its influence on global relationships.

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 increase. Students should examine the five types of globalization that may be experienced by countries: cultural, economic, environmental, political, and technological.

As countries interact in a variety of ways, at an accelerated rate, they will eventually take on characteristics that they will 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 this 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

Activation

Teachers may

- Provide students with a variety of images representing examples from the five categories of globalization (cultural, economic, environmental, political, technological). Ask students to develop a grouping system for these images.

Students may

- Take an inventory of their personal items (e.g., clothes, bookbag, water bottles) and where they were produced. What do they notice? Are there any local products? Identify the countries where the items were produced on a map. Are there patterns in the data?

Connection

Teachers may

- Use the KOF Globalization Index to illustrate how countries have become more globalized in the past 50 years.

Students may

- Use the KOF Globalization Index to compare globalization rates across regions and note any patterns/trends they see. What might be some of the consequences of these patterns/trends? Who would be most positively affected? negatively affected?
- Create a web diagram explaining the effects of globalization on more economically developed countries (MEDCs) and less economically developed countries (LEDCs).

Consolidation

Students may

- Participate in a classroom, school, or Internet scavenger hunt searching for examples of the five types of globalization.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 2. pp. 26-30, 37-39

Global Connections:

Investigating World Issues (TR)

- pp. 11-31

Appendices

- Appendix A4: What is globalization?

Suggested

See the Professional Learning website at www.k12pl.nl.ca

Note: The KOF Globalisation Index measures the extent to which countries are globalized economically, politically, and socially. First published in 2002, it was an idea proposed by Axel Dreher of the KOF Swiss Economic Institute (Konjunkturforschungsstelle of ETH) in Zurich, Switzerland.

For more information visit the K12PL website.

Quality of Life

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>5.0 <i>evaluate the relationship between globalization and quality of life</i></p> <p>5.2 <i>explain how globalization influences the human experience</i></p>	<p>In this delineation, students will examine the benefits and challenges of globalization for a variety of stakeholders.</p> <p>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).</p> <p>Many of the factors students will address above are influenced by a country's level of economic development. For example, in a MEDC, like Canada, there exists greater opportunity for quality education, income, and social acceptance than may exist in a LEDC. As such, Canadians' views on globalization may be very different than those of citizens living with a lack of these benefits in another country.</p> <p>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, while considering varying perspectives. It will be useful to make use of the economic, environmental, political, and social (EEPS) framework when conducting this inquiry, as it will help students view globalization through a variety of lenses. 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 3201.</p> <p>For a detailed discussion of this topic see Appendix A5: How does globalization influence the human experience?.</p>

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show a video that raises concerns about globalization. Use the following prompts to guide a discussion with students:
 - Who benefits?
 - Why do companies set up in LEDCs?
 - What can be done to mitigate injustices caused by globalization?

Students may

- Brainstorm cultural changes that have occurred in your province over the past 50 years.

Discuss the impact of these changes by considering:

- Where did it originate?
- Why did it occur here?

Connection

Students may

- Analyze sources (e.g., news stories) to identify some benefits and challenges of globalization in terms of economic, environmental, political, and social factors. Who seems to benefit the most? How might those who are faced with many challenges respond?

Factors	Benefits	Challenges
Economic		
Environmental		
Political		
Social		

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 2. pp. 26-30
- Ch. 3 pp. 48-53

Global Connections:

Investigating World Issues (TR)

- pp. 11-31

Appendices

- Appendix A5: How does globalization influence the human experience?

Suggested

See the Professional Learning website at www.k12pl.nl.ca

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

Consolidation

Teachers may

- Provide students with a variety of sources (e.g., political cartoons, images, articles) about issues related to globalization. Use the following questions to better understand stakeholders' perspectives about the issues.
 - Are they rich/poor/middle class?
 - Do they stand to make/lose money?
 - What are their cultural values/beliefs?
 - Are they from a more/less economically developed country?

Factor	Stakeholder		
	_____	_____	_____
Economic			
Environmental			
Political			
Social			

Students may

- Debate the following:
 - Globalization is a positive trend in today's world.

Resources and Notes

Authorized

Global Connections:
Investigating World Issues (TR)

- pp. 305-308 GLM 18 –
Preparing to Conduct a
Debate

Quality of Life

Outcomes

Students will be expected to

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

5.3 respond to issues related to globalization

Focus for Learning

Students will investigate issues arising from globalization through analysis of specific examples.

As students investigate issues related to globalization, their understanding of this trend will deepen when considering 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 Process Skills. This may involve considering the causes and consequences of globalization, stakeholder perspectives, benefits and challenges, and responses that may improve the situation. Students should also make use of the EEPS framework while analyzing these specific cases.

For a detailed discussion of this topic see Appendix A6: What issues arise from globalization?.

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Highlight some of the environmental problems in the United Arab Emirates (UAE). How many of these issues can be attributed to globalization in the UAE?

Connection

Students may

- Read a case study on Dubai. Use the think-pair-share strategy to explore how Dubai has been influenced by the five types of globalization: cultural, economic, environmental, political, and technological. An interactive bookmark may be a helpful strategy for differentiated instruction.

Consolidation

Students may

- Design a poster or demonstration sign that either supports or protests against globalization.
- Use a graphic organizer to analyze an issue related to the environmental effects of globalization, such as deforestation in the Amazon Rainforest.

What is the issue?		
Where and when is it occurring?		
Why is this an issue?		
Who is affected by the issue?	Connection to the issue?	What would they want?

Resources and Notes

Authorized

Global Connections: Investigating World Issues (SR)

- Ch. 1. pp. 6-7

Appendices

- Appendix A6: What issues arise from globalization?

Suggested

See the Professional Learning website at www.k12pl.nl.ca

Sample Interactive Bookmark

GLOBALIZATION

How has Dubai been influenced by ...

...cultural globalization?

... economic globalization?

... environmental globalization?

... political globalization?

... technological globalization?

Quality of Life

Outcomes

Students will be expected to

- 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

Important

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.

Focus for Learning

In the previous outcome, students examined globalization and its influence on quality of life. In this outcome, students will investigate the nature of sustainability and how it influences quality of life.

First, students will become familiar with the concept of sustainability through consideration of environmental worldviews, in particular that of anthropocentric and biocentric worldviews. Students will recognize that there are three pillars to sustainability: economic, environmental, and societal.

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.

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.

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)* – In what ways can democracy both help and hinder sustainable development?
- *Collaborate (1.2)* – Why is it important to consider multiple perspectives when considering issues of sustainability?
- *Improve the Human Experience (1.3)* – Brainstorm ways that an increase (or decrease) in sustainable practices can influence quality of life in such areas as: employment, empowerment of groups, food security, international relations.

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 unfettered expansionist worldview?
- *Significance (2.4)* – Why does sustainability matter?
- *Perspective (2.5)* – How might your worldview be similar or different from a teenager in an LEDC?
- *Values (2.6)* – Where should sustainability be the greater priority: in MEDCs or LEDCs?

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

Global Connections:
Investigating World Issues (TR)

- pp. 11-31
- p. 310-312 LM 1-3
- p. 328 LM 10-2

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Quality of Life

Outcomes

Students will be expected to

- 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*

Focus for Learning

Sample Performance Indicator

Using your knowledge and the three pillars of sustainability as a framework, create sustainable development goals that will help to promote economic growth in a particular location. Choose which you would prioritize and justify your selection.

Note: For a more developed sample see Appendix B2: Assessing Sustainability and Quality of Life.

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

Appendices

- Appendix B2: Assessing Sustainability and Quality of Life

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Quality of Life

Outcomes

Students will be expected to

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

6.1 *explain the concept of sustainability*

Focus for Learning

Students will examine the concept of sustainability and how quality of life is tied to our ability to balance our needs and wants. Students will also consider the consequences this may have on the environment.

Students will examine the concept of worldview and, specifically, the two main environmental worldviews that are prevalent today. This investigation will include examples of how these models of thought are reflected in the world today. Students will focus on the challenge of weighing human needs and wants against the overall health of the global environment.

Environmental worldviews can be classified, generally, as either anthropocentric (human-centred) or biocentric (life-centred), and represent different ends of a continuum. It is important for students to consider where their own worldview might fall on this continuum.

Environmental issues highlight the key concept of sustainability. In order for sustainability to be achieved, economic, environmental, and societal factors must be examined. These three factors have been called the three pillars of sustainability and all must be considered to achieve sustainable use of the environment, while meeting our needs to maintain an acceptable quality of life.

Students should examine efforts to incorporate sustainability into international efforts to improve quality of life. This will include a brief exploration of the United Nations (UN) Sustainable Development Goals.

For a detailed discussion of this topic see Appendix A7: What is sustainability?.

Quality of Life

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Engage students in a discussion about the quote “We don’t inherit the earth from our parents – we borrow it from our children.” (Aldo Leopold)
 - What is the message?
 - What environmental issues have they “inherited”?

Students may

- Choose an environmental issue related to sustainability and research to find quotes related to it. Group these quotes in terms of positive or negative views on the issue.

Connection

Teachers may

- Lead a discussion to help students identify their environmental worldview. Questions such as the following may be useful:
 - How do you view Earth?
 1. A tool for us humans to use.
 2. Something we need to protect.

Students may

- Use a graphic organizer to compare different environmental worldviews. Write a journal entry expressing their environmental worldview.

Consolidation

Students may

- Develop a poster or infographic communicating the importance of the three pillars of sustainability.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 2. pp. 31-39

Global Connections:

Investigating World Issues (TR)

- pp. 11-31

Appendices

- Appendix A7: What is sustainability?

Suggested

See the Professional Learning website at www.k12pl.nl.ca

Quality of Life

Outcomes

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*

Focus for Learning

Students will examine how sustainability affects quality of life, while considering some of the risks we face when lifestyles cannot be maintained.

An examination of history, and specifically in Social Studies 2201, gives some examples of cultures that were not sustainable in how they managed their resource use (e.g., agricultural practices in ancient Mesopotamia). The concern for students, as they examine this topic, is what happens when we run short on resources and cannot achieve sustainability. Resource scarcity can lead to human-environmental disruptions that must be considered by Canadians in the 21st century.

In order to understand the difficulty of achieving 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. This should involve a consideration of questions, such as: Will we have to temper our demand for growth in our effort to improve quality of life? Is it fair to ask others (e.g., LEDCs) to curtail their development, in order to achieve sustainable 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

Activation

Teachers may

- Invite students to use the think-pair-share strategy to explore current issues related to sustainability. As a class, rank the issues in terms of importance. Discuss possible responses that would address the most urgent issue(s).

Connection

Teachers may

- Organize students into small groups and assign each group one of the Sustainable Development Goals to research. Have students share their research on poster paper around the classroom. Research may include
 - a summary of the goal,
 - countries who are working towards/achieving this goal,
 - countries who are struggling to achieve this goal,
 - the biggest challenge in achieving this goal, and
 - an assessment of whether it is possible for this goal to be achieved globally by 2030.

Students may

- Create an advertisement (e.g., poster, commercial, radio jingle) that proposes a way to achieve a particular Sustainable Development Goal.

Consolidation

Students may

- Watch a movie that discusses environmentalism. In a multi-paragraph essay explain the parallels that the movie makes with environmental concerns.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 2. pp. 31-39

Global Connections:

Investigating World Issues (TR)

- pp. 11-31

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca

For a list of possible movies please visit the K12 Professional Learning website at www.k12pl.nl.ca.

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

In the previous delineations of this outcome, students examined sustainability and how sustainability influences quality of life. Students will apply this understanding to one specific issue related to sustainability.

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

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

Quality of Life

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.

- Write the word “sustainability” on the board and ask students to create ten questions that have sustainability as the answer.

Students may

- Conduct an internet search of news headlines related to sustainability in a country of their choice. Summarize three of the issues.

Connection

Students may

- Create a graffiti wall identifying the major issues related to sustainability.
- Choose an issue related to sustainability. Explain perspectives on the issue. How do these varying perspectives complicate attempts to resolve the issue?

Consolidation

Students may

- Research an environmental issue related to sustainability and analyze the issue to determine the role that globalization has had on it. Students should choose a topic they feel has a significant influence on sustainability, and consider the following questions:
 - What is the historical background of the issue?
 - How relevant is it to the present day?
 - What are the causes and consequences of this issue? Categorize these as economic, environmental, political, and social.
 - Is the activity sustainable? Explain by providing details.
 - What groups would be considered stakeholders in the issue? What are their perspectives about the issue?
 - What role does globalization play in this issue? (e.g., has it made things worse? Can it make things better?). Explain by providing examples.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1. pp. 6-7

Appendices

- Appendix A9: What issues arise from sustainability?

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 nationally and globally, including its causes and the implications it has for quality of life. Additionally, students will examine how political stability 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 1201	Social Studies 2201	Social Studies 3201
<p>6.0 explain the significance of rights for individuals and society</p> <p>7.0 explain some of the challenges associated with promoting the common good</p> <p>23.0 explain how government actions can promote economic growth and stability</p>	<p>9.0 determine the possible significance of a current political event or emerging political trend</p> <p>11.0 explain economic innovations and ideas that developed during the Late Modern Era</p> <p>12.0 determine the possible significance a current economic event or emerging economic trend</p>	<p>7.0 demonstrate an understanding of how economic factors influence quality of life</p> <p>8.0 demonstrate an understanding of how political factors influence quality of life</p> <p>9.0 respond to issues of political and economic concern that influence quality of life</p>

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	Focus for Learning
<p><i>Students will be expected to</i></p> <p>7.0 demonstrate an understanding of how economic factors influence quality of life</p> <p>7.1 explain the concept of economic disparity</p> <p>7.2 explain factors that influence economic disparity</p> <p>7.3 evaluate responses to economic disparity</p>	<p>In this outcome, students will investigate issues that contribute to economic disparity, both nationally and globally, and their consequences for quality of life.</p> <p>An examination of economic disparity will begin with an understanding of the distribution of wealth and extreme poverty. Various measures of disparity will be used to provide students with an understanding of the scope of this issue, past and present. During this discussion, they will also consider the consequences that growing economic disparity has on quality of life.</p> <p>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 when more economically developed countries (MEDCs) and less economically developed countries (LEDCs) are compared.</p> <p>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.</p> <p>Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:</p> <ul style="list-style-type: none"> • <i>Democracy (1.1)</i> – How can the rule of law -- or its absence -- influence economic disparity within a country? To what degree is economic disparity compatible with democratic values? Why? • <i>Collaborate (1.2)</i> – How can the collaborative efforts of individuals and groups increase (or decrease) economic disparity? Brainstorm examples of collaboration at local, national, and international levels that can help alleviate social issues of economic disparity. • <i>Improve the Human Experience (1.3)</i> – What actions can be taken to help reduce the negative effects of economic disparity? Which has the greatest potential to improve quality of life: progressivism or neoliberalism? Explain.

*Political Economy***Sample Teaching and Assessment Strategies**

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Resources and Notes**Authorized**

Global Connections:
Investigating World Issues
(Student Resource [SR])

- Ch. 10
- Ch. 11
- Ch. 12

Global Connections:
Investigating World Issues
(Teacher Resource [TR])

- pp. 94-126
- pp. 326-331 LM 21-1, 10-2, 11-1, 12-1

Appendices

- Appendix B3: Economics and Quality of Life

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

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

- *Evidence (2.1)* – How useful is gross domestic product (GDP) per capita in describing economic disparity among countries?
- *Comparison (2.2)* – How might neoliberalism and progressivism influence levels of economic disparity?
- *Causality (2.3)* – What factors influence economic disparity in Newfoundland and Labrador? Which of these are most influential?
- *Significance (2.4)* – Where is economic disparity a greater issue: in MEDCs or LEDCs?
- *Perspective (2.5)* – How can perspectives related to economic ideologies (e.g., free market economy, command economy) influence responses to economic disparity?
- *Values (2.6)* – Which responses to economic disparity should be prioritized: those at the national level, or those at the international level? Explain.

Sample performance indicator

Is low-cost labour, and the inexpensive products that are associated with it, improving or degrading the quality of life of citizens around the world? Explain.

Note: For a more developed sample see Appendix B3: Economics and Quality of Life.

Political Economy

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

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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*

Focus for Learning

Students will examine the concept of economic disparity to understand where it exists in Canada and the world and to understand its consequences.

Everyone will be familiar with the concept that there are inequalities in wealth between people in society. Fundamental to the concept of quality of life is the ability of a society to generate wealth and to redistribute it among people. Economic disparity is the unequal distribution of income, wealth and opportunity in society. Poverty is a relative term used to determine if a particular individual has a level of income that is deemed adequate to survive. Students will use indicators to find evidence of economic disparity in Canada and the world and compare these.

Economic disparity is a dynamic concept when we consider that there are changes in the distribution of wealth over time. When students considered the effects of the Industrial Revolution studied in Social Studies 2201, they saw how there was a huge increase in the amount of wealth created, which benefited many more people than just the industrialists. Economic disparity, when measured as the number of people in poverty, has seen a steady decline over time. That said, students must not overlook the fact that much of the wealth in their country and around the world is concentrated in the hands of very few individuals. Finally, students will use measures to determine inequality within countries and consider the concept globally (e.g., 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 nations and within nations has many negative consequences in the areas of health, education, politics, and the environment. Students should be able to recognize that some of the indicators of quality of life from Unit 2 can be used here to show that there is a correlation between economic disparity and other quality of life indicators.

For a detailed discussion of this topic see Appendix A10: What is economic disparity?

Political Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Arrange students in pairs (or groups of three) and provide each pair with one of the keywords for this delineation (see Appendix A10). Using a shared media program (e.g., Google Slides), ask each group to add a slide that includes the definition, example, and image for their term. Review the slides as a class.
- Write the words poverty and economic disparity on the board. Have students provide examples for each (e.g., a panhandler, wage gap). From the examples given, have students come up with a definition for each term.

Students may

- Debate the following proposition: Income inequality is a problem in the United States, not in Canada.

Connection

Teachers may

- Provide each student with a country card containing a variety of quality of life indicators (e.g., GDP per capita). Pose questions whereby students move forward or backward depending on their country's response. For example, "If your country's GDP per capita is below \$2000 take one step backwards." As the activity progresses, ask students to comment on their observations and feelings.

Students may

- Research to find Gini index values for Canadian provinces and territories. List and identify the regions with the best and worst Gini values. Draw conclusions about income distribution in Canada.
- Complete a graphic organizer on Rostow's Stages of Economic Development, noting the characteristics, benefits, and challenges of each stage. Which is the most significant benefit? challenge?

Consolidation

Students may

- Create a poster or infographic that shows the correlation between quality of life and economic disparity. This should include consideration of the consequences of economic disparity.
- Compare families from various income ranges. How does income influence living conditions and quality of life?

Factor	Family A	Family B	Family C
Monthly Income			
Living Conditions			
Working Conditions			

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 10 pp. 145-154
- Ch. 12 pp. 175-181

Global Connections:

Investigating World Issues (TR)

- pp. 94-126
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate
- pp. 326-331 LM 21-1, 10-2, 11-1, 12-1

Appendices

- Appendix A10: What is economic disparity?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Political Economy

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>7.0 <i>demonstrate an understanding of how economic factors influence quality of life</i></p> <p>7.2 <i>explain factors that influence economic disparity</i></p>	<p>Students will examine the factors that lead to economic disparity nationally and globally.</p> <p>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. Income disparity can be explained using the concept of supply and demand from Social Studies 2201. As individuals, we all have various skills and abilities that will alter our economic potential to earn a wage. Ability, education, gender, socio-economic status, and racial discrimination are some examples of factors that have a role in determining a person's income. 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.</p> <p>Within a country, regional differences in income can create economic disparity for a whole region over time. Consider a region where the major industry is shut down and the consequences this would have for people living there. Regional disparity in nations can be a result of issues related to history, geography and politics. 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. The rise in inequality in a society may be explained by considering factors such as ideology, inflation and taxes.</p> <p>Finally, students will examine the economic disparity between countries. There is significant economic disparity between MEDCs and LEDCs. Factors such as history, geography and politics help explain why such disparity exists. Students will also examine the concept of neo-colonialism and transnational corporations to determine how these factors influence economic disparity internationally.</p> <p>For a detailed discussion of this topic see Appendix A11: What factors influence economic disparity?</p>

Political Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Give each student a sheet of paper which they ball up and throw into the trash can at the front of the classroom, without leaving their seats. Following the activity, debrief students:
 - Who was most likely to be successful? Why?
 - What were the advantages and challenges in the activity?
 - Draw parallels between this activity and economic disparity. For example, what are some of the advantages and challenges related to the distribution of wealth globally?

Connection

Students may

- Identify families from various income ranges. Analyze how quality of life is affected by average monthly income.
- Analyze a case study involving colonialism to assess its consequences on quality of life. During this analysis, use a graphic organizer like the one shown.

Economic	Environmental	Political	Social

Consolidation

Students may

- Complete a T-chart, providing benefits and challenges of the growth of transnational corporations globally. Identify the most significant benefit and the most significant challenge. Justify your choice.
- Construct a Venn diagram and illustrate the similarities and differences between colonialism and neocolonialism.
- Create an infographic on the role globalization plays in income inequality.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 11 pp. 161-167
- Ch. 12 pp. 182-185, 196-199

Global Connections:

Investigating World Issues (TR)

- pp. 94-126
- pp. 326-331 LM 21-1, 10-2, 11-1, 12-1

Appendices

- Appendix A11: What factors influence economic disparity?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Political Economy

Outcomes

Students will be expected to

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

7.3 *evaluate responses to economic disparity*

Focus for Learning

Students will examine the economic systems of nations and the policies that have been employed to increase economic growth and quality of life, while addressing issues such as economic disparity.

An economic system is an organized way in which a state acquires resources and distributes goods and services to its citizens. Which economic system 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. There are three main classifications of economic systems that students should consider: command economy, free-market economy, and mixed economy.

Today, there are no true free market or command economies, so it will be important to consider that countries today can be placed upon a continuum to represent their economic systems. The terms left-wing and right-wing can be used to refer to the ideology used to justify a particular economic system.

Within economic systems, policies can dictate how the economy functions in providing goods and services and generating wealth for its citizens. Students will examine three major policies that have developed as a response to ideology and economic priorities: progressivism, neoliberalism, and protectionism. Each of these policies has consequences for quality of life and economic disparity within and among countries.

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 disparity on their own. International responses involve multiple countries or international organizations establishing policies to assist countries experiencing high degrees of 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

Activation

Teachers may

- Invite students to form groups. Assign each group a particular problem associated with economic disparity. Each group must propose one possible response to their problem to share with the class, at the local, national, and international level.

Connection

Students may

- Create a graphic organizer of the different types of economies and their characteristics.
- Find current examples (e.g., news articles) of the following economic policies: progressivism, neoliberalism, and protectionism.

Consolidation

Teachers may

- Have students explore the question: *Should Canada adopt a universal basic income?*

Cause and Consequence		
Possible Benefits ...	Possible Limitations ...	
Significance		
Magnitude e.g., <i>How deep are the consequences?</i>	Scope e.g., <i>How many people will this affect? Who will be affected the most? the least?</i>	Duration e.g., <i>How long will the consequences last?</i>
Perspective		
Stakeholders	Connection to Issue	What would they want?
1.		
2.		
My Vote		Rationale

Students may

- Form small groups and create a new social program for Newfoundland and Labrador. Consider the perspectives of stakeholders and the influence this program would have economically, politically, and socially.
- Debate the following:
 - Governments should not be involved in a country's economy.
 - Wage gap is not a current issue.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 11 pp. 167-172
- Ch. 12 pp. 191-195
- Ch. 13 pp. 202-207

Global Connections:

Investigating World Issues (TR)

- pp. 94-126
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate
- pp. 326-331 LM 21-1, 10-2, 11-1, 12-1

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Political Economy

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 investigate the concept of political stability and what is used to compare 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)* – How can the rule of law -- or its absence -- influence economic disparity within a country? To what degree is economic disparity compatible with democratic values? Why?
- *Collaborate (1.2)* – How can the collaborative efforts of individuals and groups increase (or decrease) economic disparity? Brainstorm examples of collaboration at local, national, and international levels that can help alleviate social issues of economic disparity.
- *Improve the Human Experience (1.3)* – What actions can be taken to help reduce the negative effects of economic disparity? Which has the greatest potential to improve quality of life: progressivism or neoliberalism? 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 evidence would be useful in determining the fragility of a state? What are the characteristics of a fragile state?
- *Comparison (2.2)* – How might democracies and authoritarian states be similar or different in terms of political stability?
- *Causality (2.3)* – How might religious factors influence political stability and quality of life?
- *Significance (2.4)* – Which consequences of political instability have the greatest influence on quality of life?
- *Perspective (2.5)* – Which would you prefer to live in: an unstable democratic state or a stable authoritarian state?
- *Values (2.6)* – Should the United Nations intervene where political stability issues reduce quality of life for citizens?

