

Applied Global Citizenship 30L

A Locally Developed Course

Adopted from:



APPLIED GLOBAL CITIZENSHIP

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This Applied Global Citizenship 30 course has been prepared under the direction of Coordinator of Curriculum and Instruction, Pat Jamison and Education Consultant, Mark Wilderman of Saskatoon Public Schools. The principal writers are Ms. Tracy Lavery of Royal West Campus and Ms. May Cummings of Mount Royal Collegiate. They are commended for their enthusiasm, dedication and their vision to engage students in their role as active global citizens.

APPLIED GLOBAL CITIZENSHIP

Aim

The overall aim of this locally developed course is to engage students in their role as active global citizens. Students today function in an increasingly global context. Local citizenship can only really be understood in the context of the systems and relationships that connect us to the broader, global community. Allowing students to remain unaware of and inactive in both local and global communities prevents them from exercising basic human rights and freedoms and leaves them ignorant to the nature of their own lives and positions in the world. Global citizenship is more than just learning about seemingly complex global issues such as sustainable development, conflict, and international trade. It is also about the global dimension to local issues, which are present in all our lives. It is a part of the jobs we do, the clothes we wear, the food we eat, the music we listen to, the many cultures and faiths in our communities, and the students in our schools. An understanding of global citizenship affects the decisions we have to make about our everyday lives from what to buy at the supermarket to where to go on holiday. The aim of this course is to create an awareness in the student of her/his global footprint along with the skills and abilities to change and control its impact.

Social and cultural development goals have long been part of the strategic direction of Saskatoon Public Schools. Specifically, in the frame of 'World Citizenship' it is expected that; "Students will participate actively in the local community, realize the rights and responsibilities of citizenship, and demonstrate a commitment to social justice". Within these goals is an understanding that new and innovative ways to meet these goals will be pursued passionately and continuously. As this course directly responds to the above mentioned goal, it is intended for all secondary students in Saskatoon Public Schools.

Rationale

As our world changes, the needs of our students and our role as educators change. Society needs self-motivated members with the education and empowerment to move forward. Our students need the tools and training to fulfill their role as active members of society. As educators it is not enough for us to 'show and tell' what we believe to be the obligations of citizenship, or the result of ignoring these obligations. Students must experience the world around them, define their own issues, and create their own solutions for learning to be either sustainable or valid.

This requires reflection on the connections that they learn and apply through "observation, analysis and synthesis" (Bradley, 1995). The projected student outcome being a concern or awareness of the challenges facing their communities, and the development of the tools required to solve them. This course is designed in a systematic way to engage students immediately in the life beyond a classroom setting.

The primary focus of the course is less on content than it is on the delivery of the content. Applied Global Citizenship is based on an Inquiry Model of learning where students develop questions, seek answers to their questions, and develop further

questions moving towards both a deeper understanding of the content, as well as a higher, more reflective level of inquiry. The emphasis is on facilitating a process whereby students can interact with the issues experientially, providing each with the skills to observe the facts, to draw inferences, and to develop strategies to improve the human condition. Through this learning process students can put their reflection into “practice” and have opportunities to apply their ideas through community action. The evolution from ideas to actions, involve processes and attitudes that must be learned.

Through Applied Global Citizenship which includes social action on local, national and international levels, students will develop a sustainable engagement with the outside world. The final outcome would be the understanding that their actions can make a difference.

A formalized curricular approach allows for a uniform, articulate method of empowering and equipping globally minded citizens and directly addresses the needs of Saskatchewan students. “Education in Saskatchewan promotes the development of responsible and caring people who are equipped to meet the challenges of a complex and rapidly changing world” (Policy and Procedures for Locally developed Courses of Study). The purpose of Applied Global Citizenship as a course of study is to require students to acknowledge, address, and respond to local and global issues for the purpose of enabling them to become active and responsible global citizens.

Skill, Knowledge, and Attitude development:

This course follows the skills development continuum found in the K-12 Saskatchewan Education Social Studies Curricula. The course provides many opportunities to improve students’ skills and abilities with the Inquiry Model, the use of guided questions using Bloom’s Taxonomy, and in the areas of locating and gathering facts, organizing, comparing, interpreting, contrasting, summarizing, categorizing, classifying, inferring, analyzing, hypothesizing, synthesizing, and evaluating.