*Political Economy***Sample Teaching and Assessment Strategies**

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Resources and Notes**Authorized**

Global Connections:
Investigating World Issues (SR)

- Ch. 21
- Ch. 22
- Ch. 24

Global Connections:
Investigating World Issues (TR)

- pp. 222-246

Appendices

- Appendix B4: Politics and Quality of Life

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Political Economy

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**Sample performance indicator**

Explain two significant issues related to political stability that can influence either a democratic state or an authoritarian state. Determine the most significant consequences of these issues and propose an effective response to address each.

Note: For a more developed sample see Appendix B4: Politics and Quality of Life.

Political Economy

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

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Political Economy

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*

Focus for Learning

Students will examine how quality of life can be influenced by greater or lesser degrees of political stability within and among countries.

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 state). 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. It will be useful for students to view indicators (e.g., Political Instability Index) as a way of comparing the varying degrees of stability present in world politics and consider the types of information used to create these indicators.

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 the exploration of this topic. Students should consider the general characteristics of both democratic and authoritarian states, and recognize how governmental types influence quality of life. Of importance here is the idea that both democratic and authoritarian states can be considered either politically stable or unstable. Students should consider how the quality of life of citizens may be affected in either case.

Political stability can also be viewed through the lenses of continuity and change. When a country experiences a change in political system, there will be a period of instability as new governmental procedures and structures must be put in place. This can occur when a state shifts from a democratic to an authoritarian system (e.g., the Weimar Republic in Germany eventually giving way to the totalitarian regime of the Nazis), or from an authoritarian to a democratic system (e.g., post-apartheid South Africa).

Political Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Arrange students in pairs (or groups of three) and provide each group with one of the keywords for this delineation (see Appendix A13). Using a shared media program (e.g., Google Slides), each group should add a slide that includes the definition, example, and image for their term.
- Review the Rule of One, Rule of Few, and Rule of Many with students. Have students summarize the characteristics of each. Then, organize students into small groups. Ask each group to order these forms of governance from least to most stable. Have groups report their conclusions to the class. Is there consensus among responses? Why or why not?

Students may

- Brainstorm what factors may be required for a country to be politically stable. Are some factors more important than others? Explain.

Connection

Teachers may

- Provide students with examples of states that have shifted governments, democratic to authoritarian and authoritarian to democratic. Discuss the implications of these changes, with a focus on quality of life.

Students may

- Examine a global map of political stability. Choose a country with a very high risk level of political instability. Speculate how quality of life may be affected in this country by a high risk level of political instability.
- Use a graphic organizer to compare authoritarian and democratic systems. In what ways does each promote political stability? political instability?

Consolidation

Students may

- Analyze a case study involving a country that is politically unstable. During this analysis, identify examples of how political instability influences quality of life for people in this country.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 21 p. 377

Global Connections:

Investigating World Issues (TR)

- pp. 222-246

Appendices

- Appendix A13: What is meant by political stability?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Political Economy

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*

Focus for Learning

A final consideration is that of sovereignty. This refers to the legal concept that a country has the right to manage its own affairs within its borders without the control or interference of another country. Countries that have relatively few issues challenging their sovereignty will have a higher degree of stability, as they have the power to make their own decisions and dictate what happens within their own borders. When a country has significant issues exercising sovereignty within their borders, it will become less efficient in achieving its goals and there will be less predictability in governmental actions as a result.

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**

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Political Economy

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

In this delineation, students will examine a variety of factors that contribute to political instability within countries.

Since issues of political stability provide considerable 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.
- *Ideology*: Ideas about governance and the distribution of power have changed considerably in recent history, resulting in governmental systems that have a variety of priorities. The existence of many political ideologies can lead to significant change in how people think countries should be governed and, therefore, can result in political instability.
- *Nationalism*: Patriotic loyalty to a group with which one identifies and the interests of that group has grown considerably in recent history. This can create stability within a country if there is only one cultural group, but, as is more common, it can create instability and dissension among opposing groups.
- *Political*: Democracies and authoritarian states have different views as it relates to the role of citizens and government. Political instability can occur when the governmental structures of either of these political systems break down.
- *Religion*: Generally speaking, the role of religion in politics has declined in the Modern Era. That said, there are states guided by religious doctrine today. Religious fundamentalism can apply to any religious group and generally seeks to force one group's way of life on another.

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 such countries, there are considerable challenges to providing even for the basic needs of citizens, as regional powers struggle for control.

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

Political Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show a short video outlining the factors that influence political stability. Ask students to compare these characteristics to Canada. What accounts for any differences?

Students may

- Create a list of at-risk countries students have heard about on the news. Create a bulletin board display using news headlines.
- Use a brainstorming strategy to determine threats to peace and security (e.g., see page 133 for an illustration of the ABC brainstorming strategy).

Connection

Teachers may

- Introduce students to the Fragile States Index. Have students draw conclusions about the level of economic development and political stability.

5 most fragile:	5 most stable:
Level of economic development	Level of economic development

Students may

- Debate to determine which factor most influences political stability.

Consolidation

Teachers may

- Provide students with case studies of fragile states. Have students use criteria to determine whether they are in danger of becoming a failed state. Criteria may include: loss of territorial control, little/no central government, basic needs/security not being met, unable to interact with the international community. A numeric scale may be used to rank each characteristic from 1-5 (no danger-extreme danger).

Students may

- Create a mind map of a fictitious state that is politically unstable. Using the factors that influence political stability, identify possible conditions that might occur which would reduce political stability (e.g., ideology).

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 21 p. 377-388
- Ch. 24 pp. 426-433

Global Connections:

Investigating World Issues (TR)

- pp. 222-246
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate

Appendices

- Appendix A14: What factors influence political stability?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

In this delineation, students will examine responses to issues of political stability that occur nationally and globally to gain an understanding of the complexities of resolving such issues.

The challenges experienced as a result of political stability can be national or global in scope. As we have seen, countries that have clearly defined political structures are those that tend to be most stable, whether democratic or authoritarian, and citizens of these countries tend to experience a relatively high quality of life. The countries at greatest risk of experiencing issues related to political stability are intermediate states - those that have limited characteristics of democracy or authoritarianism, or those that are in transition from one form of government to another.

Nationally, the quality of life in intermediate states 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 investigate examples of countries that have experienced a decrease in political stability and quality of life as a result of becoming intermediate states.

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 country can have a negative influence on trade 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.

To understand how difficult it is to resolve issues of political stability, students should investigate examples of democratic and authoritarian countries that have experienced these issues. The focus here should be on the influence these issues have on quality of life and an evaluation of the methods used to resolve them. Students should consider the role of international groups like the United Nations and how national sovereignty can complicate international involvement in resolving issues experienced by a particular country.

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

Political Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Invite students to consider the purpose and principles of the *Charter of the United Nations* by comparing Article 1 (2) with Article 2 (7).
 - How do these statements contradict each other?
 - Is the UN permitted to intervene in a genocide under these articles?
 - What challenges would the UN face when trying to intervene in a country that is at high risk on the Fragile States Index?

Connection

Students may

- Investigate a country that is in crisis. In small groups, propose solutions for the country, writing them on chart paper to share with the class.
- Use a case study to illustrate how political instability affects quality of life.
- Create a poster or collage that illustrates how political stability influences quality of life.

Consolidation

Teachers may

- Provide a case study of a country in political crisis. Have students investigate the competing perspectives that are contributing to the problem. Propose a solution that might be acceptable to all.

Stakeholder	What they want
Country Leader	
Opposition Leader	
Protesters	
Civilian	

- Have students debate the following:
 - Canada will never be at risk of becoming a failed state.

Students may

- Select a country that has experienced political instability, such as Bangladesh, Rwanda, Syria, the former Yugoslavia, or Venezuela. Create a foldable highlighting the economic, environmental, political, and social challenges that contribute to the instability. What responses have been tried to mitigate these challenges in the past? Evaluate their effectiveness. What might have been more effective?

Resources and Notes

Authorized

Global Connections:
Investigating World Issues (SR)

- Ch. 22 pp. 396-398

Global Connections:
Investigating World Issues (TR)

- pp. 222-246
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate

Appendices

- Appendix A15: What issues arise from political stability?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

For more information about foldables please visit the K12 Professional Learning website at www.k12pl.nl.ca.

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 compare political and economic issues that are experienced by Canada and one other country of their choice. This will aid students in gaining a greater appreciation for issues that exist domestically and globally. Throughout this inquiry, students should apply the Integrated Concepts and Process Skills outlined in Unit 1:

- Compare the relative levels of political stability that exist between these countries. This should include an investigation of the political systems in place and any issues arising from them (e.g., criticism of the first-past-the-post electoral system in Canada, lack of citizen power in dictatorships).
- Compare the degrees of economic disparity that exist within these countries. This should include an investigation of factors contributing to economic disparity and the influence these have on quality of life.
- Determine how political issues can influence economic disparity in these countries; determine how economic disparity can influence political stability.
- Suggest possible actions which could be adopted to more successfully address quality of life concerns created by political and economic issues in these countries. Be sure to mention the role of political decision making in addressing these issues, as well as possible obstacles to your preferred course of action.

The country selected by each student to compare with Canada may be radically different or seemingly similar. Notwithstanding, there should be meaningful similarities and differences to be found between each country. A country such as Sudan would not only differ significantly from Canada in its political structures and level of stability, but also in how it addresses quality of life issues. The United States of America is much more similar politically and in terms of its stability, but how it addresses issues of economic concerns is very different from Canada. Therefore, great flexibility should be afforded students in their choice for comparison purposes.

Finally, students may communicate their research in a variety of forms, including a foldable, a research poster, a podcast, an informational video, or a multi-paragraph essay.

By the completion of this outcome, students should be able to assess a political and/or economic issue, and communicate viable responses to address quality of life issues that arise.

Political Economy

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Choose an issue from this unit and prepare a response. Your investigation should include the following:
 - Frame a question to investigate (e.g., What is going on with...?, How can we fix...?).
 - Determine the scope of your inquiry (e.g., local, national, or international).
 - Research what is being said/done about it.
 - Identify different stakeholders and how their interests may conflict.
 - Propose a way to respond to the issue.

Criteria	Checklist
Main question	
Your proposed response	
Scope of inquiry (local, national, international)	
Brief overview of the issue including three sources of background information you used in your investigation (websites, videos, textbook, etc.)	
Might other places have faced the same problem? What did they do?	
Three stakeholders and their perspectives (What do they feel about it and why?)	
Your response to the “naysayers” (given all the stakeholders you will need to figure out how to deal with them)	
Summary statement with a call to action (for government, humanity, UN, etc.)	

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1. pp. 6-7

Appendices

- Appendix A15: What issues arise from political stability?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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 experience of countries where population changed as per the Demographic Transition Model (DTM). 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 1201	Social Studies 2201	Social Studies 3201
<p>6.0 explain the significance of rights for individuals and society</p> <p>7.0 explain some of the challenges associated with promoting the common good</p> <p>23.0 explain how government actions can promote economic growth and stability</p>	<p>4.0 explain how innovations influence the human experience</p> <p>5.0 explain how ideas influence the human experience</p> <p>6.0 determine the possible significance of emerging innovations or ideas</p> <p>11.0 explain economic innovations and ideas that developed during the Late Modern Era</p>	<p>10.0 demonstrate an understanding of how population changes influence quality of life</p> <p>11.0 respond to issues related to population that influence quality of life</p>

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	Focus for Learning
<i>Students will be expected to</i>	
10.0 demonstrate an understanding of how population changes influence quality of life	<p>In this outcome, students will investigate population issues that influence quality of life nationally and globally.</p> <p>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.</p>
10.1 explain the relationship between population, carrying capacity, science and technology	<p>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 the Demographic Transition Model (DTM) and the relationship that exists between a country's level of development and population change.</p>
10.2 explain the theory of demographic transition	
10.3 analyze the challenges and possible responses associated with high population growth rates	<p>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.</p>
10.4 analyze the challenges and possible responses associated with low population growth rates	<p>Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:</p> <ul style="list-style-type: none"> • <i>Democracy (1.1)</i> – What role should the government play in responding to issues arising from changes in population? • <i>Collaborate (1.2)</i> – How might countries experiencing population increase and population decrease collaborate to improve everyone's quality of life? Explain. • <i>Improve the Human Experience (1.3)</i> – What actions can help improve the human experience in a country experiencing rapid population growth? Population decline?
	<p>Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:</p> <ul style="list-style-type: none"> • <i>Evidence (2.1)</i> – Which indicators can be used to best understand population change? What trends have occurred in global population change since early human history? • <i>Comparison (2.2)</i> – How would a population profile of a country in Stage 2 of demographic transition compare to that of a country in Stage 5? • <i>Causality (2.3)</i> – What consequences for world population growth arose from the Industrial Revolution? • <i>Significance (2.4)</i> – Which responses to population growth issues have the greatest influence on increasing or decreasing population growth?

*Population Change***Sample Teaching and Assessment Strategies****Resources and Notes****Authorized**

*Global Connections:
Investigating World Issues*
(Teacher Resource [TR])

- pp. 32-93

Appendices

- Appendix B6: Population Change and Quality of Life.

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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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*
- 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

- *Perspective (2.5)* – How might the following stakeholders view population growth in an LEDC: government leaders, workers, CEO of a growing company, farmers, unemployed citizens, and women?
- *Values (2.6)* – To what extent should governments legislate to control population growth?

Sample Performance Indicator

Which is the greater issue: high population growth rates, or low population growth rates? Compare the consequences of each issue and develop two arguments supporting your position.

Note: For a more developed sample see Appendix B5: Population Change and Quality of Life.

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

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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

Students will examine world population trends and how innovations have contributed to increased population growth over time.

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.

When considering how populations change, it is useful to consider negative or positive factors that result in population either contracting or growing. Students should consider possible factors that can contribute to either scenario. Students should then consider how trends which lead to a decreasing or increasing population can influence quality of life for people affected (e.g., change in food supply, change in employment).

For the greatest share of our species' time on Earth, population growth remained low, primarily as a result of scarcity and the inability to provide significant 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 Earth's carrying capacity - the number of people 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 and genetic modification

Factors such as improved agriculture tend to increase population growth. However, students should consider limiting factors – those that restrict population growth (e.g., famine) – and how these may influence quality of life. These may include cost of food, depletion of resources, difficulties in obtaining adequate energy sources, etc.

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

Population Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Have students estimate the world's population. Display a world population clock and have the students make general comments on the trends in the data. What challenges might this pose? What opportunities are created?
- Show world population growth data. Ask students to formulate questions arising from the data, such as the following:
 - 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?

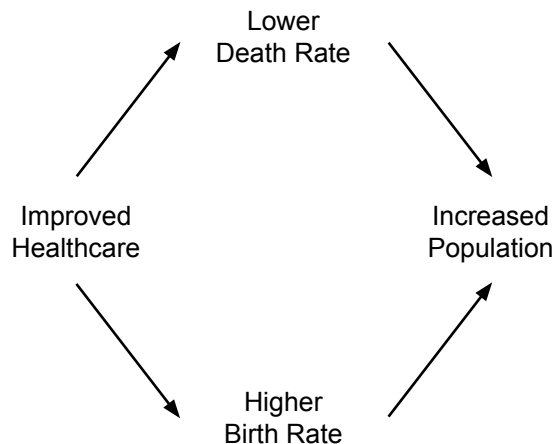
Students may

- Define population and carrying capacity. Use the think-pair-share strategy to explore regions/countries who are exceeding their carrying capacity. What challenges are created? What solutions are possible?
- Brainstorm factors that can influence carrying capacity. Which factors would be most effective in increasing carrying capacity?

Connection

Students may

- Create diagrams to illustrate how various factors can influence population growth, or decline.



Resources and Notes

Authorized

Global Connections:
Investigating World Issues
 (Student Resource [SR])

- Ch. 4 pp. 60-67
- Ch. 5 pp. 82-84

Global Connections:
Investigating World Issues (TR)

- pp. 32-93

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

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Population Change

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Organize students into groups. Assign each group a specific event (or invention or innovation) that has influenced population. Examples might include penicillin, the Black Plague, or aqueducts. Have them research their event and record their findings on chart paper to be displayed around the class. A spokesperson from each group must then give a 90-second elevator pitch as to why their event should be considered the most significant in terms of how it impacted population. When every group has presented, students go around the room and dot-vote for the example they believe has had the greatest influence.

CRITERIA	EVENT #1	EVENT #2
Magnitude <i>How were people affected?</i>	Evidence: • • • Score: ____	Evidence: • • • Score: ____
Scope <i>How many people were affected?</i>	Evidence: • • • Score: ____	Evidence: • • • Score: ____
Duration <i>How long were people affected?</i>	Evidence: • • • Score: ____	Evidence: • • • Score: ____
TOTAL		
<div> <div>Low</div> <div>Moderate</div> <div>High</div> </div> <div>0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10</div>		

Students may

- Discuss the following: Do quality of life factors influence population growth or does population growth influence quality of life?

Resources and Notes

Note: More information about significance can be found in delineation 2.4 (see pp. 68-71).

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

Students will examine how birth rates and death rates change as a result of new technology, as seen through the Demographic Transition Model (DTM) of population change.

While all populations change, predictable increases and decreases in human population can occur over time as countries industrialize, and gain new technology and scientific knowledge. The DTM seeks to describe five stages in population change that countries go through as they develop. These population changes occur as a result of the lowering of death-rates and birth-rates over time, due to economic development, advancements in medical science, technology, education, and female empowerment. Students should examine these stages, paying particular attention to the factors that influence natural change:

- **Stage 1: High Stationary** - Due to high birth and death rates, population growth is very low or remains stationary. This was the case for most of human history.
- **Stage 2: Early Expanding** - As new sources of food become available and medical innovations develop gradually, death rates decline. Birth rates remain high to supply labour for an agrarian economy. This results in population growth.
- **Stage 3: Late Expanding** - Medical advancements (including birth control methods) and improved nutrition continue to develop, while a shift occurs from an agrarian-based economy to one that is industrialized, resulting in less required labour. Economic diversification expands the service industry and more females establish careers, thus delaying families. These changes result in a continual decrease in the death rate while a decrease in the birth rate begins. The population growth rate begins to decline.
- **Stage 4: Low Stationary** - Continued economic development and educational/career opportunities for women reduce the birth rate considerably until it more or less matches the death rate. This results in a stationary population.
- **Stage 5: Declining** - A high standard of living, career priorities, and family planning results in small families. The total fertility rate declines and is lower than the replacement rate, resulting in fewer births than deaths and a natural decrease in population.

It will be useful for students to examine population pyramids representative of each stage of demographic transition. These graphs reveal a considerable amount of information about the make up of a population by age and sex and can be used to predict future population trends.

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

Population Change

Sample Teaching and Assessment Strategies

Activation

Students may

- Brainstorm factors that could result in a change in birth rates and death rates. Students should then rank-order the factors in terms of significance.

Connection

Teachers may

- Post the five stages of the Demographic Transition Model around the classroom.
 - Arrange students in groups and assign each group a region to research: Africa, Asia, Europe, Latin America, Northern America, and Oceania. Research may include:
 - Total population
 - Fertility rate
 - Infant mortality rate
 - Adolescent fertility rate
 - Life expectancy
 - After students have completed their research, have them send one ambassador to stand next to the DTM stage which best reflects their region.

Students may

- Compare how population pyramids have changed over time in selected countries. What might account for these changes?

Consolidation

Teachers may

- Have students research/locate population pyramids for different points in Canadian history. Ask students to note the differences between pyramids. What factors are most significant in causing these changes?

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 5 pp. 73-86

Global Connections:

Investigating World Issues (TR)

- pp. 32-93

Appendices

- Appendix A17: What is meant by demographic transition?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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

Students will examine the challenges that arise from these high population growth rates and the possible responses to this situation.

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. Overpopulation can lead directly to a diminished quality of life. For ease of study, students can examine the challenges created in four different categories: economic, environmental, political, and social. It is important for students not to engage in depth with every possible challenge but to examine two or three of the categories in a case study format.

At this point, it is important for students to examine the situation known as the demographic trap. This occurs when a country continues to experience a high birth rate while improvements in food supply and medicine lower the death rate. As a result, there is a rapid increase in population that can lead to overpopulation. Many countries today are in Stage 3 of the DTM and are attempting to lower their population growth rates. Population control measures are government-mandated initiatives to attempt to lower the growth rate.

Population control measures introduced by government can be categorized into two models: structural change, and change by diffusion. The structural change model relies on governments forcing citizens to adopt a change in their behaviour (e.g., China - One child policy). The change by diffusion model is enacted by governments attempting to change social norms and behaviours through incentives, advertising and education (e.g., India - Kerala's approach). Students should examine the various responses that have been used globally in attempts to lower population growth rates.

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

Activation

Teachers may

- Brainstorm with students possible consequences of over population. A web diagram may be useful during this discussion.

Students may

- View a world map and focus on the areas with high population growth. Have them research
 - birth rate,
 - death rate,
 - fertility rate, and
 - pull factors.

Which factor most accounts for population growth? Can or should anything be done to limit population growth in this area? Why?

Connection

Teachers may

- Use case studies to compare how China and India (Kerala) addressed their respective population problems and determine which was the most effective.

Students may

- Imagine they are the demographers for the Indian government and have been asked how the country might “break” the demographic trap. Organize into small groups and brainstorm three suggestions that might work, briefly explaining the strengths and limitations of each.
- Explain the difference between the structural change model and change by diffusion model for describing how change might occur in a society’s fertility rate.
 - What are some advantages and disadvantages of each model?
 - Which is more likely to be found in more economically developed countries (MEDCs)? Why?

Consolidation

Students may

- Create a diagram illustrating any of the concepts introduced in this section (e.g., demographic trap, push/pull factors).

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 6 pp. 87-101

Global Connections:

Investigating World Issues (TR)

- pp. 32-93

Appendices

- Appendix A18: How should we respond to high population growth rates?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Population Change

Outcomes

Students will be expected to

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

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

Focus for Learning

Students will consider the challenges and responses to low population growth rates.

As a country or region deals with the challenges of a low population growth rate, a negative feedback loop can be created which reinforces the conditions that created the problem. With fewer people having fewer children, the problem of population decline becomes a real concern. Students should be able to determine the problems that could be associated with low population growth rates (e.g., economic stagnation, labour shortages, fewer public services).

To counter the low population growth, certain regions and countries have enacted pronatalist strategies to encourage people to have more children. 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.

Another method that can be used to counter the low population growth rates is to encourage immigration from other countries. Migration can be seen as a response to low population growth rates. People are subject to push or pull factors and will move to a new country or region if there is a tangible benefit to them in terms of their quality of life. While there are many different types of migration, students should see the overall trend of migration that shows significant immigration to more economically developed countries (MEDCs) and significant emigration from less economically developed countries (LEDCs). Migration can act to alleviate the challenges of a low population growth rate.

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

- Show recent statistics regarding Newfoundland and Labrador's demographics. Invite students to discuss their potential causes and consequences. Useful databases include:
 - Government of NL Department of Finance
www.stats.gov.nl.ca/Statistics
 - Statistics Canada
www12.statcan.gc.ca

Connection

Teachers may

- Use case studies to investigate the causes and consequences of declining population rates in Canada or any other country.

Students may

- Debate which of the five consequences of falling fertility rates (i.e., "the birth dearth") – family structure, aging population, labour shortages, economic effects, shift in world power – pose the greatest challenge for Canada. Explain.

Consolidation

Students may

- Collect public opinion data using a question such as "If declining birthrates is problematic, how can Newfoundland and Labrador increase its population?" Use the data to create a plan of action with specific suggestions for the government.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 7 pp. 102-113

Global Connections:

Investigating World Issues (TR)

- pp. 32-93
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Population Change

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>11.0 respond to issues related to population that influence quality of life</p> <p>11.1 identify the issue</p> <p>11.2 analyze the issue</p> <p>11.3 develop a cogent response to the issue</p>	<p>This outcome requires that students apply their learnings from outcome 10.0 to a current or emerging population issue.</p> <p>Students should examine a current or emerging issue related to high or low population growth rates and the consequences this issue has on quality of life. Throughout this inquiry, students should apply the Integrated Concepts and Process Skills outlined in Unit 1:</p> <ul style="list-style-type: none"> • Identify the population issue of concern and the geographical area impacted. • Investigate the origins of the issue, including the conditions that influence the issue. • Investigate the consequences of the issue (short- and long-term, anticipated and unanticipated, positive and negative). Students should determine which consequences they think are most significant in influencing quality of life. • Suggest possible actions which could be adopted to adequately address quality of life concerns created by the population issue researched. Consider the possible limitations of the preferred response. <p>Student inquiry should focus on a country that has not already been studied in class and the population issue chosen should be current or emerging. Students will discover that, generally speaking, more economically developed countries (MEDCs) will experience low population growth issues, while less economically developed countries (LEDs) will experience high population growth issues.</p> <p>Finally, students may communicate their research in a variety of forms, including</p> <ul style="list-style-type: none"> • a foldable, • a research poster, • a podcast, • an informational video, or • a multi-paragraph essay. <p>By the completion of this outcome, students should be able to analyze a current or emerging population issue and communicate viable responses to address quality of life issues that arise.</p>

Population Change

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Choose an issue from this unit and prepare a response. Your investigation should include the following:
 - Frame a question to investigate (e.g., What is going on with...?, How can we fix...?).
 - Determine the scope of your inquiry (local, national, or international).
 - Research what's being said/done about it.
 - Identify different stakeholders and how their interests may conflict.
 - Propose a way to respond to the issue.