The Inquiry Model takes advantage of student’s natural curiosity by encouraging them to develop deeper and broader questions until they have fully explored the topic at hand. This model aids students in the development of strategies and processes for collecting and evaluating information (information literacy). This model facilitates direct student interaction with the issues being discussed and constant reflection. As a disposition, inquiry develops increasing levels of questioning and involvement that lead to increasing levels of self-reflection and self-assessment. The structure of inquiry supports students in developing the skills and abilities necessary for lifelong learning. In addition, students involved in inquiry and experiential learning deepen and reinforce their newly acquired content knowledge and skills by using them to address real community needs. They experience themselves, and are perceived by others, as competent, contributing members of society.

Students will experience growth in the following:

- realization of lifelong learning skills and dispositions
- appreciation of multiple perspectives on events and situations from a variety of standpoints
- growing awareness of personal world view and how it is constructed from experience and influence
- recognition of the relevance of the coursework
- sense of belonging
- participation in the democratic process at a variety of levels
- development of a recognition of the interdependence of the world around us
- conflict resolution skills
- respect for the dignity and the human worth of all people

Furthermore, an interdisciplinary approach invites the student to recognize the relevance of her/his entire high school experience without limiting valued understandings to the social sciences.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. The social sciences contribute to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Building Lifelong Learners

Students engaged in constructing and applying social studies knowledge naturally build a positive disposition towards learning. Throughout their study of social studies, students bring a natural curiosity about their world. This curiosity provides the motivation to discover and explore their personal interests more deeply. Positive values and attitudes about learning involve curiosity and interest with respect to social studies questions, and a sense of wonder regarding the human and natural environments. A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies education. As students engage in the learning process, they enhance their appreciation of the significance and relevance of questions and issues related to social studies.

Building a Sense of Self and Community

Critical perspectives are reflected throughout the Applied Global Citizenship 30 curricula and enable students to develop an awareness of differing understandings and worldviews. As students think critically about contemporary and historical ideas, events, and issues from diverse perspectives, students gain a richer understanding of themselves and of the complexity of cultures, communities, and societies. This

understanding enables students to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider differing perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.

Students are encouraged to explore the historical reasons that inequalities exist within our communities and to develop an understanding of the policies and practices that have created these conditions.

Building Engaged Citizens

The development of values and attitudes, knowledge and understanding, and skills and processes that support active and responsible citizenship is fundamental to Applied Global Citizenship. As active and responsible citizens, students engage in discussions and take action as members of communities – locally, nationally, and globally. The concept of citizenship provides a foundation that enables students to understand and become committed to ideals of social justice.

Citizenship involves the ability and willingness to contribute to collective well-being through personal and collective decisions and actions. Students will explore historical and contemporary issues and ideas related to citizenship to develop an understanding of citizenship in the local, national, and global contexts. Students will engage in discussion, negotiation, consensus building, and conflict resolution. As students interact and explore diverse perspectives, they will build the competencies required for active and responsible citizenship in the Canadian and global context. Values and attitudes that support active and responsible citizenship are central to social studies learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Active citizenship also involves willingness to engage in discussion, negotiation, debate, and action regarding Canadian and global social issues. Students will examine the contribution individuals can make to the economic, environmental, and social sustainability of communities.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. In Applied Global Citizenship, students develop understanding by building on what is already known and use processes such as thinking contextually, initiating and engaging in inquiry, thinking creatively, and thinking critically. As the curriculum is inquiry-based, students will use critical thinking skills to explore a range of questions, topics, issues, and themes in a variety of contexts. Thinking contextually, creatively, and critically enables students to make observations and decisions, and to solve problems. These skills involve making connections among concepts and applying a variety of cognitive tools. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion, evaluating information and ideas, identifying perspectives and bias, and the consideration of the consequences of decisions and actions.

Developing Identity and Interdependence

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors including culture, language, ethnic heritage, spiritual beliefs, socio-economic situation, gender identity, personal characteristics, time, and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others, as well as what connects themselves to others. Applied Global Citizenship 30 provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. Focusing on identity and interdependence strengthens students' understanding of who they are as individuals and as social beings. As students reflect on and express who they are, they build upon their identities as contributing members of interdependent groups and communities.