Criteria	Checklist
Main question	
Your proposed response	
Scope of inquiry (local, national, international)	
Brief overview of the issue including three sources of background information you used in your investigation (websites, videos, textbook, etc.) Consider if there might be other places that have faced the same problem—what did they do?	
Three stakeholders and their perspectives (What do they feel about it and why?)	
Your response to the “naysayers” (given all the stakeholders, you will need to figure out how to deal with them)	
Summary statement with a call to action (for government, humanity, UN, etc.)	

Resources and Notes

Authorized

Global Connections:

Investigating World Issues (SR)

- Ch. 1. pp. 6-7

Global Connections:

Investigating World Issues (TR)

- pp. 32-93

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Unit 5: Human-Environmental Interaction

Focus

This unit provides students with the opportunity to examine the relationship between human ways of life and the environment. Students will 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 1201	Social Studies 2201	Social Studies 3201
<p>7.0 explain some of the challenges associated with promoting the common good</p> <p>23.0 explain how government actions can promote economic growth and stability</p>	<p>4.0 explain how innovations influence the human experience</p> <p>5.0 explain how ideas influence the human experience</p> <p>11.0 explain economic innovations and ideas that developed during the Late Modern Era</p>	<p>12.0 demonstrate an understanding of how human-environmental interactions influence quality of life</p> <p>13.0 respond to issues related to human-environmental interaction that influence quality of life</p>

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 relationship between 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
<i>Students will be expected to</i>	
12.0 demonstrate an understanding of how human-environmental interactions influence quality of life	<p>In this unit, students will investigate human-environmental interactions that have significant consequences for quality of life and the natural world.</p>
12.1 explain the relationship between natural resource use and quality of life	<p>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.</p>
12.2 analyze the consequences of issues arising from human-environmental interaction	<p>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 have consequences on quality of life.</p>
12.3 evaluate responses to issues of human-environmental interaction	<p>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.</p>
	<p>Examples of how the principles of democracy and civic engagement (see outcome 1.0) may be integrated in this outcome include the following:</p> <ul style="list-style-type: none"> • <i>Democracy (1.1)</i> – How does the system of government in a county affect its relationship with the environment? • <i>Collaborate (1.2)</i> – Why is it important that countries collaborate to avoid environmental degradation? • <i>Improve the Human Experience (1.3)</i> – Are strict environmental controls by governments necessary in order to improve people's quality of life? Explain.
	<p>Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include the following:</p> <ul style="list-style-type: none"> • <i>Evidence (2.1)</i> – What human activities have contributed to land degradation? • <i>Comparison (2.2)</i> – What patterns in conventional energy use exist globally? • <i>Causality (2.3)</i> – How can economic, environmental, political, and social factors influence water security in countries? • <i>Significance (2.4)</i> – Which issues of environmental concern should be prioritized: land use, water use, or energy use? Why? • <i>Perspective (2.5)</i> – How might the spread of ecological worldviews influence natural resource development? How might perspectives around sustainability of resource use differ between MEDCs and LEDCs? • <i>Values (2.6)</i> – Have international conferences had an adequate influence on efforts to reduce anthropogenic climate change? Explain.

*Human-Environmental Interaction***Sample Teaching and Assessment Strategies**

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Resources and Notes**Authorized**

*Global Connections:
Investigating World Issues*
(Student Resource [SR])

- Ch. 15
- Ch. 16
- Ch. 17
- Ch. 18
- Ch. 19
- Ch. 20

*Global Connections:
Investigating World Issues*
(Teacher Resource [TR])

- pp. 143-221
- pp. 332-339 LM 15-1, 19-1, 19-2, 20-1

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Human-Environmental Interaction

Outcomes

Students will be expected to

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

- 12.1 explain the relationship between natural resource use and quality of life*

- 12.2 analyze the consequences of issues arising from human-environmental interaction*

- 12.3 evaluate responses to issues of human-environmental interaction*

Focus for Learning**Sample Performance Indicator**

Which one of the areas of resource use – energy, land, or water – poses the most significant challenges for environmental health and human quality of life? Develop two arguments to support your choice.

Human-Environmental Interaction

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

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Human-Environmental Interaction

Outcomes

Students will be expected to

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

12.1 *explain the relationship between natural resource use and quality of life*

Focus for Learning

Students will examine the natural resources required by humans to meet our increasing needs and wants.

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 (e.g., wind). It will be important to note that these classifications are not exclusive, meaning that a resource may be biotic and renewable (e.g., trees).

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 the various types of agriculture and should recognize that the type of farming used is influenced by the person or group conducting the activity. As an example, a subsistence farmer in a less economically developed country (LEDC) will utilize different techniques than are used on a corporate farm in a more economically developed country (MEDC).

Next, students will consider global water resources and the tiny fraction of that which is accessible and composed of freshwater. Students will briefly examine a variety of water use activities that are required for maintaining our quality of life, and how this resource is managed. One area that will be examined in detail is the use of large-scale dam projects.

Finally, students will examine the use of energy and from where that 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. The purpose here is to give students a framework around, or background on, how these energy sources are managed to better enable them to understand the benefits and challenges of their use.

It is clear that natural resource use is an integral part of human life, without which survival would not be possible. Students will consider what makes a natural material suitable as a resource, and that the distribution of resources is not evenly divided among countries. Students will also consider that decisions made on natural resource utilization may occur for various reasons.

For a detailed discussion of this topic see Appendix A20: How do we use natural resources?

Human-Environmental Interaction

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Write the different types of resources on the board: abiotic, biotic, renewable, non-renewable, and flow. Have students provide examples of each. Have students discuss the importance of each in maintaining quality of life either locally, nationally, or globally.

Students may

- Create a list of resources found in Newfoundland and Labrador. Which resource(s) are most important? Why?

Connection

Teachers may

- Have students complete a report card for the planet. Students should select indicators and decide whether each has improved or declined over the past 200 years (from a global perspective). As a class, they would then each simultaneously hold up a grade of A (excellent), C (fair), or F (fail) as the teacher reads the indicators aloud. Sample indicators may include:

Indicator	↑ or ↓	Grade
Life Expectancy		
Carbon Emissions		
Population experiencing water scarcity		

At the end of the activity, ask students to comment on the overall report for the planet, and the influence of human activity on natural resources. Which area is most critical to address? Why?

Students may

- Create a web diagram that shows the connection between quality of life and land use, water use, and energy use.

Consolidation

Students may

- Research a large-scale dam project and the implications of the following factors:
 - economic
 - environmental
 - political
 - social
- Discuss the following:
 - What resource do we most need for our future?

Resources and Notes

Authorized

Global Connections:

Investigating World Issues
(Student Resource [SR])

- Ch. 15 p. 230 (land)
- Ch. 16 pp. 258-260 (land)
- Ch. 17 pp. 276, 290-291 (water)
- Ch. 19 pp. 318-322 (energy)

Global Connections:

Investigating World Issues
(Teacher Resource [TR])

- pp. 143-221
- pp. 332-339 LM 15-1, 19-1, 19-2, 20-1

Appendices

- Appendix A20: How do we use natural resources?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Human-Environmental Interaction

Outcomes

Students will be expected to

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

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

Focus for Learning

Students will examine the consequences that arise from intensive resource extraction throughout the world. It is important to note that our quality of life, on the whole, has been due to the use of environmental resources and that the consequences of our actions should be considered.

Land Use

Land degradation can be divided into four main categories: erosion, chemical deterioration, physical deterioration and desertification. Students should recognize that these categories can be a part of the natural processes of the planet, but that they can be accelerated by human activities. Students should investigate human activities that lead to land degradation (e.g., deforestation, urbanization). The most important land-use activity for students to consider will be unsustainable agricultural practices that are causing the greatest threat to land resources. While the three agricultural practices of deep tilling, monoculture, and chemical use have created tremendous increases in the 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's population. Students should see the strong relationship between land degradation in particular areas, poverty and armed conflict.

Water Use

Just as land is an integral part of sustaining life on this planet, so is water. In order to safeguard quality of life, water security must be maintained. Students will consider what is meant by water security and identify the immediate risks to human life from water polluted by sewage, and industrial and agricultural activities. The issues created by large-scale water use such as the building of dams and the depletion of aquifers should be examined for the consequences created for local ecosystems and populations. In addition, students should examine how a lack of water security creates issues economically, environmentally, politically, and socially.

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 its 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. It will affect the climate of the entire planet in complex and unpredictable ways. Students should categorize the consequences of climate change in terms of economic, environmental, political, and social effects.

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

Activation

Teachers may

- Show a variety of images of human-environmental interaction. Have students analyze each image, using the following questions to guide their inquiry:
 - What is happening in the images?
 - What stakeholders are affected?
 - What issues arise from these interactions?

Students may

- Complete an ecological footprint quiz to determine how many Earths would be needed to support their current lifestyle. How should the results of the quiz influence current lifestyles?

Connection

Students may

- Assess how cash crops influence farmers. Use a web diagram to illustrate the influences. Colour code the factors to indicate if they are positive (blue) or negative (red).
- Construct a table to show the effects of water-related human activity (e.g., sewage waste) can have on the environment. How might negative effects be mitigated?

Type of surface water	Effect(s) on environment	Response

- Create a brochure on climate change and categorize the consequences of climate change in terms of economic, environmental, political, and social effects.

Consolidation

Teachers may

- Provide a case study of the Mekong River in South-east Asia, or a similar geographic feature. Students should discuss the factors harming the river (e.g., fish farming, dam construction, pollution), or feature, and the significance of the consequences.

Students may

- Design a presentation of the ten most significant environmental effects resulting from human activity. Include consideration of land, water, and energy use.

Resources and Notes

Authorized

Global Connections:

Investigating World Issues
(Student Resource [SR])

- Ch. 15 p. 231-235 (land)
- Ch. 16 pp. 251-254 (land)
- Ch. 17 pp. 279-288 (water)
- Ch. 19 pp. 323-339 (energy)
- Ch. 20 pp. 350-360 (energy)

Global Connections:

Investigating World Issues
(Teacher Resource [TR])

- pp. 143-221
- pp. 332-339 LM 15-1, 19-1, 19-2, 20-1

Appendices

- Appendix A21: What issues arise from human-environmental interaction?

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Human-Environmental Interaction

Outcomes

Students will be expected to

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

12.3 *evaluate responses to issues of human-environmental interaction*

Focus for Learning

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.

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 they have for global food security. While students have already considered consequences of unsustainable land use (e.g., chemical deterioration, desertification), the focus here will be on methods and responses to mitigate these consequences.

Students should examine modern food production methods as responses to the issue of unsustainable agriculture. In particular, focus should be placed on the Green Revolution of the mid-1900s and how significant improvements to food production occurred as a result of new farming technologies, methods, and education. It will be useful for students to evaluate to what degree the Green Revolution contributed to sustainable agriculture, which may be achieved through an inquiry into the benefits and challenges of its proliferation and an assessment of stakeholder perspectives.

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: sewage or chemical waste contributing to reduced water quality, the construction and use of large-scale dams, and the increasing trend towards exploitation of aquifers. During this inquiry, students should evaluate viable responses to these issues and consider the potential implications for quality of life, if these are, or are not, employed.

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 anthropogenic (originating in human activity) climate change. This investigation will involve an assessment of the increased use of alternative energy sources (i.e., solar, biofuels, geothermal, wind, hydrogen). Many of these responses may be considered national in scope, but since climate change has global implications, it is necessary that action be taken internationally. Students should evaluate the effectiveness of international conferences and agreements that have sought to reduce greenhouse gas emissions (e.g., the Kyoto Conference in 1997, and the Paris Conference in 2015). Finally, students should evaluate specific strategies to reduce greenhouse gas emissions (i.e., cap and trade system, carbon tax, geo-engineering).

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

Activation

Teachers may

- Provide a brief case study of an energy, land, or water use issue. Ask students to brainstorm possible responses to the issue.

Students may

- Research the factors that contribute to the fact that one billion people do not have enough food. Illustrate the issue using a web diagram.

Connection

Students may

- Debate the following proposition: The Green Revolution and the use of genetically modified organisms (GMOs) have not adversely affected food production and security.
- Create a foldable on an alternative energy source.
- Create a visual summary of some of the challenges related to the water needs of Earth's population.

Consolidation

Teachers may

- Provide a case study on the Aral Sea (central Asia), and discuss its short-term and long-term consequences. Ask students to provide one viable response to one short-term consequence and one long-term consequence arising from this issue.

Students may

- Complete the organizer below to help prioritize responses to the issue of climate change:

Causes of Climate Change	Responses to the Issue of Climate Change
Based on your notes above, which cause of climate change is the most significant? Explain.	
Which response to the issue of climate change should be prioritized by the Canadian government? How does your assessment of the causes of climate change influence your choice?	

Resources and Notes

Authorized

Global Connections:

Investigating World Issues
(Student Resource [SR])

- Ch. 16 pp. 260-273 (land)
- Ch. 17 pp. 290-294 (water)
- Ch. 19 pp. 340-343 (energy)
- Ch. 20 pp. 362-373 (energy)

Global Connections:

Investigating World Issues
(Teacher Resource [TR])

- pp. 143-221
- pp. 305-308 GLM 18 – Preparing to Conduct a Debate
- pp. 332-339 LM 15-1, 19-1, 19-2, 20-1

Appendices

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

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

Human-Environmental Interaction

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>13.0 respond to issues related to human-environmental interaction that influence quality of life</p> <p>13.1 identify the issue</p> <p>13.2 analyze the issue</p> <p>13.3 develop a cogent response to the issue</p>	<p>This outcome requires that students apply their learnings from outcome 12.0 to a current or emerging human-environmental interaction issue.</p> <p>Students should examine a current or emerging issue related to human-environmental interaction and the consequences this issue has on quality of life. Throughout this inquiry, students should apply the Integrated Concepts and Process Skills outlined in Unit 1:</p> <ul style="list-style-type: none"> • Identify the human-environmental interaction issue and the geographical area impacted. • Investigate the origins of the issue, including the conditions that influence the issue. • Investigate the consequences of the issue (short- and long-term, anticipated and unanticipated, positive and negative). Students should determine which consequences they think are most significant in influencing quality of life. • Suggest possible actions which could be adopted to adequately address quality of life concerns created by the human-environmental interaction issue researched. Consider the possible limitations of the preferred response. <p>Students should discover that human-environmental concerns may be local, national, or global. For this reason, the scope of the issue considered will be of particular importance.</p> <p>Finally, students may communicate their research in a variety of forms, including</p> <ul style="list-style-type: none"> • a foldable, • a research poster, • a podcast, • an informational video, or • a multi-paragraph essay. <p>By the completion of this outcome, students should be able to analyze a current or emerging human-environmental interaction issue and communicate viable responses to address quality of life issues that arise.</p>

Human-Environmental Interaction

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Choose an issue from this unit and prepare a response. The investigation should include the following:
 - Frame a question to investigate (e.g., What is going on with...?, How can we fix...?).
 - Determine the scope of the inquiry (local, national, or international).
 - Research what is being said/done about it.
 - Identify different stakeholders and how their interests may conflict.
 - Propose a way to respond to the issue.

Criteria	Checklist
Main question	
Your proposed response	
Scope of inquiry (local, national, international)	
Brief overview of the issue including three sources of background information used in the investigation (websites, videos, textbook, etc.)	
Might other places that have faced the same problem? What did they do?	
Three stakeholders and their perspectives (What do they feel about it and why?)	
Your response to the “naysayers” (given all the stakeholders you will need to figure out how to deal with them)	
Summary statement with a call to action (for government, humanity, UN, etc.)	

Resources and Notes

Authorized

*Global Connections:
Investigating World Issues*
(Student Resource [SR])

- Ch. 1. pp. 6-7

Suggested

See the Professional Learning website at www.k12pl.nl.ca.

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Appendix A1: What is quality of life?

The central focus of this course relates to issues, ideas and topics that influence our quality of life.

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, family life, health, safety, etc. We will look at a more exhaustive list of factors in delineation 4.2, but two things can be inferred from this definition.

1. The factors which influence quality of life are many and varied.
2. People have varying opinions as to what factors are relevant to their quality of life.

For instance, one person may feel that crime is having a huge impact on their quality of life while another may feel that crime is not an issue of concern in their lives. What this tells us is that quality of life is a relative concept for each individual or group on this planet.

That said, many people connect quality of life concerns with wealth and financial security either directly or indirectly. For instance if crime is a concern as in the example above, money could help to solve this quality of life issue in a number of ways:

- It would allow the individual in question to move to a safer neighbourhood.
- It would allow 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 would allow government to hire more law enforcement officers.
- It would allow government to address the social and economic needs of those who feel compelled to commit crimes to address their own quality of life concerns.

This example illustrates that crime, which is a social issue, is related to economics both in its origin and in its potential solutions.

Other factors, such as educational standards (social) and access to clean water (environmental), while seemingly unrelated to economic matters, are nonetheless linked. For example, educational institutions require money to be built and to operate. Likewise, access to clean water requires a basic infrastructure to access and to filter it and this requires money to build and to maintain.

It is worth noting that while wealth is required to address most quality of life concerns, either directly or indirectly, a political infrastructure is also vital in prioritizing where fiscal resources can best address the quality of life concerns of citizens. Students will examine how economic and political factors influence quality of life in more detail in Unit 3.

Notwithstanding the importance of economics in the determination of quality of life, there are factors such as wildlife diversity or social interaction that relate to quality of life which are not economic in nature. In the next delineation students will examine a variety of indicators which can be used to determine quality of life.

Keywords:

- | | |
|-----------------------|-------------------|
| • economic issue | • quality of life |
| • environmental issue | • quantitative |
| • income | • social issue |
| • political issue | • wealth |
| • qualitative | |

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.

Appendix A2: How do we measure quality of life?

Social scientists (such as economists, geographers, historians and political scientists) organize and classify information into categories to make sense of the world around them. For instance, historians group common historical patterns into distinct time periods to study its unique characteristics. Examples would include the Renaissance, the Middle Ages, etc. Geographers classify data not by time, but by place. They create regions using a variety of variables to establish patterns. For instance, in Canada geographers classify the land and water forms with similar characteristics using names such as the Rockies, the Prairies, the Canadian Shield, the Great Lakes, etc.

By the same token, social scientists use a variety of measures to classify the world around us to determine patterns in quality of life. Depending on the resource used, there are a myriad of choices available but for the purposes of this course, we will examine and use two: The human development index and an economic model referenced in Social Studies 1201/1202: MEDC or more economically developed country and LEDC or less economically developed country.

Developed by the United Nations, the Human Development Index (HDI) is a composite index of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development. A country obtains a higher HDI score when lifespan is higher, the education level is higher, and the GDP per capita is higher.

The explicit purpose of the HDI was to shift the focus of development strategies from economic policies to people-centered policies and to convince the public, academics, and politicians that they can and should evaluate development not only by economic advances, but also by improvements in human well-being. However the usefulness of this HDI goes beyond this intended purpose. By generating a score for every nation, we are not only able to compare the nations today with one another, but we can compare data longitudinally (over time) to assess and evaluate the progress of nations over time.

Some of the data used to determine these indices include economic indicators such as the following:

- Gross Domestic Product (GDP) – the total value of goods and services produced by a country in a year.
- GDP per capita – a country's GDP divided by its population. (Per capita means per person.)
- Economic growth – measures the annual increase in GDP, GDP per capita.
- Gini Index / Inequality of wealth – the gap in income between a country's richest and poorest people.
- Inflation – measures how much the prices of goods, services and wages increase each year. High inflation (above a few percent) can be a bad thing, and suggests a government lacks control over the economy.
- Unemployment – the number of people who cannot find work.
- Economic structure – shows the division of a country's economy between primary, secondary and tertiary industries. A north/south divide exists in the world today. It is worthwhile to draw students attention to this situation (assuming they don't comment on this pattern first) and have them speculate as to why this divide exists. There is no intent to go into any great detail here as to the reasons behind why this Quality of Life gap exists or the factors which led to this pattern, but rather it is to gauge any pre-existing knowledge which the students might have regarding this divide. Students may recall from Social Studies 2201 that Western nations were the first to benefit from the Industrial Revolution and to implement the policy of imperialism to generate even more wealth. The nations which are identified as being more economically developed are also the nations most closely associated with industrialism and implementing imperialism. In Unit 3 we will review in more detail the factors leading to the quality of life gaps which exist in the world today.

Students should understand that, in addition to economic, indicators can be classified as social, political, and environmental in nature. For example, life expectancy and infant mortality rate are considered social indicators, free elections and governance system are political indicators, while ecological footprint and air quality are environmental indicators.

The general rule of thumb is that the larger number of indicators used, the more accurate a comparison can be made. It is important to let students know that all nations have differences in quality of life and they are all on a global continuum of progress. While it may seem simplistic to place countries within two, three, or four categories or groupings, we do so for comparison purposes and to look for patterns, trends and correlations.

Despite the wide range of indicators which can be used to measure quality of life, even when only two variables are compared, there is often a strong correlation which exists between economic and social indicators. For instance, if we compare Per Capita GDP with the adult literacy rate globally, we can see that there is a very strong correlation between the two quality of life variables. Quality of life indicators and indices will not always align or correlate, often due to unique circumstances or government policy.

Example A: If we compare Vietnam and Pakistan we see that both countries have a similar per capita GDP. However, life expectancy and literacy are considerably higher in Vietnam than they are in Pakistan due to the policies of Vietnam's communist government.

Example B: Saudi Arabia has a per capita GDP comparable to that of Croatia. However, in Saudi Arabia there is greater inequality between men and women when considering access to education and political power. So, although they are equal on an economic development index, Saudi Arabia is less developed on a human development index.

Finally, any indices are averages for the whole population of a country. This means that indices do not always reveal substantial inequalities between different segments of society. For example, a portion of the population of an MEDC like Canada is living below the poverty line even though Canada has a very high level of economic development and it scores very high on the human development index.

Keywords:

- continuum
- GDP pre-capita
- Gini Index
- gross domestic product (GDP)
- Human Development Index (HDI)
- indicator
- less economically developed country (LEDC)
- life expectancy
- literacy rate
- more economically developed country (MEDC)
- region

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.

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 2201 with Social Studies 3201. Social Studies 2201 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 2201, 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.

The aqueduct, for example, 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 2201 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 divisive was this issue that the most destructive war in American history, the 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. For African-American slaves, however, 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 (As of 2020 there were currently 451 operable civil nuclear power nuclear reactors around the world, with a further 58 under construction); and
- 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, the students should have a solid foundation in Social Studies 3201 with which to investigate and explore some of the most pressing issues facing humans today and into the foreseeable future.

Key words: no new terms in this delineation

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.

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 nations 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 the following:

- 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), similarities among codes of law and legal systems, 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).

In Social Studies 2201 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 interconnectedness among nations has occurred throughout history. It will be useful for students to choose an historical event or movement and consider the types of globalization associated with it. For example, European colonialism of the 17th-20th centuries displayed a variety of elements of globalization. These may include, but not be limited to the following:

- Cultural - Education systems developed in colonies often spread the language of the colonial power.
- Economic - Aspects of economic systems (e.g., mercantilism, capitalism) were adopted by colonies as they fell under colonial control and were forced to fit within these systems.
- Political - Common political practices and government structures developed among colonies to reflect the wishes of the colonial power.

Additionally, 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 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, political, social, and environmental issues).

Keywords:

- cultural globalization
- economic globalization
- environmental globalization
- globalization
- global village
- political globalization
- technological globalization

Appendix A5: How does globalization influence the human experience?

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 nations for whom it has become a reality, but likewise it has produced considerable challenges that these nations must address. Inseparable from this discussion are the perspectives of various individuals and groups who have a stake in this issue. Students may remember from Social Studies 2201 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 different lived experiences, it is likely that there will be a wide range of perspectives on any issue, and this applies equally to globalization. This is an even more poignant concern when one realizes that globalization occurs in almost all aspects of life, and, therefore, it influences nearly everyone.

Even within Canada - a more economically developed country than many other nations and one that has experienced numerous benefits of increased interdependence among its global partners - there are varying levels of support for, and 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. It will be useful to consider these points using economic, environmental, political, and social perspectives.