An appreciation of the dependence of human beings upon nature and respect for the natural environment are also important values in Applied Global Citizenship. An attitude of stewardship for the land implies a willingness to adapt one's lifestyle in order to contribute to the well-being of the environment. An awareness of the impact of human societies and activities on the environment enables students to make decisions that reflect concern for present and future quality of life.

Developing Literacies

Multiple literacies involve a continuum of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in a variety of roles and situations in the school, home, and community. Literacies provide a variety of ways, including the use of language and technology, to interpret the world and express understanding of it through words, numbers, images, sounds, movements, or other representations. In social studies, development of literacies related to the various social science disciplines (e.g., cultural literacy, economic literacy, geographic literacy, historical literacy) complements development of literacies in other areas of study.

Developing Social Responsibility

Applied Global Citizenship supports students in participating actively and responsibly in a changing pluralistic society. Important values and attitudes in social studies relate to self, others, community, environment, and citizenship. Positive values and attitudes concerning self, involve a sense of personal worth and efficacy. The belief that one can contribute to collective well-being and make a positive difference in society begins with self-esteem and is supported by a sense of connectedness to others. This belief supports the development of values such as respect, integrity, responsibility, and commitment.

Attitudes with respect to others are grounded in respect for the value and dignity of all human beings. This is reflected in a concern for quality of life and a willingness to understand and respect diversity in individuals, groups, cultures, communities, and societies. Appreciating human diversity implies a critical consideration of one's own and others' perspectives. Such a consideration involves acknowledging the limitations of personal perspectives in understanding the world, and enables students to identify and speak out against intolerance, prejudice, racism, and other forms of discrimination. Social studies helps students become informed, active, and responsible members of communities. Positive values and attitudes regarding community involve a sense of belonging and membership. A sense of belonging enables students to make choices that are motivated by concern for collective well-being. Values such as respect, a sense of personal and collective responsibility, and an appreciation of human interdependence within local, national, and global communities are fundamental to social studies education.

Incorporating Career Development Competencies

Given the current context of globalization, preparing students for a career has become more complex than ever before. Many educational centers are working to prepare children and youth to become engaged citizens, ethical human beings, and productive workers who can contribute to the societies in which they live. According to Suarez-Orozco and Sattin (Educational Leadership, 2007), in order to prepare students for an ever changing economic, political and social climate, students must be given opportunities to become culturally sophisticated and prepared to work in an international environment. As well, institutional leaders have made it clear that there are certain skills and qualities that they are searching for in potential employees.

Employers state that there are four basic areas which enhance individual success in any context:

- **Critical thinking skills:** Critical and interdisciplinary thinking challenges students to analyze and synthesize information, which is an essential skill in a context where single disciplines can no longer fully address complex global problems.
- **Communication skills:** Students need to master interacting with others effectively by using language, symbols, and other media technologies that support global interdependence, and cross cultural understandings and exchanges.
- **Collaborative skills:** The ability to work collaboratively in a variety of environments has never been more important for securing employment and promoting responsible citizenship.
- **Technology skills:** New technologies can help promote collaboration, develop interpersonal skills, and facilitate cross-cultural exchange.

For students to develop the skills, sensibilities and competencies needed to identify, analyze and problem solve from multiple perspectives, educational centers must provide students with an opportunity to synthesize knowledge within and across disciplines. Students need to work with peers collaboratively, and communicate effectively using technology to develop interpersonal skills and facilitate cross-cultural exchange (Organization for Economic Development, 2005). In the 21st century, mastery of technology and media literacy is essential for equipping students with the skills necessary for an interconnected world.

Instructional Approaches

While many instructional approaches may be used within various activities throughout the course, it must be understood that the focus is on action and inquiry as primary methods of delivery.

This course focuses on:

- Inquiry
- Role play and simulation
- Concept Formation and Concept Attainment

- Collaborative learning models
- Differentiated Instruction in the context of the Adaptive Dimension
- Reflective writing
- Formative assessment to support metacognition
- Dialectic reasoning structures like debate, Socratic questioning combined with consensus building like talking circle

The issues addressed by each classroom will be student directed as will the actions and solutions applied. In fact student focus will appear to be entirely unique and issue-based while the content will be used to guide each to common goals and understandings.

Assessment/ Evaluation Techniques:

For the specific purposes of this course it is recommended that assessment be ongoing, organic, and related to the developmental levels of Questioning, Inquiry and Service. Given the importance of context, we cannot provide one model for assessment that fits all learning situations. Ongoing journaling and portfolios used in combination with an exit interview are recommended as the most in depth measure of student development in this area. However, as each classroom experience will be unique, the experience itself may dictate alternative specific techniques. It is imperative that assessment be planned, ongoing, and arranged in such a way that the student may assume sole responsibility.

Self-assessment should be modeled, and developed throughout the course as it is one of the skills necessary for lifelong learning. Some suggested assessment and evaluation techniques are included in the appendix and the recommended resources contain various rubrics and checklists designed specifically for this type of activity.

Adaptive Dimension:

The adaptive dimension is defined as the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to ensure curriculum, instruction and the learning environment are meaningful and appropriate for each student.

Inquiry Learning Models require students to develop their potential as independent learners while challenging basic belief systems. These methods use scaffolding and modeling techniques to create an environment consistent with the adaptive dimension.

It is helpful to consider that a classroom climate of acceptance and understanding allows students to feel comfortable and safe. This will allow students to share their deep personal thoughts, concerns and issues about the present day situation and about the kind of future that they envision for themselves, their families, their communities,

and humanity. It is important for the teacher to, as a first step, teach communication skills and how to deal in an appropriate way with differences of opinion.

Teaching Controversial Issues

Applied Global Citizenship 30 provides students with opportunities to examine controversial issues. Contemplating these issues will provide students with the opportunity to apply concepts and higher order thinking skills in organizing, interpreting, and communicating information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. It is, then, a natural progression to understanding that values provide us with evaluative criteria and we depend upon the traditions of Canadian society to provide us with guidelines. A short list of these criteria would include human dignity, basic rights, and responsibilities as defined in the Canadian Charter of Rights and Freedoms, and a clear understanding of how power is implicated in the inequities that we see and experience in our communities.

Indian and Metis Curriculum Perspectives

Drawing from Indigenous Elders, knowledge keepers, artists, scholars and scientists this course will investigate the impact of colonization locally, nationally and globally. Using various methods of inquiry students will study the multiple worldviews, political systems, economic systems and social systems among Indigenous societies. Teachers can refer to several research studies done on Aboriginal peoples in Canada such as the 1967 Hawthorne Report, the Royal Commission on Aboriginal Peoples, or the Canadian Teachers Federation studies on First Nations, Inuit and Metis Issues in Education.

Course Implementation

Applied Global Citizenship is designed as a 30 level course with no pre-requisites. Although a prerequisite is not required, it is preferred that students in grades 11 and 12 choose this course as it requires some maturity and developed skills in being an independent learner. Furthermore, although the course will be offered within a collegiate setting and during school hours, some flexibility will be required of students as activities will often take them out of the classroom.

Course Framework

Applied Global Citizenship aims to involve teachers, students, community members, governmental and community based organizations in developing:

- *Ideas and understandings – of key concepts that illuminate practical links between local and global issues;*

- *Values and attitudes - relating to social justice, human rights, and diversity;*
- *Skills and capabilities – of critical thinking, communication, collaboration and reflective action;*
- *Knowledge - to both understand and affect change in the world;*
- *Experiences – of active citizenship in a globalized society.*

The course is intended to be structured to achieve a balance in focus by using three important components. These components are not meant to be separate, instead they are meant to be integrated seamlessly throughout the course as strands.

Aims and Goals of Applied Global Citizenship

Political Literacy

Young people are entitled to develop the knowledge, skills and attitudes they will need as adult members of our global society. Society needs its citizens to contribute to an informed public opinion. Political literacy is about helping people become politically aware and effective. It is about giving them the ability to read issues and events politically. This means using the ideas, language, forms of thought, and arguments which citizens use when dealing with a public issue. As teachers we need to be conscious of the stories that will present the most interesting starting points but also we need to know which questions and lines of enquiry are most effective in generating social and moral thinking.