Consequences may include, but not be limited to:

Benefits of Increased Globalization	Challenges of Increased Globalization
Economic <ul style="list-style-type: none"> • more trade agreements • cheaper prices • greater wealth generation • greater variety of goods and products • more job opportunities 	Economic <ul style="list-style-type: none"> • increased exploitation of less economically developed countries • loss of control of a country's own resources • unsafe working conditions • outsourcing of jobs • declining viability of small business
Environmental <ul style="list-style-type: none"> • shared perspectives on environmental priorities • climate change agreements • shared environmental conservation strategies • shared emphasis on sustainability 	Environmental <ul style="list-style-type: none"> • weaker environmental protection laws to allow resource exploitation • greater levels of pollution and land degradation • difficulty meeting current and future energy needs with earth's resources • threats to availability of freshwater
Political <ul style="list-style-type: none"> • commonalities between countries' systems of government • greater peace • less discrimination 	Political <ul style="list-style-type: none"> • child labour • loss of political power of exploited national governments • increased terrorist activity
Social <ul style="list-style-type: none"> • greater levels of healthcare and sanitation • greater levels of education and the spread of knowledge • higher levels and varieties of technologies 	Social <ul style="list-style-type: none"> • loss of local culture • Increased costs of sanitation • less economically developed countries may lack infrastructure for new technologies

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
- fact
- 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 two issues that may be viewed within economic, environmental, political, and social contexts. Students should explore one example that is Canadian in scope, and one from another country. Some examples of issues may include

- Britain seceding from the European Union;
- climate change;
- gender equality;
- global refugee crisis;
- growth of e-commerce;
- growth of transnationals (e.g., Bombardier, Apple, Exxon Mobil, Walmart);
- rise of obesity; and
- urbanization and the growth of cities (e.g., Dubai, Singapore, Montréal, St. John's).

As students analyze these issues, for each they should consider

- causes and consequences (i.e., economic, political, social, and environmental);
- perspectives of groups affected;
- the influence on quality of life;
- the role of globalization (i.e., whether it alleviates and/or exacerbates the issue); and
- viable responses to help address challenges that arise from the issue and globalization's relationship to it.

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, they will realize that, due to this complexity, responses to these issues are rarely simple or straightforward, meaning that rather than solving or removing problems entirely, the focus of responses may be on mitigating negative consequences where possible.

(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 2201, students should 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:

- Human-centred: anthropocentric
- Life-Centred: biocentric



Anthropocentric Worldview

Biocentric Worldview

The anthropocentric worldview can be described as human-centred and that humans can be considered the controllers of nature. The value of the planet and its resources is determined by how useful it is to humans. It can be argued that this way of thinking has led to the extinction of species due to the activities of humans (e.g., Great Auk, Passenger Pigeon). Though there are a number of worldviews that may be considered anthropocentric in nature, students should focus on the expansionist worldview, which rose to prominence during the Industrial Revolution. This worldview 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 are negligible and that any such issues can be easily solved through better management and new technology.

A biocentric worldview requires that the environment is considered without looking at how it is associated with humans. Humans are considered to be one species without any greater intrinsic value than any of the other species. This worldview emphasizes the importance of protecting ecosystems in order to protect all species. Students should consider that there are differing examples of biocentric worldviews but we will consider one, the ecological worldview. The ecological worldview developed as a response to the destruction of the environment caused by industrialization. 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.

Of course, the reality is that people may share specific aspects of both these worldviews along a continuum. So, as an example, a person may choose to bike to work and recycle, but still think that the expansion of natural resource use for employment is acceptable.

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.

It is important to consider the fact that two different people with similar life experiences, who are presented with the same information, may come to different conclusions as to a worldview regarding the environment and sustainability. Teachers should discuss multiple viewpoints with students as there will be a variety of opinions.

Students' knowledge of environmental worldviews is important when discussing the concept of sustainability. Worldviews are how people describe their interactions with and use of natural resources and the environment, and will guide them in discussions about sustainability. In the next delineation students will examine the environmental, societal and economic resources that must be considered to understand the concept of sustainability.

Sustainability is the process of meeting our own needs without compromising the ability of future generations to meet their own needs. Included in sustainability is more than just environmentalism. In order for there to be a successful approach to sustainability, environmental, societal and economic resources must be considered. These have been termed *the three pillars of sustainability*. If one of the pillars fail there will be no chance of reaching sustainability. The basic idea is that society, the environment and economic systems are interrelated and that all must be considered to achieve sustainability.

Environmental Sustainability

Environmental sustainability involves resources that exist without the actions of humankind. The use of environmental resources (natural resources) both renewable and non-renewable are traditionally the extent of how students may think about the concept of sustainability. The extraction and depletion of these environmental resources is an important aspect of the issue of sustainability. To be environmentally sustainable would mean avoiding the depletion of natural resources so that they will be available for use in the future. This also includes the role of technology in remediating some of these problems that arise from the use of these resources. To address this issue, organizations such as the United Nations Environmental Program or the World Wildlife Fund attempt to work on issues related to environmental sustainability.

Social Sustainability

It is important for students to note that social needs must be considered when attempting to achieve sustainability. Social resources includes the idea that universal human rights and basic necessities should be attainable by all people and that resources should be available for all people to have a healthy and secure life. Without the will of a society that is healthy and secure, it is thought to be impossible to make progress in achieving sustainability in the other pillars.

Social sustainability includes individuals making choices about how they will live. Choices could be eliminating waste and discontinuing the depletion and degradation of environmental resources and by making this a priority for society as a whole. This includes decisions that will have to be made locally, nationally and globally. Students should consider that attempting to act sustainably will entail people making hard decisions about how they will live and what it means to live sustainably and that to be successful all people should share in the basic necessities of life. The Organisation for Economic Co-operation and Development (OECD) is an example of an organization that considers how to achieve global development and sustainability.

Economic Sustainability

It is clear that if decisions of sustainability are being made about the use of environmental resources that this will have an effect on the economy. One basic component of the economy is the extraction and use of environmental resources. Decisions about achieving sustainability will only be made when society has

made this a priority and that they will consider the effects that this will have on the economy. Important economic factors such as jobs, the costs of goods, economic development of regions and countries will have a tremendous effect on the quality of life that people will experience. The World Bank is an international organization that has attempted to promote sustainability while focusing on the economic growth.

To this point in time, organizations and governments have rarely attempted to integrate all three dimensions of sustainability in a meaningful way. This will be addressed in the next delineation.

Keywords:

- anthropocentric worldview
- biocentric worldview
- ecological worldview
- economic sustainability
- environmental sustainability
- expansionist worldview
- social sustainability
- sustainability
- Three Pillars of Sustainability

Appendix A8: How does sustainability influence the human experience?

Environmental issues are not a new phenomenon. There are numerous examples of environmental degradation causing severe consequences for people throughout history. Students in Social Studies 2201 should have examined the city-state of Mesopotamia's use of intensive year-round agriculture based on irrigation which led to an increase in soil salinity. As a consequence of this, the primary crop that had been grown, wheat, had to be changed to barley that was more tolerant of salt in the soil. Despite this change, the yields of barley were less than previous yields of wheat and over time there was a decline in population and in some cases the abandonment of cities. For the people in those cities, there was no longer a way to carry on as they had before and quality of life degraded over time. Their way of life was not sustainable.

Today, as in the past, 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. Resource scarcity can lead to great disruption in a society. Typically, in the past, resource scarcity has led to

- decline in economic growth;
- decline in human rights;
- rise of nationalism; and
- social and political unrest.

It is important for students to consider that this list is not exhaustive and that the events would negatively affect most people's lives and that would cause disruptions and challenges locally, nationally and globally. 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 the resource scarcity. Students should examine what resource scarcity would look like for a particular resource such as water, oil, helium, etc. 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 Canadians do.

As already noted in outcome 4, there is a very wide diversity in quality of life around the world between MEDCs and LEDCs. Integral to achieving sustainability when examining the three pillars of sustainability is that all people throughout the world must see growth in development or sustainability will not be achieved. Students should examine whether the quality of life experienced in MEDCs is achievable for the entire world. It is clear that people in Canada consume more than people in most of the world, but can the resources of the planet sustain everyone with that standard of living?

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).

Keywords:

- | | |
|-----------------------------|---|
| • biocapacity | • resource scarcity |
| • Earth Overshoot Day (EOD) | • sustainable development |
| • ecological footprint | • 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 explore at least two of the following issues within an economic, environmental, political, and social context. 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 the following:

- Creation of the Environmental Protection Agency (US)
- Dust Bowl of the 1930's
- Extinction of a species by human activity (Great Auk, Passenger Pigeon, Thylacine)
- Illegal wildlife trade
- Infrastructure growth and habitat loss
- Kyoto and Paris Accords
- Methods of energy generation
- Overfishing and bycatch
- Poverty threshold and economic sustainability
- Risks to food security

As students analyze these issues, for each they should consider

- causes and consequences (i.e., economic, environmental, political, and social);
- perspectives of groups affected;
- the influence on quality of life; and
- viable responses to help address challenges that arise from the sustainability issue.

Students should be reminded that when discussing controversial issues and problem solving, being respectful of opposing viewpoints is vital to reach 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?

In Outcome 8, students should have examined the factors that underpin political stability, and economics was identified as a key component. 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 addressing 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 the middle of 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 Nations 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 exist globally and they also exist within countries. 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.

Students will already have a background in the history of economic disparity, but an examination of trend data on the topic will help students gain a greater understanding of the state of economic disparity today. To this end, students should analyze data (i.e., tables, graphs) while they explore this topic.

The Neolithic Revolution (10,000-12,000 BP) led to the emergence of modern civilizations. One of the consequences of civilizations was the specialization of labour and that people began to concentrate on becoming experts in specific jobs. Some jobs were more valued than others based on the demand for them, while others required such specialized skills that few entered these occupations or the numbers were artificially limited through guilds, reducing the supply of their products. As a result, some occupations paid more and were more valued than others, leading to a socio-economic segmentation of society. This social stratification of society was further cemented by the governance structures in most global societies where power and wealth were limited to an elite few.

Throughout most of human history, economic inequality between the "haves" and "have nots" has been profound.

In 1820 there were 1.08 billion people living on the planet and 94.4% of them lived in extreme poverty (1.02 billion were living in extreme poverty while 60.61 million were not living in poverty whatsoever).

This tiered system remained in effect into the 19th century, but the Industrial Revolution and the political ideas of the Enlightenment began to radically alter this historical pattern. Arguably, the excesses of the Industrial Revolution in the first half of the 19th century saw a widening of the gap between rich and poor. However, the poverty and living conditions experienced by the working class in industrial Britain and the United States led to a variety of movements and efforts to alter this bleak picture. Over time, these countries and others that experienced the Industrial Revolution began to pass legislation to address the problems associated with industrialism. The wealth generated by industrialization and through imperialist expansion began to be redistributed and more and more citizens emerged from poverty. A professional middle class emerged and governments were elected that began to implement policies which benefited the average citizen in such areas as education, health care, and social benefits, to name a few. More and more citizens were benefiting directly from this generation of wealth.

By 1910 there were 1.75 billion people on Earth and the percentage of people living in extreme poverty had dropped to 82.3% (1.44 billion were living in extreme poverty while 308 million were not living in poverty at all).

From 1820 to 1910, the number of citizens living in poverty in the United States, Canada, Australia, New Zealand and Japan dropped dramatically, from highs of 70% to 80% to lows from between 10% to 30% (Japan excluded, although it, too, eventually fell to the same levels). The evidence that global citizenry was emerging from poverty and benefiting from the economic and political changes around them is clear.

Students should also be aware that the wealth and power generated by industrialism and through the acquisition of colonies rarely benefited those who found themselves under the mantle of colonialism. In delineation 8.2 students will examine the role of colonialism in contributing to economic disparity in more detail, but suffice it to say that since independence was granted to former colonies after the Second World War, the ability of these new nations to overcome the economic disparities which have existed since the time of colonialism has been challenging.

Former colonial regions such as Asia and Africa have a higher percentage of citizens living below the poverty line than any other regions of the world. Every region of the world, however, has experienced a decline in poverty rates. In fact, by 2015, there were 7.35 billion inhabitants globally and the percentage of people living in extreme poverty had dropped to 8.7% (705.55 million were living in extreme poverty while 6.64 billion were not living in poverty). This is the lowest percentage of global citizens living below the poverty line in the history of the world.

In the year 2000, the United Nations established a number of Millennium goals and one of them was to reduce the prevalence of poverty in the world. Considerable progress has been made towards addressing extreme poverty, but many problems related to economic disparity still exist today.

As discussed above, the past 200 years have seen phenomenal strides towards addressing extreme poverty and that is certainly a positive consequence of the Industrial Revolution, globalization and the political ideas that emerged from the Enlightenment movement.

Notwithstanding, 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 than \$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 more economically developed countries (MEDCs).

In terms of GDP per capita, MEDCs such as Australia, Canada, New Zealand, and the United States¹, along with Japan, and Western European countries are experiencing significantly greater levels of wealth generation than areas which were once colonial possessions or former communist bloc countries. Not only do Africa, East Asia and parts of Latin America have the lowest GDP per capita incomes, they also have the highest rates of extreme and multidimensional poverty. People are considered 'multidimensional poor' if they are deprived in at least one third of the weighted indicators: **education** (years of schooling; school Attendance), **health** (child mortality; nutrition), and **living standards** (electricity, sanitation, drinking water, housing, cooking fuel, assets).

Data suggests that people living in MEDCs have a much higher quality of life than those who reside in less economically developed countries (LEDs). However, there are two things which must be kept in mind in discussions with students.

First, it is inaccurate to suggest that everyone living in a MEDC has a high quality of life. The per capita GDP indicator is nothing more than an average and, as such, includes some citizens who are very wealthy and many more who are not. There is poverty and disparity that exists in all MEDCs, including Canada. This economic imbalance has a profound influence on social, economic, health and political

¹ These four countries, called Western Offshoots, have experienced much more rapid growth since 1820 than Western Europe or the rest of the world. Between 1820 and 2001 their combined population increased 35-fold, compared with less than 3-fold in Western Europe. Their GDP increased 679-fold compared with 47-fold in Western Europe. Average per capita GDP (in terms of 1990 international dollars) rose from \$1 202 to \$26 943; Western Europe's from \$1 204 to \$19 25.

matters, as will be illustrated in the next section. That said, living in poverty in a country such as Canada is a different experience than living in poverty in a LEDC.

It would be very useful to find information or to generate a case study and compare what poverty looks like in Canada (MECD) and in a LEDC. This is not to suggest that living in poverty in a MEDC is easier than doing so in a LEDC. It is simply to illustrate that there will be commonalities and differences. Teacher are advised to be mindful that there may be students in your classes who may find this section challenging due to their own economic circumstances.

The second consideration which must be understood by students is that while MEDCs do have a higher standard of living for its citizens, they must not overlook the fact that much of the wealth in their country and around the world is concentrated in the hands of very few individuals.

In 2018, Oxfam reported that the eight richest billionaires had accumulated the wealth of half the world's population. Furthermore, Oxfam concludes that all the 1810 billionaires identified in the 2016 Forbes Magazine list possess as much wealth as a full 70 percent of the rest of the world.

Certainly this data speaks of significant economic disparity within and between nations. In order to measure economic inequality, both between and within nations, social scientists can use a variety of tools to determine the degree to which inequality exists and whether or not progress is being made. They include Ratio Measures, the Palma Ratio and the Gini Index. For the purposes of this course, we will simply use the Gini Index. This index was developed in 1912 by the Italian statistician and sociologist Corrado Gini.

The Gini Index 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 Nations uses a Gini Score of 0.40 as a warning level that a country's economic disparities are becoming excessive.

Most OECD (Organisation for Economic Co-operation and Development) countries have a coefficient lower than 0.32. Based on this benchmark, Canada, has a slightly unequal society with a score of 0.34 and the US, a more unequal society, has a score of 0.41. In contrast, Sweden, a much more equal society, scores 0.27. *(Note: OECD members have high-income economies with a very high Human Development Index (HDI) and are regarded as MEDCs.)*

Students should use the Gini Index to speculate why LEDC nations such as those mentioned previously have scores that exceed .40 despite the fact that they are poor. What does this suggest? Why is there such disparity within these LEDC nations?

Gini Index Scores

- Central African Republic 56.2
- Malawi 46.1
- Botswana 60.5
- Haiti 60.8

China, a communist country, has a Gini Index score of 42.2 which is higher than the score generated by the United States. How can we explain this level of disparity in a Communist nation which is founded on the principles of equality for all?

Students should also speculate as to why Canada's Gini Index score, while lower than the UN's warning level of 0.40, is still higher than the OECD average of 0.32.

Students should be given time to address questions such as: Is this level of disparity acceptable? What have governments done in the past to address economic disparity? What would need happen in the future to address the current imbalance in Canadian society? Is this something which is desirable? What would the consequences be of future action or inaction?

It might also be interesting for students to discuss why the United States, a country with one of the highest per capita incomes in the world, has such a high Gini Index score.

Additionally, students should consider changes in Gini Index values over time, to determine whether wealth inequality within nations is becoming more or less pronounced.

Finally, it is worth noting that while we have identified great progress for students in the past 200 years, that does not mean that economic disparity does not exist or is not a problem. For most of the past 200 years, the World Gini Index scores (based on income only) have typically been growing, meaning that inequalities have been increasing. However, on a positive note, since the early 2000's the Gini scores have been declining slowly and they are projected to fall to 63 by 2035.

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 nations and within nations, has many negative consequences. It is important to tell students 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, but not be limited to the following:

Table 1

Health	Life Expectancy Infant Mortality Mental Illness Obesity
Education	Access and Cost Dropout Rates Literacy Rates Quality of Education
Social	Crime Rates Child Well-being Teenage Pregnancy Social Mobility
Politics	Human Rights Concentration of Power Stability Political Rights

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. Quality of life for citizens, in general, is more advantageous and beneficial when income equality is addressed and Gini Index scores fall.

However, a gap may exist between the richest and poorest members with a specific country. Using the same examples as before, we can see that in the United States for instance, the richest 20% is 7.5 times more wealthy than the poorest 20% of the population. That is supported by its Gini Index of 0.41. In Canada the wealthy are 5.6 times richer than the poor (Gini Index of 0.34) and in Sweden the wealthy are 4.0 times as rich as the poor (Gini Index of 0.27). These countries will serve as benchmarks in the comparisons which follow.

Countries that have high levels of income disparity have higher rates of social and health issues. Conversely, countries that have low levels of income disparity have lower rates of social and health issues. Students should be afforded the opportunity to investigate and explore a series of graphs to identify trends and to draw conclusions.

Social mobility determines whether or not you will end up in the same social economic position as your parents or whether you can move between socio-economic groups. For example, it is more likely for a Swedish citizen to become socially mobile than for an American to do so.

Economic disparity is corrosive, divisive and perpetuates dysfunction in society. Students should also take time to examine how some of the problems identified in Table 1 influence LEDCs, as well as MEDCs. For instance, limited access to education results in lower rates of literacy. As well, economic disparity affects life expectancy and infant mortality and political and human rights are often ignored or violated in countries with great inequality.

Finally, as was illustrated in Outcome 8, the political stability of a country is connected to its economic well-being and the level of economic disparity which exists, both within and between nations, plays a role in type of government, as well as the approaches taken by governments in addressing quality of life concerns.

Keywords:

- economic disparity
- extreme poverty
- income disparity
- poverty
- social mobility

Appendix A11: What factors influence economic disparity?

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 the 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 nations over a period of time.

In the first case, income disparity is a function of the market economy that students should have examined in Unit 4 of Social Studies 2201. 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 go up. Students may consider the disparity in salaries that exist in their community, province, country 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 people in their individual lives due to income inequality that is intensified by the presence or absence of education, technology, gender, race, ability and socioeconomic status.

One way to improve one's skill set and receive a better income is to obtain an education. It is evident that people with different levels of education often receive different wages since the level of education is reflective of the advanced skills that person is able to offer the employer. As an example, in 2017 Canadians that graduated with a college or university degree earned six times as much as people who did not finish high school.

Technology also plays a role in economic disparity for people since technology can eliminate jobs for individuals when those skills become obsolete. An unskilled worker can easily have a position replaced by a computer or machinery, thus leading to a loss of employment and an increase in economic disparity. This drives up the supply of workers in the marketplace making wages decrease or remain the same. Students may consider the effect that automation will have on income. According to one study, 800 million jobs worldwide are threatened by advances in artificial intelligence and robotics.

Futhermore, a gender gap in income exists in most countries. In Canada, the combined wages that women earn are 31% less than the combined wages of what men earn. It is hard to justify the difference in earnings between men and women. It may be due to discrimination, but it may also be due to the fact that women may consider other factors than pay when looking for a job. As an example some working mothers may choose a job with flexible hours to better meet their individual needs. Whatever the reasons, the wage gap does exist and as a result, women are more subject to economic disparity than men.

In society, discrimination due to race exists and the effect on wages is real and can be measured. This is referred to as the racial wage gap. In Canada, university-educated, Canadian-born members of a visible minority earn on average 13% less than their caucasian peers. This 2017 study by the Conference Board of Canada also found that the racial wage gap varies by visible minority and can reach as high as 38%. Students will realize that the unfairness of this example of inequality can have consequences for society.

Ability also has a role to play in the wealth that an individual accumulates. As an example, a more determined individual may be continually improving their skills and achievements to justify a higher wage. The priorities of the individual help to determine the difference in wealth. It should be noted that this

should not be used as a justification of wealth based on intelligence since there is no correlation between IQ and wealth.

Socio-economic status is a term used to describe an individual's economic and social position relative to others based on income, education, and occupation. Students will consider that if an individual is born into wealth this may enable that person to receive benefits of better food, healthcare and education. As an example, numerous studies have shown that parental wealth has a strong correlation to educational attainment at the university level. As mentioned above, educational attainment often leads to a lifetime difference with regards to income.

In this examination students have looked at disparity through a Canadian context. It is also important to consider that economic disparity exists throughout the world and that a minimum wage income for a person in Canada may be considered high income in another nation.

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. Some of these ideas regarding income and disparity were briefly examined in Unit 9 of Social Studies 1201. Students may consider economic disparity that exists within a community and whether 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 nation. 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 in this country as Canada has the third-largest regional disparity of the OECD nations. The indicators of GDP per capita and the Gini Index are both measures of looking at regional disparity that exists in nations.

Regional economic disparity can be caused by three factors:

- *History* - The history of a particular region can create conditions that make the economic disparity with other regions greater. Within a nation, certain regions may be subject to the continuing implications of colonialism. Decisions made while a region was a colony were made for the benefit of colonial masters, not the residents of the colony. (This often included making decisions to develop the easiest resources to access and leaving the rest of a colony to develop without assistance.) Colonial rulers often created concession companies that had direct rights for the extraction of minerals or the production of cash crops for profit. Any investments were made only for the good of the company and not for the colony as a whole. The development of the railways in Kenya by the British during the colonial period shows how development of infrastructure 100 years ago continues to affect economic development today and has limited certain regions from developing, thus decreasing their quality of life. In the next section, students will use an examination of colonialism to discuss a type of colonialism that still exists today.
- *Geography* - Place can also affect regional economic disparity. If the climate of a region is extreme, it may make it difficult for development to take place, limiting the wealth in a region. As well, a region's location relative to other population centres can affect the economic activity in that region. Infrastructure in a particular region may be lacking or increase the cost of shipping and, as a result, make it harder for the region to develop. Students should consider geographic factors that influence quality of life and economic disparity in the province of Newfoundland and Labrador as a region within Canada.
- *Politics* - Political factors may also create regional economic disparity. If the political leadership of a nation is not concerned about the development of a particular region this can lead to long-term economic disparity. Poor governmental decisions made for a region may also create conditions that slows economic growth and the accumulation of wealth for the residents of that region. As an

example, poor investment in educational resources over a period of time in a region may cause that region to exhibit poor educational attainment. A region with a lower literacy rate would often receive, as a whole, lower income and as a result, that region would be less wealthy. War or conflict in a particular region of a country may also lead to economic disparity.

While regions within nations can show economic disparity, there can also be disparity between segments of a society. In the last section, students examined the reality that a small number of people can control a large amount of wealth. This problem becomes greater when this inequality becomes entrenched into society and 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 hands of those who already are wealthy. The theory is that wealth builds on wealth through investment, leading to increased disparity in a society.

Explanations for this greater disparity are numerous, but many point to several areas that cause inequality:

- *Income and consumption taxes* - Greater wealth inequality will occur if a nation taxes labour at a high rate and other forms of wealth such as property and investments are taxed less. In addition, tax laws are complicated and usually those who can afford better tax preparation pay less money in taxes as they exploit loopholes. Also, taxes can be progressive so that more tax is paid if there is a higher income. Taxes are regressive when people with lower incomes pay more. Consumption taxes (e.g., HST) are considered to be regressive since they hit lower-income people proportionately harder than higher-income people.
- *Inflation* - The purchasing power of money has declined over the last 100 years. One dollar in 1918 has the power of 15 dollars today which shows an average decline in the value of money of 2.76% per year. Yet salaries usually do not increase by that amount, so workers who rely on salaries have seen an erosion of wealth.
- *Ideology* - One explanation for this rise in inequality over the last 40 years corresponds to the growth of particular economic ideologies in Western nations. Differences in ideology will be examined in the next delineation, but it can be argued that ideological choices can exacerbate economic disparity. As an example, since the 1980s there has been a growth in the idea that governments should be less involved in the economy. This can mean that government will spend less money to alleviate differences between regions.

International Economic Disparity

As students discovered in delineation 8.1, the amount of wealth worldwide is increasingly concentrated in the hands of fewer and fewer people, usually concentrated in a few MEDCs. As mentioned above, the factors that influence the creation of economic disparity may be considered through the lenses of history, geography, and politics. When examining the economic disparity among nations, these three factors still apply and have a tremendous effect on disparity of wealth. One of the key issues of the 21st century will be how we overcome these vast differences of wealth that exist globally.

(Note: The following examination of historical, geographical and political causes of economic disparity is primarily for teachers to gain context on the issues involved. Students should not be expected to know these ideas in detail).

International economic disparity can be caused by three factors:

- *History* - The history of a nation can have a profound role in how it develops economically. Students will have already considered the effect of colonialism on a nation, now students will examine how nations and groups of nations have been affected by colonialism. The legacy of colonialism led to certain countries being disadvantaged from developing to their full economic potential as the colonial powers had organized the economic structure of the colony to benefit them. This topic may be examined by looking at a specific example of a country and its colonial legacy. As an example, students may examine Belgium's exploitation of the Congo and its consequences today. The impacts of colonialism can be seen in land tenure laws, plantations, cash crops, manufacturing restrictions,

and non-sustainable environmental practices. As these former colonies became independent in the second half of the 20th century, they had to overcome the consequences of colonialism and the legacy of poor economic development that is associated with former colonies. Many are still struggling with these issues.

- *Geography* - Just as for regions, geography affects nations and creates variation in relative economic development. Countries that are LEDCs may be found in regions that are near the equator suggesting that climate can have a role in development and income disparity. Also, a country's resources that are available for use vary and have a major impact on their economic development. As an example, the oil rich nation of Saudi Arabia has a very arid climate that would make other types of development difficult. Geography can also influence the economy in terms of the industries which were established. For instance, the French colony of the Ivory Coast was climatically suited for the growth and productions of cocoa, which is used in the production of chocolate. Since winning independence from France, the Ivory Coast has had very little choice but to continue the cultivation of the colonial agricultural system to generate wealth. When the demand for cocoa is high, farmers receive a decent price for their efforts, but when it is low the entire economy suffers.
- *Politics* - Political factors can also help to create economic inequality between nations. Within nations the political leadership can make policy that will affect the lives of people directly and can cause real changes to economic disparity. It is important for students to note that poor or unfair political and economic decisions can create economic disparity even in nations that have a rich resource base. Governments of LEDC's – in trying to develop and improve the quality of life for citizens – have allowed for a new type of colonialism to take place, called neocolonialism.

Colonialism was characterized by one country's direct political domination of another. Neocolonialism is characterized by wealthy nations using economic policies and cultural influences to dominate weaker economies. A brief summary of the role of colonies in the colonial and neocolonial periods will help students understand these distinctions.

Often the chief beneficiaries of neo-colonial activities are transnational corporations. Transnational corporations 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 shareholders. Secondly the MEDC benefits through jobs, taxes and shareholder profit, making this relationship rather exploitative.

Time should be taken for students to explore the consequences of neo-colonialism for both lesser and more developed nations. These may include

- cheap/child labour in LEDCs,
- economic exploitation of weaker economies,
- employment opportunities,
- greater variety of goods production,
- greater wealth for some groups/nations,
- lack of control over investment in LEDC,
- more affordable goods for MEDCs,
- persistent poverty for some groups/nations,
- unsafe working conditions in LEDCs, and
- unsustainable rates of resource depletion.

Keywords:

- | | |
|------------------|------------------------------|
| • colonialism | • neocolonialism |
| • gender pay gap | • racial pay gap |
| • income | • transnational corporations |
| • infrastructure | • wealth |

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. It should come as no surprise, then, that systems have been developed and put in place in an attempt to address some of the issues resulting from economic disparity, both within national and international contexts.

National Responses

An economic system is an organized way in which a state acquires resources and distributes goods and services to its citizens. Which economic system 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. As with politics, management of economics is guided by ideas and priorities. Generally speaking, there are three classifications of economic systems used by governments today:

- *Command economies:* In this type of economy, the supply of all goods and services, as well as price, are determined by the government as part of a planned economy. Communist states often have command economies, as they base the provision of services on the concept of equality among the populace, meaning that everyone should have equal access to services, regardless of their means to pay for said services. It is viewed, therefore, that central planning of the economy by government, whose role is to represent the good of the people, is the only way to ensure that this happens.
- *Free market economies:* In a free market, the laws of demand and supply for goods and services determine price, leaving government with a minimal role in the economy. In this system, the existence of competition, self-interest, and the laws of demand and supply guide the actions of producers and consumers - each will do what is in their own best interest while satisfying their needs and wants. This being the case, members of society seek to make the best use of their available money and resources to meet their needs; each group, in a sense, regulating the activities of the other. This means that government is superfluous to the economy, as any action or policy it develops would be a restriction on economic activity (e.g., use of tariffs).
- *Mixed economies:* This type of economy contains a combination of elements from command and free market systems. The degree to which one or the other is dominant differs from state to state. For instance, in one state the government may place tariffs on a small number of imported goods for the purpose of protecting local industry, but place no tariffs or restrictions at all on others, thus only influencing the economy to a relatively small degree. In another case, the government may invest heavily in large scale hydroelectricity developments for the purpose of creating jobs for citizens, while exercising some control over the provision of people's energy needs.

It should be noted that there are no perfect, free-market or command economies in the world today. Rather, all countries may be placed along a continuum, from a pure free-market economy to a pure command economy.

It will be important for students to understand that the government of a state has considerable power in determining the economic system and policy that the state will use. As the lawmaking body in the country, the government can dictate what is considered legal or illegal in terms of economic activity. It can make certain activities permissible and others punishable (e.g., government can allow corporations to deliver healthcare services for profit, or encourage greater trade through reduced corporate taxes. Likewise, a government can enact laws that prevent child labour, or increase the minimum wage). What determines these specifics is the ideology of those governing the state which will determine their economic and social priorities.

The terms left-wing and right-wing are used to refer to one's ideology as it relates to management of the economy. Those who subscribe to left-wing ideology believe that government should exert greater degrees of control over the economy by restricting the free reign of business or through taxing business activities in order to redistribute wealth within the country. On the other hand, those who subscribe to right-wing ideology believe that free market forces should guide the economy and that government should

have a reduced role. It should be noted that the goal of both ideologies are the same (the provision of goods and services to citizens through a healthy economy), but that it is the methodology or means of achieving this goal that illustrates the differences between the two.

To better understand these economic systems, students should briefly consider the influence each may have on quality of life and, in particular, economic disparity. This may be achieved through examination of strengths and limitations of each system, or through analysis of the perspectives of both supporters and opponents of these systems. Through this examination, students may note that economic disparity is often at its greatest when elements of free market economics are prioritized. When this occurs, limits on profitability of economic activities are reduced and, since the profit motive is so crucial to decision-making by businesses, this can result in choices made to benefit the wealthy at the expense of the poor. For example, transnational corporations are often able to establish factories for goods production in LEDCs because these locations may have fewer restrictive laws (such as significantly lower minimum wage, if any). Since paying wages is a significant cost for business, lower wage bills can result in greater profits for business shareholders. Locally, in the MEDC, the outsourcing of jobs described above results in fewer employment opportunities and more out of work citizens which increases economic disparity in the country. This underscores the influence further economic globalization may have on degrees of disparity.

Within economic systems, policy can dictate how the economy functions, which will have consequences for economic disparity. As mentioned above, ideology of the governing class in any country will inform policies and procedures that are put in place. In the 20th century, three policies have developed in the West as ways of refining the economic priorities of nations:

- *Progressivism* - First developed by John Maynard Keynes as a result of the economic chaos that occurred during the Great Depression of the 1930s, this school of thought encourages government involvement in the economy during periods of economic instability, particularly as it relates to unemployment. Government spending on infrastructure projects, such as highways and dams, can provide citizens with employment and an income which they will spend on products and services thus stimulating the economy and encouraging growth. Progressive thought, once known as Keynesian economics, is intended to “pick up” the economy during recessions or depressions, but otherwise functions within a mixed market system and is intended to be temporary. It represents government involvement in, but not control of, the economy. (e.g., The New Deal)
- *Neoliberalism* - This system of thought became popular in the 1980s as a response to the growing use of progressive policies by governments. Neoliberalism emphasizes continued economic growth and seeks to limit any restrictions upon economic activity. In essence, it is a movement towards the right on the economic spectrum, to that of a free market system. It seeks “liberation” of the economy and free enterprise by reducing government involvement in the economy. Particularly, neoliberalism favours freedom of trade and flow of capital. Neoliberals, therefore, support the use of free trade agreements which reduce or eliminate tariffs on imported goods. Supporters of this policy believe that a healthy market economy will produce goods and services that people need, while encouraging profit and growth in business. It should be noted that this policy very much encourages economic globalization through increased trade between countries which is often facilitated by the activities of transnational corporations (e.g., North American Free Trade Agreement).
- *Protectionism* - In recent years, as a response to increased use of neoliberal policies, there has been a resurgence in the use of tariffs, quotas, subsidies and other trade barriers in some economies. As economic globalization continues, some local industries will not be able to compete with foreign industries that produce similar goods due to the latter having a greater comparative advantage (i.e., foreign goods may be produced and sold for cheaper prices than those that are locally produced). Because such a situation may result in the folding of local business and mass layoffs, both of which have significant implications for the economy, some governments choose to “protect” local industries. This is done through placing tariffs and quotas on imported goods, making them more expensive than those that are produced by local industry and less in number. Subsidies refers to government money that is invested in local businesses to offset high costs of production, thereby allowing these businesses to be more competitive by selling their products at cheaper prices. While protectionism may be seen as helping local business and protecting workers in the short-term, its critics argue that

it discourages free trade and reduces economic growth in the long-term, since it restricts economic activity that may be conducted by transnational corporations and contributes to inflation and increased prices for consumers (e.g., tariffs placed on Canadian paper by the US government).

The above policies have consequences for quality of life and economic disparity within and among countries. To help students understand these policies and government's involvement in the economy, examples of government action or inaction in economic issues should be discussed. Additionally, it will be useful for students to consider how each policy may influence economic disparity through consideration of those whom it may benefit and those whom it may disadvantage. Students should also consider the strengths and limitations of increased free trade as seen through the growth of transnationals.

International Responses

As already discussed in delineation 8.2, the scope of economic disparity can span from the individual level to the international level. 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, but not be limited to:

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.
Population	Develop and enact policies that produce to lower population growth rates, thus reducing economic need.	Provide foreign aid money and expertise to countries trying to limit population growth.
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.
Non-governmental organizations	Assist NGOs working in their country to achieve specific development outcomes.	Provide matching funds to money raised by NGOs to aid them in their work in reducing economic disparity.
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 that 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 Nations organizations) or Non-governmental Organizations (e.g., Oxfam), but can also include other forms of aid, 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.
- Development assistance is one more framework through which MEDCs may dominate poorer countries.
- 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.
- Development assistance is sometimes seen as existing for the sake of international aid providers and funding these groups rather than contributing to significant economic change in LEDCs.

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 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 distinguish between responses by assessing the influence of each and choosing a preferred response, given a particular scenario. Throughout this process, they should consider the perspectives of stakeholders and the strengths and limitations of responses. Additionally, students should consider the ethical implications of addressing economic disparity (or failing to do so) locally and internationally.

Keywords:

- | | |
|------------------------------------|---------------------------------|
| • command economy | • neoliberalism |
| • development assistance | • non-governmental organization |
| • economic system | • progressivism |
| • Genuine Progress Indicator (GPI) | • protectionism |
| • Keynesian economics | • remittance |
| • left-wing | • right-wing |
| • market economy | • subsidies |
| • mixed economy | • trade quota |

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 country 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.

- There are a number of measures available that may be used to compare political stability in states. One such indicator students may examine is the Political Instability Index. This indicator uses a number of economic and political factors to measure the potential risk of social unrest in a country. The Political Instability Index values are shown below for five sample states:

Country	Political Instability Index Value
Zimbabwe	7.8
Myanmar	7.1
China	4.8
Canada	2.8
Norway	1.2

As you can see in the table, MEDCs (i.e., Norway and Canada) tend to have lower scores, meaning there is a lesser risk of political instability, whereas LEDCs (i.e., Zimbabwe and Myanmar) tend to have higher scores, which indicates a greater risk of political instability.

(source: http://viewswire.eiu.com/site_info.asp?info_name=social_unrest_table&page=noads&rf=0)

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 effect change in society, is facilitated when functional systems (e.g., legal systems, procedures for enacting policies, etc.) 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, 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 governments** - Countries with this type of governance system distribute 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 governments** - Countries with this type of governance system are managed by one person or a small group. Therefore, the power to make decisions for the country 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.

Teachers should exercise sensitivity and note if any students in the class or school have experienced life in a country that is politically unstable. Such experiences may have been very traumatic for students and their families. For more information and professional learning resources, such as *Bridging Two Worlds: Supporting Newcomer and Refugee Youth*, please visit the Multicultural Education section of the K12 Professional Learning website (www.k12pl.nl.ca).

(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.)

Political stability may also be viewed in terms of continuity or change of governance systems. It may be said that the greater the degree of continuity that exists in a country's government, the greater the degree of political stability. However, it is also true that the greater the degree of change that exists in a country's government, the greater the degree of political instability. There will often be a great degree of political instability associated with a change of governance system. For example, a country that was once authoritarian, but makes strides towards a democratic framework will encounter considerable challenges as a fledgling democratic state, that may include inconsistent or inefficient election procedures, and few checks and balances to reduce abuses of power and corruption, or limited legal protections for minority groups. These challenges may result in discontentment among the populace and, therefore, the authority or power of government being undermined. Similarly, a country that was once democratic, but has become authoritarian in nature will experience challenges related to public support and may put considerable effort into the suppression of rights and freedoms of particular groups as it attempts to consolidate power (e.g., ethnic conflict may develop as nationalism becomes a powerful force in society).

Another concept related to a country's political stability is that of sovereignty. Sovereignty refers to the legal concept that the authority of a state is not subject to legal control by another state. Sovereignty, as a basic characteristic of countries and an ideal upheld internationally, provides independence for states and, as a result, ensures that decisions made by a government are not controlled by external forces.

It will be important to note that since countries exercise sovereignty over their own internal affairs, issues of political stability are often considerable challenges for these countries to address. It has been noted above that durability of political systems over a prolonged period provides greater opportunity for governments to establish procedures and mechanisms that ensure a higher degree of stability, political control, or popular support. Even international organizations, such as the United Nations, are reluctant to enact or facilitate considerable political change in countries that experience political instability due to the value placed on sovereignty of a state - if it is determined that it is permissible to interfere with the sovereignty of one state, then it may be considered permissible to interfere with the sovereignty of all states. Protecting the sovereignty of a country can result in the joint will of the country (i.e., the people who share identity as part of that group) being achieved or fulfilled, even if it requires prolonged struggles to arrive at this goal.

Keywords:

- authoritarian
- authoritarian state
- democratic
- democratic state
- Freedom House Rating
- Political Instability Index
- political stability
- sovereignty

Appendix A14: What factors influence political stability?

In the previous unit it was established that globally, the country is primarily responsible for the well-being 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 country 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 constitute 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. Therefore, a brief review of these factors is all that is required.

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, 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 two 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 that follows.

Characteristic	Democratic	Authoritarian
Citizen Rule Through Elections	A democratic government grants adult citizens the right to elect their representatives. It also establishes clear guidelines for election cycles and term limits so that key positions are contested at regular intervals. Through this process of voting, citizens are regularly given the ability to hire or fire their representatives.	Authoritarian governments either deny citizens voting privileges completely or they manipulate the election process so that only one party can field candidates or that only one party can possibly win. Essentially citizens have little or no say in decision making.
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).

Individual Rights	Democracies value the protection of individual rights. The word freedom is used synonymously with democracy to describe individual liberties afforded in this type of government. In Canada, the <i>Constitution Act, 1982</i> enshrined the Charter of Rights and Freedoms which serves as a guarantee of individual rights. Freedom of speech, religion, protection from unlawful search and seizure are examples of individual freedoms, afforded in a democracy. Equal treatment under the law is assured for everyone in a democratic society.	Authoritarian states typically do not value individual rights and liberties or freedoms. While legal systems do exist, the laws and the police enforcement agencies are established to maintain the power and controls of the governing authority or authorities. Fundamental freedoms such as speech, choice, assembly, and religion are often denied or curtailed. Equal treatment under the law is rare as some citizens are afforded special treatment or status.
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 authoritarian states. Assuming elections are held, intimidation, voter fraud, ballot stuffing, or limited choice (one candidate only or candidates from one party only) are hallmarks of authoritarianism. The intent of such elections is the facade of legitimacy.
Citizen Participation	Citizens of a democracy not only have the right to vote, but also the responsibility to participate. Informed participation is key in a democracy. When the people elect their representatives, they are ensuring the preservation of the democratic process. Engaged citizenship is essential in a healthy democracy.	Assuming elections take place, citizens have a right to vote and are sometimes forced to do so. Education is often used by the state to inculcate students so that their electoral choices maintain the status quo. The preservation of the authoritarian governance structure is the goal.
Cooperation and Compromise	Democracies also value cooperation and compromise to protect individual rights and to make choices. Pluralism is at the heart of democracy. While every individual has a right to form their own opinion, the belief that there should be diverse and competing centres of power in society is a democratic hallmark. Given that diverse opinions exist, cooperation and compromise is central to democratic decision making.	Authoritarian states value cooperation and compromise insofar as they expect it from citizens in order to achieve their goals. Pluralism is the enemy of authoritarian states as diverse and competing forms of thinking are rarely tolerated and often punished.

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 liabilities which healthy democracies avoid.

For instance, from 1922 until 1930s the communist government of the Soviet Union made great strides in addressing the needs of its citizens. Universal education and health care were introduced, women's rights were promoted to levels unheard of in western democracies, advancements were made in technology and manufacturing and the citizenry was put to work earning relatively equal wages but this was achieved

at great cost. All political parties other than the communist party were outlawed. Education, art and music were directed by the state to glorify the communist party and the Party Secretary, Joseph Stalin. Dissidents who opposed Communist party policy were arrested, imprisoned, tortured or executed due to their “counter revolutionary” tendencies. Farms were collectivized and rich farmers (Kulaks) were rounded up, exiled or executed. This was followed by the Great Terror of the 1930’s in which Stalin’s enemies, real or perceived, were rounded up, put on trial and condemned with little or no evidence. Arguably, many Russian citizens were much better off economically and socially under the communists than they were under the Tsars, but with it came considerable consequences.

Ideology

In Social Studies 2201, ideology was defined as a system of ideas and ideals, especially one that forms the basis of economic or political theory and policy. In that course, students examined such ideologies as imperialism, capitalism, socialism, communism and fascism. Each of these ideologies was developed as a means to address an underlying goal or problem facing society. Ideologies in and of themselves are not inherently good or bad, but they all have strengths and limitations associated with them. For example, imperialism was of great economic benefit to the Western industrialized nations making them wealthy, influential, powerful and politically stable, while the peoples of Asia and Africa that were dominated and controlled by the industrial powers saw little or no benefit and arguably, were greatly disadvantaged by imperialism. In fact, upon independence from their imperial masters, many former colonies had great difficulty making a successful transition to independence due to economic instability, ethnic strife, etc., leading many nations into some form of authoritarianism (e.g., Congo).

Some forms of political ideologies lend themselves to political systems which are authoritarian in nature due to their extreme positions regarding governance. For example, Communism and Fascism are ideologies that abhor democracy for different reasons. Communists see the world through the lens of historical inequality and class struggle. It is only through revolution, dictatorship and the elimination of the wealthy, ruling classes that true equality can be achieved. Fascists deem democracies to be weak and see pluralism and diversity as a vice. Fascists exalt the nation and promote nationalist (and sometimes racist) tendencies. They stand for a centralized autocratic government headed by a dictatorial leader, severe economic and social regimentation, and forcible suppression of opposition.

Capitalism is an ideology that profoundly influences quality of life issues, both in a positive and negative way. Students may recall that during the Industrial Revolution, capitalist policies were instrumental in generating wealth and transforming British society, but they should also remember the problems, abuses and inequality associated with it for a large percentage of the working population. The problems related to unfettered capitalism led British lawmakers to pass new legislation to regulate the economic system and to address the problems associated with it. This enhanced the stability of the British political system. Conversely, the problems associated with industrialism in Russia, along with the corresponding unwillingness of the monarchy to alter the governance model, led to instability and revolution.

It is worth noting that citizens that have left-wing (socialist), centrist (moderate) or right-wing (conservative) ideologies can and do operate within democratic nations. It was noted above that cooperation and compromise are hallmarks of democratic countries. It is important to remind students that adherents of differing ideologies in countries such as Canada believe that their interests can be addressed in a democratic framework. The belief that democracy is a more important ideal than ideology is what makes democracies work.

Nationalism

Nationalism has played a huge role in politics since the mid-1800s and arguably is one of the biggest factors in the promotion of political stability or instability. Nationalism is a person’s identification and patriotic loyalty to his or her nation and its interests. A nation is a group of people that has a shared identity that often consists of a common language, culture and history.

There are two distinct forms of nationalism:

- ethnic nationalism, and
- civic nationalism.

Ethnic or cultural nationalism relates directly to common ancestry, homeland, origin and migration within a nation and is strengthened by the presence of a common language, religion and other cultural norms. If a nation-state consists of only one such ethnic or cultural group, nationalism typically unifies the nation and promotes political stability (e.g., the unification of Italy in 1861 and Germany in 1871). Conversely, when a country contains multiple cultural or ethnic groups, the smaller group(s) may wish to promote the unique characteristics of their nation to win special political rights or autonomy within an existing country (e.g., Austria-Hungary prior to the First World War, the Basque Region and Catalonia in Spain; Scotland, Wales and Northern Ireland in the UK). This may lead to independence through self-determination in order to create their own nation-state. Sometimes this can occur peacefully as was the case with Czechoslovakia in 1993, but ethnic tensions can lead to conflict and civil war as was the case with the former Yugoslavia in the 1990s. At the very least, ethnic tensions can lead to ongoing political tensions which affect the political stability of a nation (e.g., Francophone-Anglophone relations in Canada, Flemish-French relations in Belgium).

In contrast, *civic nationalism* centres upon a common territorial homeland in which all people involved contribute to the distinctive national character and culture, regardless of their ancestral roots. This kind of nationalism is not about a common cultural heritage, rather it attempts to build upon and construct a community. This nationalism categorises the nation as a political entity and thus, encompasses different ethnicities under one common banner. For instance, the United States has hundreds of different ethnic groups within its general population which generally identify as Americans first and with their original ethnic group second. As long as civic nationalism can maintain a common identity as the dominant form of nationalism, it can continue to promote stability and order. That said, many Americans believe that the English language is a key component of a distinctive American character and the growth of the Spanish speaking hispanic community from immigration and high birth rates is deemed by many Americans as a threat to their national culture. For instance, until the law was overturned in 2016, teaching academic subjects in Spanish (or any foreign language) has been widely understood to be illegal in California since 1997. The law stated “...all children in California public schools shall be taught English by being taught in English.” Given California’s surging Hispanic population this law was interpreted as “don’t teach in Spanish”. In Canada, Québec’s Bill 101 illustrates the importance that many Quebecers feel with regard to the French language and their distinct identity.

Religion

While technically a cultural characteristic, religion has distinct characteristics which allow it to be discussed under its own heading. Students should recall from Social Studies 2201 that theocracies are governments which are led by religious leaders. While common at many points in world history, since the 19th century the role of religion in politics has declined. This is not to say that large religious groups within a nation do not influence political policy. For instance, in countries where the populations are largely Roman Catholic, such as in Latin America, government policy in relation to birth control often mirrors that of the Church in that it is banned or restricted. In 2018, Ireland, a Catholic country, voted to allow abortion for the first time. What makes this of interest is that most European nations have allowed abortions for decades.

Perhaps the biggest obstacle to political stability, arguably, may be religious fundamentalism. Fundamentalists oppose diversity of thought and pluralism and are dogmatic in their beliefs and their approach to issues. The success of the Islamic Revolution in Iran in 1979 was the first example of a fundamentalist government in the modern world. In recent years, some extremist groups have launched terror attacks throughout the world to destabilize nations.

It is important to remind students that fundamentalism is not exclusive to Islam. For example, Christian fundamentalists in the United States have been politically active since the 1980s. Efforts to promote

intelligent design or creationism in the American educational system, at the expense of the theory of evolution, is gaining momentum and traction in some U.S. states. The right to abortions, which have been legal since the U.S. Supreme Court decision of Roe vs Wade in 1973, has even been questioned due to the efforts of groups which oppose the practice for religious reasons.

Even Hindu extremists or Saffron terrorists (the term comes from the saffron colour used by Hindu nationalist organizations) have carried out terrorist acts against the Muslim minority in India and Christians as they are perceived as a threat to Indian nationalism and Hindu values.

(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.

It is clear that political stability can be achieved through democratic or authoritarian frameworks and, as a result, quality of life issues can be addressed as well; but in different ways and to differing degrees. Also, there are significant challenges which can profoundly influence the political stability of any nation.

Keywords:

- capitalism
- civic nationalism
- communism
- ethnic nationalism
- fascism
- fragile state
- fundamentalism
- geopolitics
- ideology
- imperialism
- left-wing
- nationalism
- right-wing
- self-determination
- socialism

Appendix A15: What issues arise from political instability?

Responding to National Issues of Political Stability

For most countries, the most stable will be those that seem to be on the two extremes of political systems, democratic and authoritarian. For example, if students examine the political systems of North Korea and Saudi Arabia, they would discover that executive power is controlled by small groups that actively suppress political competition. In addition, the political institutions (legislatures and judiciaries) of those countries do not constrain the actions of government.

The other extreme will be liberal democracies that experience regular changes in leadership, and are largely free from violence. These democratic countries do not suppress or interfere with the free expression of political views. In addition, the political institutions such as independent judiciaries and powerful legislatures work to constrain the power of the executive arm of government. Students at this point may be reminded of the influence of Montesquieu (of whom they should have learned in Social Studies 2201) and his idea of creating divisions of power in government that are separate and equal. Political institutions that are well developed and have their responsibilities developed by clear constitutional documents promote political stability. It is clear that despite the fact that one would consider democracies to be inherently unstable due to the change in governments, democracies remain stable mainly because the structure and institutions of government provide that stability.

As discussed previously, students should know that, while democracies and authoritarian governments may remain fairly stable, it is the intermediate states that experience the greatest risk of political stability issues. Intermediate states are those that share some characteristics of both democracies and authoritarian states or are in transition from one form of government to another. It is easy to see how this can arise since the people of that country have no way to ascertain what form those changes will take.

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. These can be as simple as garbage collection at a local level to the complex issue of international relations. If there are questions regarding 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 remittances 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 not 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.

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 nation 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 was considered among the highest of all the communist nations 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 nations 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 nations 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 country 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 and 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, powerplants, and 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 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 ten years of war. As an example, 31 000 warheads containing ten tonnes of depleted uranium were dropped on the region raising fears of long-term exposure for residents of these former warzones.

In the above example, the instability resulted in a civil war where segments of society fought amongst themselves due to the goals of ethnic nationalism.

Another example of the great disruptions in the quality of life for citizens of a country can be seen in Somalia. Somalia for much of the last 30 years, can be called a failed 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. Students should realize that this term denotes a break down in political power and implies a sense of finality – that a nation will not recover. In a failed state there is little to no

- central government power,
- rule of law,
- domestic security,
- human rights, and
- prosperity.

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 similarly to a feudal lord (students will be familiar with feudalism from Social Studies 2201).

Students should examine how that period of instability led to a poor 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 Nations 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.

Responding to Global Issues of Political Stability

In the above mentioned examples, it is clear that citizens of these nations who experienced a lack of political stability and quality of life suffered greatly. This leads to an observation that these countries do not exist in a vacuum, but exist in a world of other countries. The disruption and loss of political stability in one country may have unforeseen and far reaching effects on other places in the world.

Consider the effect of the loss of stability in the country of Syria. In 2011, successful uprisings in Tunisia and Egypt toppled long-serving authoritarian dictators. This gave hope to many people in Syria who wished to have a democratic form of government in their country. The authoritarian government responded to peaceful political protest by killing hundreds of protestors and imprisoning many more. Segments of Syria's military defected and began to fight against the government and a civil war ensued. As of April 2018, an estimated 400 000 Syrians have been killed, more than 5.6 million people have fled the nation and another 6 million are displaced internally within Syria. The six million refugees that have fled Syria is an immediate concern for the nations of Turkey, Lebanon and Jordan as the new arrivals put strains on the systems of housing, health care, education, and food. *(Note: issues of migration will be examined in greater detail in Unit 4. For the neighbouring countries it becomes obvious that this becomes a political issue with immediate consequences.)*

As a result of these consequences, countries in the region decided to begin supporting sides in what has become a proxy war. A proxy war is a war where a major power becomes involved in a conflict by supporting one side. Countries have decided to support factions fighting in the civil war that match their political, ethnic, or religious beliefs. Due to this support coming from a variety of parties, the battle has been prolonged and the people of Syria continue to suffer. Students should note that the Canadian Armed Forces are in the region as a direct result of this civil war and have launched attacks against the terrorist organization IS (Islamic State), as well as conducted training for allied forces as a part of Operation Impact.

The loss of political stability in a nation can also lead to far ranging effects as can be seen in the growth of terrorism. Terrorism can be defined as the use of violence and intimidation to achieve political and ideological goals. Terrorism can be purely internal to a particular country as groups use violence to achieve internal goals. More recently, terrorism has been used as a tactic to force other countries to acquiesce to their demands. Not surprisingly, these goals and the terrorist groups themselves usually originate in countries experiencing political instability in another region of the world.

A country that has experienced political instability lacks domestic law enforcement and, due to this, terrorist groups have the freedom to act and organize with impunity from that law. As an example, a terrorist group in Somalia that is fighting against the current government has carried out attacks in Kenya in response to the Kenyan government's support for the government of Somalia. Terrorism becomes a global issue as political instability is exported to other regions of the world.

Terrorism is a form of asymmetric warfare since terrorists themselves do not have the military power to fight against a country's technological and military power. The goals of a terrorist group may be to

- attain a specific outcome,
- create fear and anxiety that may lead to that outcome, and/or
- provoke the target nation to overreact and to receive negative public opinion.

The 2017 Global Terrorism Index, published by the Institute for Economics and Peace, offers a guide to the countries hit hardest by terrorism – and most at risk from a future attack. Students examining the index may make observations regarding the countries that are most likely to experience terrorism are very similar to LEDCs.

It is important for students to consider that the loss of political stability has occurred in all types of states both democratic and authoritarian. In their examination, students should focus on how responses both

internally and internationally are made. Students may wish to briefly examine, but not be limited to, the following:

- Britain (Northern Ireland)
- Canada (Winnipeg General Strike)
- China (Tiananmen Square)
- Germany (1920s)
- Holodomor (Genocide)
- Rwanda (Genocide)
- Nigeria (Military coup)

Students should consider the role of international groups like the United Nations and how national sovereignty can complicate international involvement in resolving issues experienced by a particular country.

Keywords:

- | | |
|--------------------------|----------------|
| • asymmetric warfare | • peacekeeping |
| • ethnic cleansing | • proxy war |
| • genocide | • refugee |
| • Global Terrorism Index | • terrorism |
| • intermediate state | |

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. Growth has been extremely slow and at times—due to disease, famine or disaster—it has actually declined. There was a very slow increase in Earth's population up to 1800 when the population reached one billion people.

Since reaching one billion inhabitants in 1800, the population of the planet ballooned to 7.7 billion in early 2020 and it is projected to increase to between 11 billion near the end of the 21st century. This should generate a variety of questions such as the following:

- 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?

Students should be introduced to factors that influence population growth or decline. Using the examples provided above, it can be clearly demonstrated that 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.

For example, when the Black Death (Plague) arrived in Europe in 1347 and spread across the continent over the next four years, the population of Europe declined by $\frac{1}{3}$. The Little Ice Age that impacted Europe in the early 1300's which led to crop failures and famine contributed to malnutrition and starvation which resulted in a population decline.

Therefore, when access to resources were restricted or limited, it in turn had a negative impact on the general quality of life, particularly life expectancy, which led directly to population decline.

Historically, there have been a variety of factors which have impacted population growth or decline. Students could brainstorm and generate a list of the challenges which can result from an increasing population or a declining population. They could also speculate about what might be the underlying cause(s) of a population increase or decrease. Both of these topics will be covered in detail in delineations 10.3 & 10.4, but are useful to examine briefly at the beginning of the unit.

At the conclusion of this delineation, students should be able to explain some of the factors that influence human population growth or decline.

Students should be able to explain how the stages in technological growth led to increases in carrying capacity and, as a result, facilitated human population growth. They should also understand that while we have been able to facilitate population growth, there are other limiting factors which will influence human population trends in the future.

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.

It must be clear to students that trends in population are not static. When we study population trends, the first thing to examine is 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.

Students should be able to speculate how changes in population can occur over time and be able to give examples of why these changes take place and what challenges are created by population growth or decline.

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 on the island of Newfoundland was between 2000 and 3000. 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 to 3000.
- Stage 2: Neolithic Revolution (First Agricultural Revolution) – With the development of agriculture about 10 000 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 increase 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/Genetic Modification - Our ability to increase the carrying capacity of Earth has been profoundly impacted by these two events; 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.

First available in 1994, Genetically Modified Organisms (GMO) are foods that have had DNA from other organisms spliced or genetically engineered into their genetic structure to amplify or to improve characteristics such as size, shape, colour, shelf-life, taste, disease and insect resistance, hardiness, shorter time to maturity, etc.

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.

It is important to reinforce with students that while we have yet to reach a point where we do not have enough food to feed the world's population, that is not to say that other factors, which geographers call limiting factors, will not play a role in restricting population growth. Have students make a list of potential

limiting factors. They could include the cost of food, the cost of obtaining energy, running out of a resource (fish), global warming, pollution, etc.

Keep in mind that the lens through which students will examine this course is primarily focused on quality of life. Is feeding the world's population enough or are we interested in providing a superior quality of life to the Earth's occupants? Can we do this if the population grows to 11.2 billion in 2100? Is it sustainable to continue to use resources at our present rate or potentially at a higher rate still? Arguably, population and environmental concerns will be the most important issues impacting economic and political systems for the remainder of the 21st century.

Keywords:

- carrying capacity
- Genetically Modified Organisms (GMO)
- Green Revolution
- hunting and gathering
- Industrial Revolution (Second Agricultural Revolution)
- limiting factors
- Neolithic Revolution (First Agricultural Revolution)
- 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. Indeed, the world population grew at a very slow rate until 1700s and 1800s. So, if the amount of food available does not fully explain the phenomenal growth that we have 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).

Based primarily on the 1929 work of the American demographer, Warren Thompson, the Demographic Transition Model 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 model was developed to track changes, or transitions, in birth and death rates in industrialized societies over the previous 200 years, meaning that it may not be entirely applicable to every country in the world depending on its unique circumstances. For instance, when this model was developed there were no formal population control policies, so what is illustrated in the model is a natural progression of events. Today, a country like China, which until recently had a strict one-child policy since the 1980s, would find that the model does not precisely mirror its own experience.

This model does help us more clearly understand demographic shifts over time and it helps to 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. The current world population of 7.7 billion is expected to reach 8.6 billion in 2030, 9.8 billion in 2050 and 11.2 billion in 2100 according to the United Nations 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:

1. Investigate the factors behind the trends in each stage of the DTM.
2. Determine at what stage in the DTM any given country is at any given time. It will be important to investigate and examine with students 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. Earlier it was mentioned that the average global birth rate was 18.5 births per 1000 total population in 2016. In Canada the rate was 10.8 births per 1000 as of 2016. These numbers are significantly lower than the global trend throughout most of human history which hovered between 35 and 40 births per 1000. With birth rates this high, many people suggest that global population growth is a direct result of this trend, but that would be incorrect. High birth rates are only significant if death rates are low and this was not the case throughout 99% of human history. Indeed, death rates were very similar to birth rates averaging between 35 and 40 deaths per 1000. However, on average, birth rates slightly exceeded death rates, hence the very slow growth of Earth's population throughout time.

But why were both rates so high? There are a number of factors which help to explain this phenomenon:

- 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 are often related to cultural norms grounded in historical and religious practices.
- 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 or Stage 1 of the DTM.

Stage 2 (Early Expanding) of the Demographic Transition Model is characterized by a significant decline in the death rate, but a steady continuance of high birth rates. As was mentioned earlier, there is a misconception that population growth over the past two centuries is the result of higher birth rates. In Stage 2 birth rates remain relatively unchanged but death rates fell sharply. The reasons for this fall include the following:

- Better health care (vaccinations, germ theory, antiseptics, etc.) resulted in longer life expectancy and lower infant mortality.
- Better educational opportunities led people to make better choices about their health and well-being.
- Better sanitation cannot be underestimated in importance. One of the best examples showing the connection made between cholera, sewage and drinking water in London was made by John Snow in 1854. This led to the removal of the handle of the Broad Street pump and the end of the cholera outbreak.
- Better nutrition resulted from the greater availability and diversity of food.

It is worth noting that until the Industrial Revolution at the beginning of the 19th century, no country had ever entered Stage 2 of the DTM. Today, very few countries remain in Stage 2 of the DTM as most are now in Stages 3 or higher. The few that remain in Stage 2, such as much of Sub-Saharan Africa, parts of Latin-America, Palestine, Yemen and Afghanistan, experience various economic and social challenges which have kept birth rates high while death rates have fallen.

Stage 3 (Late Expanding) is characterized by falling birth rates while death rates continue to remain stable and low. Most of the world is now in Stage 3 of the DTM. It is important to mention that while birth rates are in decline in Stage 3, the rate at which they are falling varies from country to country and in Stage 3 the birth rates are still higher than death rates, meaning that while population growth is slowing down, it has not stopped and, therefore, population totals continue to increase.

A number of factors contribute to a decline in the birth rate of a population:

- **Economics** – Urban vs Rural - Today, 55% of Earth's population live in urban centres and this is projected to reach 68% by 2050. In more economically developed countries (MEDCs), it is not unusual to have 80% of citizens living in urban centres, yet for most of Earth's history about 80% of its population lived in rural areas. Why the change?

Historically, cities and towns could not support a higher percentage of the population as there was insufficient foodstuffs available to feed more urban dwellers due to supply and transportation limitations. Additionally, children were economically vital to farmers and fishers as they provided the necessary labour required, not only to feed and support their own families, but to supply the needs of local urban dwellers as well. Children would also provide their parents with a kind of social security into old age as they would be tasked to look after their parents as they grew older.

Students should remember from Social Studies 2201 that the Industrial Revolution was preceded by the 2nd Agricultural Revolution in the 18th century which led to improved agricultural practices, greater food production and growing rural unemployment. The population shift from rural to urban began at this time in history and it was economic in origin. Unemployed rural citizens moved to the

cities in search of work to support themselves and their families. This move was facilitated by two factors: First, better agricultural methods meant there was now a sufficient food supply to feed a growing number of urban dwellers; certainly higher than the 20% which had previously been the norm throughout much of this planet's history. Second, jobs were available to these new urban dwellers because of the new ideas and technologies emerging as a result of industrialism.

Students should also remember that at the beginning of the industrial revolution, whole families would work in the new factories so everyone was an economic asset to their families. But as labour laws began to change in Europe and North America, children in particular were limited or restricted from working. This not only meant that children shifted from an economic asset to an economic burden, but that an adult, typically the mother, might have to remain at home to look after the children, further limiting the family's financial capabilities.

As a result, many urban dwellers have made, and continue to make, the decision to have fewer children for financial reasons. To illustrate this point, the U.S. Department of Agriculture (USDA) estimated that an average child in the United States cost their parents US\$233 610 by the time they reach 18 years of age in 2015; that's almost \$13,000 dollars a year. In Canada, the numbers are similar at \$257 364 in 2018 or \$14 298 dollars per year.

Simply put, children have gone from an economic necessity to a financial encumbrance. Hence, the economics related to urbanization has and does play a role in the reduction of birth rates.

- **Universal education** – one of the key benefits of universal education is that as you educate youth, they begin to make rational and logical choices for themselves based on science and facts. Cultural customs and norms are often challenged including those related to fertility and conception. “Countries in which more children are enrolled in school—even at the primary level—tend to have strikingly lower fertility rates.” (UNESCO, 2011)

Primary School Enrollment and Total Fertility Rates

Rank	Country	Primary School Enrollment (percent)	Total Fertility Rate (number of children per woman)
1	Japan	100.0	1.3
2	Spain	99.8	1.5
3	Iran	99.7	1.8
4	Georgia	99.6	1.6
5	United Kingdom	99.6	1.9
181	Equatorial Guinea	53.5	5.3
182	Guinea-Bissau	52.1	5.7
183	Djibouti	40.1	3.9
184	Sudan	39.2	4.2
185	Eritrea	35.7	4.6

- **Birth Control and Abortion** – Access to and education concerning birth control and abortion has been a key factor in declining birth rates. The modern condom has been available and mass produced since the mid-1850s; the IUD in the early 20th century and the birth control pill in 1960. The introduction of these methods, their ease of use and relatively inexpensive cost have revolutionized how we think about sex and reproduction. Abortion has been legalized and readily accessible in many nations throughout the world, however not without controversy. That said, one of the reasons for variance in declining birth rates between nations is connected to cultural practices. For example, family planning and access to birth control was a major government initiative in the Philippines up until the overthrow of the regime of Ferdinand Marcos in 1986. Since the fall of Marcos, the Roman Catholic Church, which is the predominant religion in the Philippines, has influenced the political policies of the country which has eroded access to birth control and made abortions illegal. As a result, the rate of growth, while slowing, is not declining as fast as other countries. It's birth rate is still quite high at 23.21 per 1000 while its death rate is 6.1 per 1000.
- **Gender equality** – Perhaps one of the most important reasons for the historical decline in birth rates is related to women's rights. As women began to acquire the same rights as their male counterparts, they began to make decisions which had a bearing on birth rate reduction. For example, education has played a significant role in delaying a woman's decision to have children. Greater educational opportunities in turn create better employment opportunities, providing women with professional careers which further delay childbearing or lead some to never have children at all. In some countries, special programs designed for women provide them with small business loans to afford them economic independence and the freedom to choose to have children or to limit the number they have. Ultimately, the ability of women to limit family size has led to a decrease in birth rate. It should be noted that cultural limitations on the rights of women play a significant role in terms of variance between countries relating to the overall decrease in birth rates.
- **Falling infant mortality rates** – Infant mortality rates have been quite high in the past. One of the reasons for a high birth rate was due to the high number of deaths for children and the short life span for adults. Having many children ensured some would survive to help the family and to look after the parents in old age. Almost a century ago the number of deaths per 1000 children was close to 100 or 1 in 10. The difference in a century is staggering and so is the decline in birth rates. As more children survived into childhood and adulthood, the decision to have more children due to necessity diminished.

There is no precise timetable for progress from Stage 3 to Stage 4 of the DTM. Most countries remain in Stage 3 so even with birth rates falling it takes a long time, if ever, for them to sync with a country's death rate. It requires a combination of economic, social, and political forces to move a nation out of Stage 3 of the DTM. Examples of Stage 3 countries include Colombia, India, Jamaica, Kenya, Mexico, South Africa, and Morocco.

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. For instance Canada is in Stage 4 of the DTM. Our birth rate in 2017 was 10.3 births/1,000 people and the death rate was 8.7 deaths/1,000 people. So the rate of growth, excluding immigration, was 1.6/1000 people which is very small. When countries reach Stage 4 of the DTM, they have essentially reached the same point where we have been throughout most of human history and that is almost identical birth and death rates. Students should be reminded that in Stage 1 of the DTM, birth and death rates, while high, hovered around 40 births and deaths per 1000 people. In Stage 4 of the DTM, birth and death rates are much lower, but they are both around 10 per 1000. While most countries are trending towards Stage 4 of the DTM, they are not there yet and some may never reach it, depending on unique regional or national circumstances.

Nations that trend toward or reach Stage 4 of the DTM have relatively healthy and strong economies. Strong economies correlate directly with stable political systems. Strong economies allow for political policies which

- allow for a surplus of wealth which creates greater economic growth,
- allow for the development of healthy and stable democracies,
- create job opportunities,
- encourage trends towards greater urbanization,
- highlight the value of education and reinforce its growth,
- provide ample health care for citizens,
- provide women with varied educational and career opportunities, and
- reinforce political and universal human rights for minorities and other marginalized groups.

In such environments, citizens make rational and logical decisions about their lives and well-being. This directly impacts birth and death rates. Conversely, economic instability can lead to political and social chaos which can impact birth and death rates significantly. A final note: countries such as China are trending towards Stage 4 of the DTM, yet they do not meet all the criteria mentioned immediately above, particularly in terms of democracy, rights and freedoms. Again, the Demographic Transition Model is illustrative and helpful but not a perfect predictor of how demographic change occurs or the conditions necessary for change to occur.

Stage 5 (Declining) is characterized by a rate of natural decrease where death rates exceed birth rates. One must be careful when looking at raw population data as it may seem that a population is relatively stable based on demographic momentum in which total population growth increases even while birth rates decline. But within a generation or two the impact of negative population growth becomes quite obvious.

The driving force behind this very recent demographic trend is typically economic:

- 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 (inflation).
- 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, birth rates decline 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.

Other explanations for declining birth rates can be linked to other causes and can vary from country to country. For instance, in 1979, China's Communist government introduced a strict One-Child Policy. Since its introduction, China has experienced a staggering decline in birth rate but this has led to other demographic challenges such as a gender imbalance of close to 80 million more males than females, which is likely to lower the birth rate even further. While the Chinese government has recently amended its policy to allow for two children, the consequences of its one-child policy will be felt for some time and the DTM is of limited benefit in helping us understand the progression of events in China.

When studying the process of demographic transition, it will be useful to consider the use of population pyramids in describing characteristics of populations. A population pyramid, (age-sex pyramid), is a graphic illustration which displays statistical data for various age groups (called age cohorts) in a population. The cohorts 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 Demographic Transition model (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.

At the completion of this delineation students should be able to understand that the demographic transition model is an extremely useful tool in determining the stages of population transition that countries of the world find themselves situated. From this they can determine future demographic trends and patterns which can impact these nations on a go-forward basis. Students should realize that the nations of the world are all transitioning from Stage 3 to Stage 4 or from Stage 4 to Stage 5 of the DTM. The rate at which they will reach Stages 4 or 5 varies depending on economic, political and social circumstances. While birth rates are universally declining across the globe, population continues to rise and will do so for the foreseeable future.

Keywords

- birth rate
- death rate
- declining stage
- demographic transition model (DTM)
- dependency ratio
- early expanding stage
- germ theory
- high stationary stage
- late expanding stage
- low stationary stage
- natural decrease
- natural increase
- population pyramid
- replacement rate
- replacement level fertility
- total fertility rate

Appendix A18: How should we respond to high population growth rates?

In the previous two outcomes, students discovered why population growth was stagnant for much of human history and the factors which led to the staggering growth we have experienced since 1750. They have also discovered that population growth rates in many locations are slowing, or are in decline.

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 nations as well.

If we examine the world population by region, we can identify the areas which have the greatest challenges with overpopulation. Some of the statistical indications are very revealing. The three regions where overpopulation is a major concern are Asia, Africa and Latin America and the Caribbean. Key statistics include the following:

- Over six billion people live in these three regions alone (world total is 7.7 billion)
- Of the almost 83 million people added to Earth's population last year, 79 million were from these three regions.
- The median age is very young in these regions. 30 in Asia but as low as 19 in Africa. In comparison, the median age of an European citizen is 42.
- The rate of urbanization is typically much lower in these regions (Latin America excluded) ranging from 49.6% in Asia to 40.6% in Africa.
- These are the only three global regions where the number of immigrants outweighs emigrants.

This information begs several questions:

- Can we afford to wait until global population peaks at 11-12 billion before it stops growing?
- What impact will adding an extra 3 to 4 billion have on the planet?
- Is there any guarantee population will crest and level off at 11-12 billion?
- Can we sustain population numbers this high? Will limiting factors intervene to limit the carrying capacity of the Earth?
- What issues and concerns are directly connected to overpopulation in countries and regions experiencing this trend?
- What can be done to mitigate or eliminate problems connected to overpopulation, both locally and internationally?

In Unit 2, students were introduced to one primary (quality of life) and two secondary (sustainability and globalization) lenses through which they could examine information and material in this course. These lenses are particularly pertinent with regards to population issues and concerns.

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.

As we examine the challenges associated with overpopulation with students, keep in mind that while we will identify each issue as a stand alone problem, they are all intricately interrelated and interconnected. For instance, soil degradation and erosion at a local level may lead to job loss, poor nutrition and hunger, a rise in the cost of living, increased criminal activity, political instability and potentially forced migration. This should be made clear to students as well, and when engaged with appropriate case studies and illustrations, this should also become obvious and self-evident to them.

Problems associated with high population growth rates may be analyzed through the lenses of EEPS (economic, environmental, political, and social). The idea in this section is not to try to engage students in an in-depth manner with all the above mentioned problems associated with overpopulation. Rather,

a general review would be fine but with an in-depth focus on two or three of the topics in a case study format, preferably in a different category (environmental, social, economic or political) for each case study.

Economic

- *Rise in unemployment and lower wages:* When a country becomes overpopulated, it leads to a surplus of labour for the job opportunities available. Supply and demand economics then come into play in relation to wages. Essentially, the supply of labour exceeds the demand, meaning that workers can be employed for less money as there is intense competition for fewer jobs. Therefore, many workers are unemployed and unable to adequately look after their families and those that are employed receive limited economic benefits from their labour. Social safety net programs such as Employment Insurance in Canada do not exist in most LEDCs, so citizens have nothing to help sustain themselves. This gives rise to crime as some people will steal various items to provide for their family and to give them the basic amenities of life.
- *Higher cost of living:* As the demand for goods and services continues to outstrip supply due to overpopulation, the prices of various commodities including food, shelter and healthcare, will continue to rise. This means that people have to pay more to survive and feed their families, reducing the possibility of improving their economic well-being and hence their social circumstances as well.
- *Brain Drain:* Because of limited opportunities or low wages, many of the best, brightest and most educated citizens of overpopulated countries look for immigration possibilities to other countries to improve their quality of life. Developed nations are always looking for immigrants who can “plug into” their own economic systems immediately to contribute and pay taxes. This is a huge benefit for MEDCs, but a huge loss for overpopulated LEDCs. This “brain drain” can have negative repercussions that can affect the economy of a developing nation. These effects include but are not limited to:
 - a loss of confidence in the economy;
 - a shortage of important, skilled workers;
 - loss of critical health and education services;
 - loss of innovative ideas;
 - loss of potential future entrepreneurs;
 - loss of tax revenue; and
 - loss of the country’s investment in education.

Environmental

- *Freshwater* (access to or pollution of): Water is essential to life as we know it, yet less than 1% of Earth consists of freshwater and most is either unreachable or too polluted. The planet is in the midst of what the United Nations is calling a global water crisis. It is expected that by 2030 approximately 50% of Earth’s population will experience acute water shortages. Also, the World Resources Institute has stated that freshwater ecosystems are very much at risk with 34% of all fish species, mostly from fresh water, threatened with extinction.
- *Habitat loss, loss of biodiversity and species extinction:* Overpopulation is the underlying cause behind the loss of ecosystems such as rainforests, coral reefs, wetlands and Arctic ice. Its impact on the planet’s wildlife is also a major issue. As demand for land grows, so too does the destruction of natural habitats such as forests, leading to a loss of biodiversity. Some scientists warn that if present trends continue, as many as 50% of the world’s wildlife species will be at risk of extinction. Not only would this loss be tragic in and of itself, but humans benefit in other ways from biodiversity such as the development of pharmaceuticals.
- *Natural resource depletion:* The main effect of overpopulation is the unequal and unrestrained use of resources. The planet has a limited capacity to generate raw materials (assuming they are renewable) and each year the natural resources deficit, which is the consumption of resources at a faster rate than the planet is able to generate them, is reached earlier. In 2018, people used one Earth’s worth of resources by August 1st. In 1969 -1970, we were using only one Earth’s resources in a calendar year and ever since we have been using more resources than the Earth can regenerate. This race for, or competition for, resources is leading to a diminished quality of life for Earth’s inhabitants.

- *Global warming and climate change:* An article from the Center for Biological Diversity states, “The largest single threat to the ecology and biodiversity of the planet in the decades to come will be global climate disruption due to the buildup of human-generated greenhouse gases in the atmosphere.” While most fossil fuel consumption comes from developed countries, it is worth noting that most developing nations aspire to similar industrial economies as they experience economic growth which further escalates CO₂ emissions into the atmosphere. Larger populations will speed these changes up, particularly as larger nations, like China and India, continue to develop their industrial capacities. They now rank as two of the three largest contributors to emissions in the world, alongside the United States. Some estimates suggest that by the year 2100, two billion people, about one-fifth of the world’s population, could become climate change refugees due to rising ocean levels. This is arguably the greatest potential problem associated with overpopulation in the 21st century.
- *Intensive farming methods:* As population has grown, farming practices have evolved to produce enough food to feed larger numbers of people. However, intensive farming methods also cause damage to local ecosystems and the land, which may pose problems in the future. Heavy reliance on mechanization, pesticides and chemical fertilizers have resulted in soil erosion, desertification and degradation (the ability of a soil to sustain agricultural plant growth), as well as the re-emergence of parasites, plus the emergence of new ones. Agriculture is also responsible for about 80% of global deforestation.
- *Deforestation:* Deforestation is directly related to the desire for wood-based resources by an ever growing population. Whether it is for construction, to obtain wood for heating or cooking, or simply to create clear land for agriculture, forests are disappearing at an alarming rate due to demand. Deforestation is also strongly associated with habitat loss and plant and wildlife extinction. Finally, deforestation reduces the world’s ability to capture CO₂, thus making greenhouse gas even worse.
- *Landfill pollution:* In some countries without regulations, landfills may contain anything and everything imaginable. The same is true for many old landfills in More Economically Developed Countries (MEDCs). Many landfills are releasing toxic chemicals or other hazardous materials into the surrounding land and groundwater. Additionally, as buried organic materials decompose, they release methane, a potent greenhouse gas that contributes to global warming. As rain falls on landfill sites, organic and inorganic materials dissolve, forming highly toxic chemicals which leach into groundwater. Water that comes into contact with these chemicals usually contains high levels of toxic metals, ammonia, toxic organic compounds and pathogens. This can result in serious contamination of the local groundwater which exacerbates issues related to access to fresh water. Finally, more and more plastic is finding its way into landfills. Only about nine per cent of the world’s plastic waste is successfully recycled. Plastic does not biodegrade in the environment. Instead, it’s worn down over decades into minuscule bits called microplastics which have been found in waterways and oceans. Every year, about eight million tons of plastic end up in our oceans, often blowing away from landfills and finding its way to our oceans and eventually into the food chain with serious consequences.

Political

- *Less Freedom, More Restrictions:* In a 1958 interview with CBS correspondent Mike Wallace, Aldous Huxley, author of “A Brave New World”, a novel about a dystopian future predicted that democracy is threatened due to overpopulation and could give rise to totalitarian style governments. Huxley pointed out that as a result of overpopulation in developing countries, the standard of living falls and people have less to eat and less money with which to purchase goods. As a result of the economic position of these countries, it becomes more and more precarious, leaving central governments to take over more and more responsibility for keeping the state on an even keel. As the economic position deteriorates, so too does social conditions. This leads to unrest and even further intervention by central governments. Historically, economic and social disparity lead to political inequality and sometimes to chaos. Huxley stated “I think that one sees a pattern here which seems to be pushing very strongly towards totalitarian regimes.” In fact, we have seen this come to fruition time and time again since Huxley’s prophetic words.

- *Conflict and war:* If the fallout from economic and social disparity is severe enough and there are conflicting visions of how to address these issues, it is not unusual for social and political unrest to break out into open conflict leading to a power struggle or civil war. The length and severity of such struggles vary, but fundamentally they perpetuate and intensify the economic and social problems which led to the conflict in the first place. Displaced citizens can become refugees either within their own countries or in adjacent nations. The end of such conflicts leave these nations hamstrung for years to come, typically with totalitarian governments in control.
- *Political manipulation and machinations:* In nations with overpopulation concerns, financial disparity between the rich and poor is rarely addressed. This is partly due to a lack of fiscal resources to address such structural issues, but it also is partially due to a lack of political will. Governments in LEDCs tend to be controlled and manipulated by wealthy elites who create policies to reinforce and perpetuate their political control and to guarantee the continuance of their economic domination. This makes it very difficult to achieve egalitarian goals and objectives.

Social

- *Poor sanitation and increased occurrence of diseases:* Most countries that are in Stage 3 of the DTM are what we have referred to as Less Economically Developed Countries (LEDCs). These countries have significant issues related to economic disparity. Lack of education, employment and opportunity create high birth rates and a poor standard of living. According to the Guardian Newspaper (UK), globally it is estimated that 2.4 billion people still lack improved sanitation, in fact only 51% of the global rural population has access to such facilities. They live primarily in Asia, sub-Saharan Africa, Latin America and the Caribbean. Better progress has been made on improving access to water: 91% of the global population uses an improved water source, one that protects water from external contamination, up from 76% in 1990. As with sanitation, progress in rural areas trails behind urban areas: eight out of ten people without improved drinking water sources live in rural areas. This, coupled with the improper disposal of garbage and overcrowding, conspires to create conditions where infectious diseases and epidemics thrive.
- *Lack of medical facilities, supplies and health care professionals:* LEDCs have limited financial resources for a variety of priorities related to the health and welfare of the planet's poorest citizens. As a result, many overpopulated countries have lower life expectancies and greater prevalence of disease and illness. Because of limited access or due to cost, the quality of life of many citizens in LEDCs suffers. Not only do they have difficulty accessing quality health care, but they also have limited access to birth control or family planning which leads to further overpopulation.
- *Increased crime rate:* As overpopulation leads to an increased desire for limited resources, prices will increase putting many goods and services out of reach for many citizens. Out of frustration and sometimes a desire to survive, some citizens will turn to theft and other types of crime in order to survive. As Aisha Tariq of the Pakistan Times states, "It has been observed that countries which have a balanced (equal) population, have crime rates which are very low..... When people are not provided with the basic necessities, it elevates the crime rate."
- *Poor or unequal educational opportunities:* LEDCs rarely have the resources necessary to provide adequate educational resources to all the people who wish to study. With huge populations competing for limited places, some people will be excluded from desired opportunities. Females are often excluded from formal educational opportunities for cultural reasons. Many talented and intelligent candidates are unable to pursue their education in populous countries and some try to move to other countries to improve their lifestyle options.
- *Poor housing:* Shelter is a basic human need, and proper housing is a major problem associated with overpopulation. It is almost impossible to separate this issue from economic concerns. Certainly unemployment and low wages contribute to this problem as citizens are unable to build or purchase housing with amenities such as water and sewer. Given that most LEDCs have limited funding for basic infrastructure (lighting, roads, water and sewer systems) and lax regulations to enforce standards, their citizens typically live in shanty towns, barrios or favelas. Poor and overcrowded housing, coupled with limited infrastructure, contributes to the spread of diseases as well.

- **Migration (Refugees):** Overpopulation typically leads to a variety of social and economic issues which can also lead to political upheaval. The desire to improve one's social and economic circumstances is normal and understandable. Internal migration within a nation to urban centres is a global phenomenon. The difference in an overpopulated LEDC is that governments are unable to properly fund or regulate the massive influx of migrants leading to slums and their corresponding issues. In countries where economic and social conditions deteriorate to such an extent that political stability is impacted, it is not unusual to see examples of forced migration to adjoining nations to escape civil war or political persecution. These refugees often cannot return to their home countries for some time, if ever, leading to a humanitarian crisis for the global community.

Earlier it was established that there are no countries in Stage 1 of the DTM today. A few nations are still in Stage 2 of the demographic transition model, some are in Stage 4 and just a few are in Stage 5. That means that the majority of the world's countries find themselves in Stage 3 of the DTM, transitioning at different rates towards Stage 4. But when will these countries achieve population equilibrium? For that matter, will they ever achieve population equilibrium and can they do so before the ecological carrying capacity of these nations is reached?

The paradox of overpopulation is that while the poor and dispossessed can ill afford to have more children, falling standards of living simply reinforce high fertility rates, which in turn reinforces a further decline in living standards. This results in more poverty, where limited educational opportunities and poor employment options perpetuate traditional cultural norms – where big families are the rule and children are seen as a means of economic security. In situations like this, population growth falls very slowly or does not occur at all. The danger is that if the population does not fall quick enough, the ecological carrying capacity of the country will be reached leading to a phenomenon demographers refer to as a *demographic trap*. Such a population must migrate out of the region, or it will starve unless it receives food aid. Another possible consequence may be violent armed conflict if the demographically trapped population encroaches on the territory of neighbouring nations who regard them as unwelcome intruders. This possibility was referenced in the previous section on problems associated with overpopulation.

This situation was predicted by the British clergyman and amateur scientist Thomas Robert Malthus (1766–1834) in his essay on the Principle of Population (1798). Malthus theorized that while food production would grow quickly in the future, human population growth would be greater still, reaching a point where the number of people to be fed would outstrip food supply. This would lead to a shortage of food leaving many people to die. He theorized that this correction will take place in the form of Positive Checks (or Natural Checks) and Preventative Checks. These checks would lead to *Malthusian catastrophe* (checks), which would bring the population level back to a sustainable level.

A. **Positive Checks** (Natural Checks)

He believed that natural forces would correct the imbalance between food supply and population growth in the form of natural disasters such as floods and earthquakes and man-made actions such as wars and famines.

B. **Preventative Checks**

To correct the imbalance, Malthus also suggested using preventative measures to control the growth of the population. These measures include family planning, late marriages, and celibacy.

It was mentioned previously that there is enough food to feed Earth's population, but that it is unequally distributed and there is no guarantee that Malthus' "positive checks" will not come into play. We have had local famine disasters in places like Ethiopia in the 1980s and in the Sudan in the 1990s. These disasters might become all too common in the near future due to overpopulation and global warming. However, in order to avoid these potential catastrophes, "preventative checks" would be a much better alternative for the world's nations.

There have been a variety of policies used in the past with varying degrees of success. Students should examine several successful policies and several policies with mixed results for comparison purposes. In their examination of these policies students should focus on

- the extent of the population issue,
- the response(s) proposed,
- methods used to implement the policy,
- the reception by the public to the policy,
- positive aspects and consequences of the policy,
- negative aspects and consequences of the policy,
- the degree of success or failure of the policy,
- any changes or alterations to the original policy,
- future trends and patterns for the country based continuation of the policy, and
- changes students believe would be beneficial to a policy's success.

Examples of population control policies enacted by governments include:

Country/ Region	Population Control Model	Sample Policies
China	Mandated by government/ penalties for non compliance	<ul style="list-style-type: none"> • One-child policy (1979-2015) • Two-child policy (2016-?)
India (mixed results)	Mandated by government/ voluntary but cases of coercion and misinformation	<ul style="list-style-type: none"> • Clinic approach (encouraged vasectomies, targets set for numbers of sterilizations) • Coercive approach (forced male sterilization, families restricted to three children)
Kerala (Region of India)	Introduced by government/ voluntary	<ul style="list-style-type: none"> • Focus on high levels of education • Empowering females • Improving healthcare • Land reform • Government social policies • Expatriate workers
Thailand	Introduced by government/ voluntary	<ul style="list-style-type: none"> • Creative approaches • Openness to new ideas • Egalitarian nature of Thai society • Leadership charisma of the program head • Creative publicity and distribution schemes • Solid governmental support • Financial incentives
Philippines (mixed results)	Introduced by government/ voluntary/ significant intervention by the Catholic Church	<ul style="list-style-type: none"> • Policies modifications have impacted its success • Limited funding issues • Intervention by the Roman Catholic church to influence policy

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.

It should be noted that while India and China's structural change (forced) approaches did have an impact on population growth, Kerala and Thailand's change by a diffusion (spread of ideas) approach has had a significantly different impact.

Key words:

- brain drain
- change by diffusion model
- demographic trap
- Malthusian catastrophe
- overpopulation
- population control
- positive checks
- preventative checks
- structural change model

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

While the problems associated with overpopulation are well documented and global in scope, the challenges associated with low population growth rates is a recent phenomenon which is limited to specific countries and regions within nations.

Nations reaching Stage 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. Typically, we don't look at demographic issues of under-population as being as important or as serious as overpopulation concerns and this is a legitimate point of view to a certain degree. For instance, some of the concerns which were examined in delineation 10.3 have the potential to impact every living thing on this planet such as global warming. Because this has global implications, what happens in India or China matters to Canadians. However, population decline in Japan or Newfoundland and Labrador is of limited concern globally, but of great concern at the national and regional level.

As 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 be introduced to some of the challenges associated with low growth rates. Before doing so, it is worth reflecting on the concept of the feedback loop which was introduced at the beginning of this unit. Low population growth creates a negative feedback loop in that once population is in decline, it has a negative impact on other points within the loop.

For example:

Population growth begins to decline. Demand for many products decreases leading to lower prices which is good for some items but not for others such as housing, which loses value. There is also less demand for schools, colleges and universities as fewer citizens require these services. Less money being spent means the economy will begin to contract, which leads to business closures and higher unemployment. As young people have limited opportunities, they migrate in search of work, exacerbating the limited number of young adults and depriving the region of any children these young adults might have. With few children being born and young adults moving away, pressure is placed on government to use more tax dollars to keep the aging population healthy, yet there are fewer people than ever of working age who can provide the tax dollars to support these programs. Public services are cut back and facilities begin to close or become more costly to use. Residents now have to travel further to obtain services that were once in close proximity to them. Very few members, if any, of the community that remain are able to procreate due to age, and so the vicious cycle continues or the community or region collapses.

While this scenario might sound extreme, one only has to look to rural Newfoundland and Labrador to know that this story is all too familiar. Add to that the disappearance of the main economic engine for most rural areas of the province and one begins to comprehend the gravity of this issue. While under-population can be national in scope, it can also be very regional as it is in Canada, where Atlantic Canada is the area of most concern.

The causes of population decline are the same as were discussed in delineation 10.2. The only difference being that birth rates and death rates have either reached a point or equilibrium (stability) or they have "crossed over" meaning that death rates now exceed birth rates.

Students should examine some of the problems associated with low growth rates. They include, but are not exclusive to the following:

- *Economic stagnation*: When population increases, generally speaking economies grow. Conversely, the same is true if populations decline; economies contract and businesses close.
- *Unemployment*: As economies contract, so do business opportunities. Youth and young adults always have the greatest challenge finding work and with limited opportunities available to them, many young adults move to urban centres in search of employment.

- *Rural brain drain*: As cities tend to have a greater variety of economic opportunities, frequently educated, able-bodied, and eligible workers leave rural areas.
- *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.
- *Reduced competition*: As the economy contracts, businesses close, often leading to one alternative only to obtain goods and services. This might be accompanied by higher prices, due partially to lack of competition, as well as the necessity for the business to increase prices to make a profit due to limited sales opportunities.
- *Limited educational opportunities*: Fewer children means fewer K-12 schools and institutions of higher learning as supply outstrips demand.
- *Housing surpluses*: As more homes are unoccupied, fewer houses will be constructed and there is also less demand for rental housing. This leads to a drop in housing prices because supply outstrips demand.
- *Fewer public and private amenities and services*: As the general population declines, fewer publicly funded amenities and services are available as the costs become unjustifiable or prohibitive (schools, hospitals, clinics, road clearing, garbage collection, water, sewage, etc) . It could also mean that larger user fees would be required to maintain a private amenity or service.
- *Greater travel distances to avail of services*: As businesses or public institutions are closed, residents would have to travel greater distances to obtain goods and services that would have previously been nearby.
- *Family size*: decrease in family size will change the structure of the family, the “little emperor” phenomenon in China after the introduction of the one-child policy can lead to a single child being “spoiled”.
- *Shifts in world power*: a country with a shrinking population will have less influence on the world stage.
- *Aging (Greying) Population*: As young citizens leave a country or region, it is the older adult population and the elderly that are left behind. This has the following effects:
 - Average age of the population increases.
 - Fewer tax paying citizens are left to pay for the needs of an aging population.
 - Older workers have to continue working longer.
 - It adds pressure on the government to handout more benefit dollars, particularly in the area of healthcare to keep the aging population healthy.
 - It puts a strain on public pension plans as contributions do not keep up with payouts.

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.

Given that every child on average in Canada costs their parents \$250 000 dollars by the time they reach the age of 18, it is little wonder that there is little evidence that these strategies make a difference in boosting the birth rate in a country in Stage 4 or 5 of the DTM.

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. 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, safety / security, etc. Some of the challenges that may occur include

- difficulty in communicating in a new language,
- difficulty in learning about a new culture,
- discrimination of new immigrants,
- immigrants creating cultural enclaves and not integrating into mainstream society,
- immigrants not settling in locations where they are most needed, and
- lack of housing and employment.

There are also benefits of positive net migration, which may include

- cultural benefits of having a culturally diverse population,
- immigrants become a market for goods and services in the new country,
- immigrants become taxpayers that help to pay for governmental programs,
- increased numbers of highly educated and skilled workers, and
- 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.

The governments of countries experiencing positive net migration may use the following types of policies to deal with these challenges:

- Increase funding for educational programs that help Canadians see the benefits of immigration.
- Increase funding for education programs that help immigrants to understand or adapt to the expectations of their new country.
- Make policies that demand highly educated and skilled workers to be given preference in entering the country making it easier for those immigrants to find employment.

It should be remembered that for most MEDCs, positive net migration overall is a good thing for that country. The immigrants help to counteract the effects of a decreasing birth rate and the immigrants that arrive are usually willing to start work either in very specialized areas (e.g., brain gain) or in labour intensive jobs that are hard to fill (e.g., brawn gain).

Some countries may attempt to limit positive net migration for ideological reasons. If that is the case they may enact policies that make it more difficult for immigrants to enter the country, such as

- increasing the requirements of those who are legally allowed to immigrate,
- reducing the numbers of legal immigrants allowed to enter the country, and
- tighter control on who may enter the country through border security.

Introduce students to examples of counties or regions that are trying to deal with the effects of low population growth. The best examples to use would include the following:

Japan

The nation's total fertility rate (the number of children a woman bears in her lifetime if she bore children according to the age-specific birth rate of each generation of a given year), stood at a record low of 1.42 in 2010. A population usually shrinks if its TFR is lower than 2.1.

According to a simulation by the National Institute of Population and Social Security Research, Japan will lose one-third of its 128 million people by 2060, and the ratio of elderly, defined as those 65 or older, will surge to 39.9 percent from the current 24.1 percent during the same period.

"No country in world history has seen such a rapid decrease of its population in an age of a peaceful and rich society," said Noriko Tsuya, a professor at Keio University who studies demographics.

If the population crisis is left unattended it will shatter the national goal embraced since Japan's late 19th century modernization: to become a global economic powerhouse and a leading player on the world stage.

(source: <https://www.japantimes.co.jp/news/2015/12/31/national/social-issues/japans-population-dilemma-single-occupancy-nutshell/#.XBp-KtJKgdU>)

Japan's situation is complicated by its traditional views regarding immigrants as being "outsiders". Because Japan is a homogeneous society, it has traditionally been opposed to foreign immigration. However, in 2018, Japan passed a controversial bill which will make it a policy to attract more immigrants. The success or failure of this policy depends on changing attitudes within the country.

Canada

Canada has a total fertility rate of 1.6, far below the replacement rate of 2.1. Canada has been able to meet many of its under-population issues by simply increasing immigration. Unlike Japan, which has largely avoided immigration as a potential solution to low birth rates, Canada has increasingly turned to immigration to address its concerns. In 2018, a little over 21% of Canada's population consisted of first generation immigrants.

As was mentioned earlier, immigration is not without its own issues and concerns. It would be prudent to choose one or two such issues and examine them with students (e.g., the percentage of economic class immigrants as compared to family class or refugees). Perhaps the biggest area of concern would be related to where immigrants go; in other words, immigrants tend to settle in large urban centres and most do not go to provinces or regions where under-population is of greatest concern. An examination of why this is so and strategies to encourage them to move to regions where they are most needed would be beneficial.

Newfoundland and Labrador

Finally, an examination of this province's unique circumstances will be very important. Newfoundland and Labrador is the only Canadian province which is experiencing negative growth (more deaths than births). It also has the higher median age (45.7) for any province or territory as of 2017.

It has the highest rate of unemployment at 14.2% which is almost three times the national average.

While the northeast Avalon Peninsula, and the St. John's metropolitan region in particular, are doing well, the remainder of the province is in decline with rural depopulation and excessively low birth rates sounding the death knell for many communities and a way of life. A prime example of this can be seen on the Port-au-Port Peninsula where a significant percentage of the island's francophone population has traditionally lived.

An examination of the causes and effects of low birth rates and rural depopulation is an important exercise which will help to inform discussions about the consequences of these trends if they continue unabated; not only for the community or region under examination but for the province as a whole. Finally, having students generate and advocate for possible solutions or alternatives to these problems is a very practical and relevant exercise given that they are citizens of this province and they will soon be directly or indirectly impacted by decisions or non-decisions in relation to these issues.

By the end of this delineation, students should be able to explain how a number of jurisdictions are being, or might be, impacted by low population growth rates. They will also look at some solutions being used and the problems associated with these solutions. Finally, they will generate and advocate for creative solutions to address Newfoundland and Labrador's unique under-population issues.

Keywords:

- brain gain
- brawn gain
- emigration
- greying population
- immigration
- migrant
- net migration
- pronatalist strategies
- pull factor
- push factor
- refugee
- 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:

- Biotic resources are those that are sourced from the biosphere (organic and living parts of the Earth) (e.g., animals, forests, agricultural products, and fossil fuels).
- Abiotic resources are those that are sourced from the non-organic and non-living parts of the Earth (e.g., fresh water, air, land, and minerals).
- 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).

It should be noted that often, resources are not exclusive to one category. For example, biotic resources are often considered renewable in nature but may be non-renewable when one considers that fossil fuels are included in this classification.

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 the primary methods used to obtain the resource.

Land Use Issues

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. Students should briefly examine methods developed for this purpose. Examples may include:

Condition reducing agricultural output	Adjustment to agricultural methods
insufficient moisture	use of irrigation; use varieties of crops that require less water
infertile soils	use of natural or chemical fertilizers; crop rotation; tilling
hilly terrain	build terraces; take steps to reduce soil erosion
excessive weeds or harmful insects	use of herbicides or insecticides

In addition to the above adjustments to agricultural methods, 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 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, greatest profit.
- Intensive farming refers to high yield farming that occurs on relatively small amounts of land.
- Extensive farming refers to low yield farming that occurs on relatively large amounts of land.
- Biotechnology refers to the application of biological processes for agricultural purposes, which can improve output. An example is the increased use of genetically modified organisms (GMOs).
- 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 a 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).

The various types of agriculture that are widely used help to illustrate an important point - that the type of farming used is influenced by the person or group conducting the activity and their reason for doing so. For example, a family farm in a LEDC may practice subsistence agriculture through extensive farming (grazing animals) due to the need to feed family members, whereas a transnational corporation will likely engage in corporate farming with the use of cash cropping, monoculture, or biotechnology.

(Note: While land use provides many benefits, it also produces considerable challenges. This will be addressed in delineation 12.2.)

Water Use Issues

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

It is important to note that more than 97% of water on Earth is salt water and less than 3% is fresh water: more than half of Earth's fresh water is inaccessible for use by humans because it is frozen. It may be interesting to note that humans have developed the technology to remove salt from ocean water through the process of desalination, but this is highly expensive and requires considerable amounts of energy. This should underscore the point that freshwater supplies are limited and, as a flow resource, we are unable to considerably alter the amount of the resource available.

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 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. Students should briefly investigate an example of a large-scale dam and the rationale for its construction, such as the The Hoover Dam (United States) or 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 Issues

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, and 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 increasingly 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 consumption 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, hydropower, and tidal power. Students should briefly examine each alternative energy source, considering Canadian and global patterns in its use, and speculate as to reasons for these patterns. This can be achieved through analysis of tables, graphs and other data.

During this discussion of energy use, students should examine primary methods used to extract or harness the power of the sources studied. For example, a brief examination of the use of oil rigs for extraction of oil offshore, or the use of dams to generate hydroelectric energy would be sufficient. The purpose here is to give students a framework around or background on how these energy sources are managed to better enable them to understand the benefits and challenges of their use.

(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 Earth has influenced quality of life, however, varies greatly depending on location. Generally speaking, it may be said that people in MEDCs experience a higher quality of life than those that live in LEDCs. 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). We must also consider that a natural material may only be considered a resource if it satisfies all of the following criteria:

- It satisfies a need or want that people have.
- The technology is possessed to extract or harvest it.
- It can be developed profitably, having economic benefit.

For example, we may consider wind power to be a green energy source with the potential to provide for our energy needs. However, an LEDC may find the level of investment for wind power generation too great to make it a viable option. Even within some MEDCs, corporations involved in the energy economy may avoid developing wind power in favour of conventional energy sources due to the relative profitability of each, thus influencing quality of life as a result of greenhouse gas emissions. 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.

Key words:

General

- abiotic resource
- biotic resource
- flow resource
- natural recovery
- non-renewable resource
- pollution
- renewable resource

Land

- biotechnology
- cash crop(ping)
- corporate farming
- food security
- irrigation
- monoculture
- overgrazing
- salinization
- subsistence farming

Water

- aquifer
- fresh water reserves (location/distribution)
- groundwater
- desalination
- water table
- salination
- sanitation
- wetlands

Energy

- alternative energy source
- biofuel
- coal
- conventional energy source
- energy consumption
- hydroelectricity
- propane
- oil
- solar energy
- tidal energy
- wind energy

Appendix A21: What issues arise from human-environmental interaction?

Our quality of life, on the whole, has been due to the extensive exploitation of resources. However, intensive resource extraction can have serious consequences. It is important for students to consider the significance of these consequences in relation to land, water and energy.

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 2201 that without agriculture, the way most humans live on this planet would be quite different. The use of land for agriculture and other uses creates pressures on biotic and abiotic resources due to ever increasing human populations and the demand for a 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 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.

To begin, students should be able to recognize four categories of land degradation and how human environmental interactions can accelerate these processes:

- *Erosion*: the removal of nutrient-rich topsoil by wind or water action. Erosion processes of cultivated land (ploughed land) is about 17 tonnes per hectare per year while a mature forest loses about 0.005 of a tonne per hectare per year. This loss of soil can be looked at as being unsustainable since that amount of soil cannot be replaced by soil-forming processes.
- *Chemical deterioration*: the deterioration of soil from the loss of nutrients as a result of leaching, salinization, acidification or pollution. A major form of chemical degradation is a result of agriculture, through salinization or a build up of salts in soils due to intensive irrigation. Salt concentrations can build to the point where vegetation will not grow.
- *Physical deterioration*: the degradation of land caused by compaction, waterlogging, or subsidence.
- *Desertification*: the degradation of land through human activities such as agriculture that reduce soil productivity to the point where land resembles a desert.

While land degradation can be caused by natural forces (e.g., increased rates of precipitation, wind speeds), the most significant causes of this concern are the result of human-environmental activities. Students should briefly investigate the causes of land degradation, in particular, the following:

- *Deforestation*: When land is cleared for timber or, more usually, for agricultural use, the soil is exposed to erosion. This is particularly damaging in tropical areas with higher annual precipitation.
- *Overgrazing*: When too many livestock cattle, sheep, or goats graze on a particular area, destroying the vegetation and exposing the soil to erosion.
- *Overuse of natural vegetation*: When people strip the natural vegetation of an area for fuel and building materials leading to erosion.
- *Urban/industrial pollution*: When the productive capacity of soil is reduced by pollution so that it is unusable for farming.
- *Urbanization and urban sprawl*: When expanding towns and cities take over more land that had been used as farm land as well as wildlife habitat.

Each of the causes of land degradation create significant environmental problems. In terms of magnitude and scope, perhaps the greatest problem would be issues arising from unsustainable agriculture.

Unsustainable agriculture is the greatest threat to land resources. It can 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, three modern techniques have intensified since the end of the Second World War. These have created global food surpluses, but have also created environmental consequences.

Modern Agricultural Practice		Result
Deep tilling of the soil	Puts oxygen deep into the soil accelerating the decomposition of natural nutrients. Loosens the soil so it can be eroded by wind and water.	Crops will be produced with less nutritional value since the nutrients are lacking in the soil.
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. The 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 different 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 issues created by land degradation than MEDCs.

Time should be taken to investigate examples of land degradation that have affected people or the environment in significant ways.

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% of the cropland and 80% of the rangeland in Canada. These areas can also be at risk of land degradation and desertification due to unsustainable agriculture.

The types of land degradation all have a tremendous effect on the production of food. The lack of a steady food supply 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. Students should consider the implications of a lack of food and the language used to describe these conditions.

Chronic hunger is the most damaging of these food security issues and 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. The causes of chronic hunger go beyond human-environmental interactions but every cause of chronic hunger can be exacerbated by land degradation. The damaging of land resources contributes to less available land for production of human needs (e.g., food and forest resources), and

a lower productivity of land that is used for food production through chemical and physical deterioration. Students should understand the causes of chronic hunger:

- *Poverty*: People who farm are the first to suffer from land degradation. If they do not have the resources needed to grow or buy food on a consistent basis, they will suffer a decrease in their quality of life.
- *Armed conflict*: War and conflict disrupt agricultural production and can be created in areas where there is a lack of food as armed groups fight for food resources.
- *Environmental degradation*: Over-consumption and overproduction lead to a loss of productivity of the land making it harder to feed a population.

There is a strong relationship between land degradation in an area and poverty and conflict. This effect can be seen in recent history. Students should briefly examine and investigate an example of the relationship between land degradation and conflict. Examples may include

- Ethiopia and Somalia in the 1980s,
- South Sudan (2013 - present), and
- Yemen (2015 - present).

Water Use Issues

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. 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 activity such as urbanization, industry, mining, forestry, and agriculture. Three major areas of concern are sewage waste, chemical waste and agricultural waste. Students should recognize the scale of the problem facing water resources based on the demands of increased development, and increasing populations in Canada and the world.

Examples of the consequences of surface water pollution include the following:

- *Sewage Waste*: 80% of infectious diseases in LEDCs are caused by impure water due to sewage waste. This leads to the death of millions each year.
- *Chemical waste*: Industrial waste may run into surface water. This can contaminate and make water unsafe to drink, and lead to diseases such as cancer.
- *Agricultural waste*: Extensive irrigation causes eutrophication of surface water causing fish and other organisms in lakes and rivers to die. This leads to a loss of biodiversity and habitat.

Even in areas where there is no pollution, a lack of access creates issues as people attempt to obtain water from the nearest source. A lack of safe fresh water quickly becomes a concern for people and creates many issues that affect quality of life. It is estimated that one in nine people do not have access to safe fresh water and this has created several issues that should be examined by students.

Affected Group/Area	Issue(s)	Result(s)
Women	In much of the world, women and girls are tasked with bringing water from a source that may be many kilometers from their home.	Loss of productivity as women spend hours of their day collecting water for the home. This leaves little time for other activities such as education.
Health	Diseases caused by the lack of safe water are a major health risk for people in much of the world.	Over one million people a year die from infectious diseases spread by water. Often children are most at risk of dying from these diseases.
Economy	Time spent collecting water from distant water sources is time that could be used more productively.	Billions of dollars of economic potential is lost from a lack of access to safe water. This is money that could be used to increase the quality of life of the world's poorest people.

It is important to note that this is not only an issue of LEDCs, but there are specific issues in countries considered MEDCs. Also, 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 quality of life, culture and the economy.

A lack of water security can create serious issues for governance of a country, international cooperation, and peace and security.

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 the world's 10th leading builder of dams. As of 2019 there are over 933 large dams in Canada and many thousands of small dams that are used for various purposes.

Affected Area	Issue(s)	Result(s)
Land Use	Dams usually require 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	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 sediment. Biodiversity will be decreased.
Mercury Levels	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. Important issues regarding water use that may be examined include:

- deterioration of water quality (e.g. saltwater intrusion in British Columbia),
- large-scale dam projects (e.g., Three Gorges Dam, China),
- lowering the water table and land subsidence (e.g., the world's sinking cities),
- use for agriculture or use for industry (e.g., Coca-Cola vs. Indian farmers), and
- use of fossil water reserves to maintain quality of life (e.g., Saudi Arabia, western United States).

Energy Use Issues

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 the term *Alberta tar-sands* has become politicized and is used as a derogatory term by some.) This region has one of the largest reserves of oil in the world, containing hundreds of billions of barrels of oil 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 emission of carbon that affects 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 certain greenhouse gases block heat from escaping from Earth toward space. Gases that contribute to the greenhouse effect and that have the greatest impact include

- Carbon dioxide (CO₂),
- Methane (CH₄),
- Nitrous oxide (N₂O), and
- Chlorofluorocarbons (CFCs).

If these gases are released due to human activity, they are called anthropogenic greenhouse gases. The primary sources of anthropogenic greenhouse gas emission is through the burning of fossil fuels and deforestation. Scientists have linked the increase of carbon dioxide in the atmosphere with an increase in global temperature. This relationship between carbon dioxide and temperature change and the resulting climate change are supported by the vast majority of climate scientists. As of 2017, the level of carbon dioxide reached 405.5 parts per million in the atmosphere, which is the same concentration in the atmosphere as three to five million years ago when the global average temperature was 2°C to 3°C

warmer than it is now. Although the increases in temperature may seem small on average, the impact on climate can 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:

- Frost-free season (and growing season) will lengthen.
- Global security will decrease.
- Health risks increase as warm-weather diseases migrate.
- Heat waves and droughts will increase.
- Human migrations will increase.
- Hurricanes will become stronger and more intense.
- Precipitation patterns will change.
- Sea level will rise between one and four feet by 2100.
- Temperatures will continue to rise.
- The Arctic is likely to become ice-free.

Students should categorize consequences of climate change in terms of economic, environmental, political and social effects. They should also consider how factors such as level of economic development, perspective, and place can influence the relative severity of these points for different groups.

Key words:

<u>General</u>	<u>Land</u>	<u>Water</u>	<u>Energy</u>
<ul style="list-style-type: none">• anthropogenic climate change• irrigation• terrain deformation	<ul style="list-style-type: none">• chronic hunger• deforestation• desertification• erosion• urban sprawl• chemical deterioration• urbanization	<ul style="list-style-type: none">• large scale dams• methyl mercury• water security	<ul style="list-style-type: none">• acid rain• climate change• global warming• greenhouse effect• greenhouse gas emissions• oil sands

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

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 Issues

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 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 physical and chemical deterioration, soil quality degrades to the point where fertility of the 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. A considerable achievement in this area in the 20th century has become known as the Green Revolution. First initiated by Dr. Norman Borlaug in 1943, this was a movement toward production of high-yield varieties of crops that could be used to address food security issues, first in Mexico, but later in India and in LEDCs. Through selective breeding in MEDCs, it had been shown that production could be increased by creating disease-resistant, larger, and faster growing varieties of common crops. This same process could be used to increase food security in LEDCs. The Green Revolution, all told, is credited with saving the lives of millions the world over.

While the Green Revolution was highly successful, it did produce some challenges. It was a high cost process that required the use of inputs (e.g., chemical fertilizers, pesticides, and irrigation systems) that poor farmers had difficulty affording. It resulted in such issues as a loss of genetic diversity in the crops used, meaning that, while they may have been disease-resistant, they were not immune (a greater variety of crops would ensure that a smaller number would be damaged). An increase in chemical use and inputs developed in the developed world resulted in increased environmental impact, while economically benefiting producers of these items in MEDCs. In terms of perspective, as a Western style of agriculture, it focused on crops (e.g., rice, wheat, and maize) that were easier to work with in the more developed parts of the world, but did not account for staple crops grown in other regions such as Africa. Finally, the role of women in agriculture in these LEDCs was ignored, meaning that financial resources were not in place to support females, who do a significant amount of farming in these regions.

The Green Revolution is one example of a strategy that was put in place to improve food security. Students should examine the benefits and challenges of its use, while considering perspective of those involved, to draw conclusions about the appropriateness of its use.

Additionally, students should briefly examine other agricultural methods and evaluate their use. These may include: organic farming, reducing travel distance of food, production of biofuels, and buying local.

Water Use Issues

There are a large variety of issues that can come from human use of Earth's water resources. Students examined the causes and consequences of such water use forms such 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.

There are a variety of issues that may be discussed surrounding large-scale water use. One such concern results from sewage and chemical waste that has influenced water quality in the Great Lakes region of Canada and the United States. Poor water quality has impacted fish and other marine life in the region as a result of high levels of phosphate, phosphorus, and nitrogen that have entered Lake Erie since the 1960s. The impact on fish populations subsequently had negative effects for fisheries, tourism and recreational activities in the area.

In terms of responses to this and similar issues, international cooperation may be effective. For example, the International Joint Commission (IJC), established in 1909 to address issues affecting the Great Lakes, has used negotiation to achieve its goals, as Canada and the United States are stakeholders. These responses often involve spending considerable sums of money to clean up areas where chemical dumping has been a significant issue. Other, more general approaches to this and similar issues globally may include source control, natural recovery, environmental dredging, and thick-layer capping.

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 decreased 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. A major concern for 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 the following:

- Building smaller, rather than larger dams to reduce the affected area of a dam project and allow for water management on local rather than regional scales.
- Collecting rainwater through rooftop or mountain slope means.
- Growing crops that require less water, or reducing reliance on large amounts of water.
- 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.
- Reducing hydropeaking to lessen the impacts of repeated wetting and drying of riverbanks and the shorelines of lakes associated with fluctuations of a dam's water level.
- Reducing waste in water systems by improving quality and functionality of pipe and irrigation systems.

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. Students should also examine perspectives of individuals or groups around these water use methods as they attempt to determine which responses would be most effective

Energy Use Issues

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 source that has resulted in the wider use of

- biofuel,
- geothermal,
- hydrogen,
- solar, and
- wind.

As students examine the use of energy 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. Also, it will be clear that an international treaty that does not include the largest emitters, China and the United States, would not provide a lasting solution.

There have been several international conferences that have formed to deal with the issue of climate change. The conferences sponsored by the United Nations attempt to get countries to agree on targets for several important environmental issues, such as reducing the release of toxic materials, usage and conservation of water and the promotion of alternatives for fossil fuels to limit the release of carbon. The decisions of countries to attend these meetings and then to carry out the agreed terms are political ones that are subject to change as governments change. This complicates an already very difficult situation since countries are not bound to follow through on their public declarations. Students should examine one climate conference and its attempt to address climate change. Possible conferences include

- Rio (1992)
- Kyoto (1997)
- Montréal (2005)
- Bali (2007)
- Paris (2015)

For example, the Paris Conference (2015 United Nations Climate Change Conference) where 195 countries agreed to limit global temperature rise to 2°C above pre-industrial levels with the hope to limit temperature increase to 1.5°C aimed to prevent most of the negative effects of climate change. As it stands now, if countries carry out their pledged carbon reductions, global temperature would still increase by 2.7°C. Obviously, there is still a way to go before it can be said that this conference is successful, but it is the most comprehensive plan made by the international community so far.

Countries are bound to submit climate action plans – referred to as (intended) national determined contributions (INDCs) – to show how they plan to reach their goals in reducing carbon emissions. The plans that countries have made to achieve their goals include several strategies that involve making the release of carbon more expensive for individuals and corporations and in the use of technology to try and capture and lock away the carbon that is already in the atmosphere.

Strategies to reduce greenhouse gas emissions.	
Cap and trade system	Government set a maximum level (cap) for greenhouse gas emissions. Companies must ensure that their emissions stay below this maximum. Companies may sell any unused emissions amounts to companies whose emissions exceed the maximum. This provides incentive to both classifications of companies: those who can lower their emissions level can sell their unused quotas and those who need to purchase additional quotas will strive to innovate and reduce or eliminate this cost.
Carbon tax	Government determines a dollar amount to tax each tonne of greenhouse gas emissions. The amount should be high enough to encourage people to conserve and reduce production, thereby reducing emissions.
Geo-engineering	The use of technologies to reduce the greenhouse gases that already exist or may be emitted into the atmosphere. These may include geological sequestration, iron fertilization of oceans, increasing earth's albedo, and sending carbon dioxide into space.

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 solutions 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 to fix. Students should be able to examine solutions and evaluate their effectiveness.

Key words:

General

- n/a

Land

- Green Revolution
- sustainable agriculture
- unsustainable agriculture

Water

- closed aquifer
- dredging
- open aquifer
- International Joint Commission

Energy

- cap and trade system
- carbon tax
- climate change conference
- geo-engineering

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Appendix B1: Assessing Globalization and Quality of Life

Sample Performance Indicator

Using your knowledge and the sources provided, evaluate whether globalization has a positive or negative influence on people's quality of life.

Source 1

Meem is nine years old and works as a sewing helper in a garment factory. The first time I saw her she was having a good day despite the wretched heat. She sat cross-legged on the concrete floor, a tiny, frail figure among piles of collars, cuffs and other parts of unstitched shirts.

She had a pair of cutters in her hands, much like eyebrow tweezers, and she was trimming threads from a shirt collar. It took her all morning and she didn't look up much, did not join any conversation. When it was done, she took a few gulps of water from a crunched bottle, walked around for a bit, her little hands rubbing her back, and went back to trimming threads.

She did that from 9 a.m. to 9 p.m., except for an hour long lunch break.

Later, she said, it had been a good day; the three ceiling fans worked all day and so it wasn't oppressively hot, she had fish curry for lunch, and the floor manager didn't yell at her for humming too loudly. It was a very good day, she said again, dancing a little jig.

For a few days this summer, she was also my boss. She taught me the tricks of trimming. She taught me to smile when my back ached. She taught me the Bengali words. Sab bhalo. It is all okay.

Source 2

Globalization Facts

- Sea transportation costs have dropped by 65% since 1930
- Air transportation costs have dropped by 88% since 1930
- The cost of a telephone call has dropped by 99% since 1930
- Freight costs for one ton of coffee shipped from Asia to Europe accounts for 1% of the price
- There are now 30 times as many goods exported internationally than in 1950
- Foreign Direct investment by companies and governments has risen from \$13 billion dollars U.S. to \$1.8 Trillion dollars U.S. today
- The number of Multinational Corporations has increased from 7000 in the 1990s to over 65 000 today

Source 3

Many linguists predict that at least half of the world's 6000 or so languages will be dead or dying by the year 2050. Languages are becoming extinct at twice the rate of endangered mammals and four times the rate of endangered birds. If this trend continues, the world of the future could be dominated by a dozen or fewer languages.

Language extinction is accelerating today due to population pressures, the spread of industrialization and the forces of globalization. Large languages, like English or Spanish, sometimes coexist with a local language. More often, they eventually replace it as older speakers die and younger ones adopt the more useful and practical language.

Appendix B2: Assessing Sustainability and Quality of Life

Sample Performance Indicator

Using the source and your knowledge of Social Studies, as well as the three pillars of sustainability as a framework, create sustainable development goals for the people mentioned in the source that will help to promote economic growth. Choose which you would prioritize and justify your selection.

Source 1

Peru has experienced sustained economic growth in the last decade, and is now considered a middle-income country and not a low-income country. Despite this and the improvement in social indicators, this growth has not generated enough jobs nor reduced poverty to the desired levels, especially in rural areas far from the country's centres of economic activity. It is estimated that one in two people of working age are in the informal sector, which produces two-thirds of the GDP of the country.

The country needs a programme that is targeted to the poorest fifth of the country, in regions which have not seen economic growth – that is to say, where poverty indices have remained the same or increased – but which show potential for development in what have been named “inclusive creative industries”, which include artisanal, agricultural, gastronomic, and rural community tourism sectors.

Creative industries alleviate poverty in Peru
Sustainable Development Goals Fund

Pillars of Sustainability	Sustainable Development Goals
Social	
Environmental	
Economic	
Preferred goal and justification:	

Appendix B3: Economics and Quality of Life

Sample Performance Indicator

Using the source below and your knowledge, explain whether or not low-cost labour, and the inexpensive products that are associated with it, is improving or degrading the quality of life of citizens around the world.

“We have to examine the extent to which we export poverty to other societies. When we decide that we will import products from China that are produced by people earning less than a dollar an hour, and grant their country most-favored-nation status, we are deciding to make American workers who must earn the minimum wage compete with them. I am not suggesting that we close the doors to China or to Mexico, but I am suggesting that we look very carefully at the web of international relationships that we are creating. At the very minimum, we should understand that we have two choices in our country: we can raise world living standards by exporting those standards, or we can lower living standards - not only the world's but also our own - by deciding that it is acceptable for the products of exploited labor to enter this country.”

— Julianne Malveaux

Appendix B4: Politics and Quality of Life

Sample Performance Indicator

Using the organizer below, explain two significant political stability issues that can influence either democratic or authoritarian states. Determine the most significant consequences of these issues and propose an effective response to address each.

Issue #1	Significant consequences	Response to mitigate the issue
Issue #2	Significant consequences	Response to mitigate the issue

Appendix B5: Population Change and Quality of Life

Sample Performance Indicator

Which is the greater issue: high population growth rates, or low population growth rates? Use the organizer below to compare consequences of each issue and develop two arguments supporting your position.

Consequences of high population growth	Consequences of low population growth
Which is the greater issue: high population growth rates, or low population growth rates? Develop two arguments supporting your position.	

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