The global dimension gives pupils the skills and abilities they need in order to participate in their society and the world around them. Government policies affect individual's lives and the issues that people need to assess have an increasingly global dimension. Students are provided with skills which will help them identify issues which are important to them, help them choose a course of action and participate in the democratic process at a range of levels.

Social Responsibility

Social responsibility is a principle that claims that an organization or individual has a responsibility to society. This responsibility can be negative, in that it is a responsibility to refrain from acting, or it can be positive, meaning a responsibility to act.

Many issues that are important to young people in this province are also relevant to young people everywhere. These include issues such as children's rights, human rights, and sustainable development. To imply through lack of programming that students are not interested in or able to affect these issues in a meaningful way both underestimates and devalues our youth. Students simply need to develop the knowledge, skills, understandings and values necessary to participate in decisions about the way that we do things individually and collectively.

The global dimension emphasizes the moral imperative to understand and empathize with fellow human beings, other species and the environment. It provides our youth with a solid foundation on which to base and build their value system.

Community Involvement

Active involvement in the community will allow students the opportunity to remove the barrier that currently exists between school and community. Through ever increasing involvement students will begin to understand their responsibilities as citizens. They will be taught to negotiate, decide and take part responsibly in both school and community activities.

The global dimension emphasizes the commonality in many human experiences and the ways in which people are connected with each other. Understanding this commonality can lead to young people seeing themselves as active agents of change in their community.

Outcomes and Indicators

Goal: To examine the local, Indigenous, and global interactions and interdependence of individuals, societies, and nations

Outcomes (What students are expected to know and be able to do.)

Investigate the social, political and economic implications of Colonization.

Indicators (Students who have achieved this outcome should be able to)

- a. Investigate the impact of colonization on both Indigenous and White-settler societies in Canada.
- b. Compare the political, economic and social systems of the West with Indigenous communities before contact.
- c. Explore the ideologies and belief systems of the Canadian government in relation to land and resources.

- d. Explore the ideologies and belief systems of Indigenous peoples before and during contact.
- e. Investigate diverse historical views regarding the terms 'primitive' and 'civilized', and analyze the effect of the perceptions of the concepts on ethnocentrism in colonizers.
- f. Analyse the effects of ethnocentrism on Indigenous peoples locally and globally.
- g. Investigate how colonial policies and practices continue to impact Indigenous peoples today.
- h. Analyze the impact various institutions and mass media have on maintaining colonization.
- h. Analyze the impact of empire-building and territorial expansion on Indigenous populations locally and globally.

Goal: Explore the impact of colonial ideologies on societal beliefs about identity which include race, class, gender, and sexuality.

Outcome

Analyze the historical belief systems, policies and practices regarding the valuing of women, Indigenous peoples, and other minority groups.

Indicators (Students who have achieved this outcome should be able to)

- a. Investigate how minority groups are valued (beliefs, policies and practices) and relate this to their social, political, and economic power in Canada.
- b. Compare historical beliefs, policies and practices regarding minority groups to those of contemporary society.
- c. Explore how things have changed or been maintained and infer why this might be the case.
- d. Analyze the various ways minority groups have resisted these belief systems.

- e. Investigate how minority groups have tried to change their social, political and economic status in Canada and other nations.

Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.

Outcomes (What students are expected to know and be able to do.)

Examine concepts of power and authority in the governance of various countries, past and present.

Indicators (Students who have achieved this outcome should be able to:)

- a. Differentiate the essential characteristics of various systems of government, including democracy, consensus, monarchy, autocracy, and military regime.
- b. Critique the various structures of the Canadian system of democracy.
- c. Interpret the effect of the system of government on the worldview of the societies studied, in terms of who had power, and how government leaders obtained power and how power was exercised.
- d. Explain the reasons underlying the existence of a particular system of government at a specific moment in the history of the societies studied.
- e. Define the concept of the rule of law and trace its origins in Canada and other nations.
- f. Draw conclusions about the effect of the rule of law and trace its origins in Canada and other nations.
- g. Compare the distribution of power and the application of authority in other nations to contemporary Canadian society.

Outcome: Investigate the roles and responsibilities of members of citizens in Canada.

Indicators (Students who have achieved this outcome should be able to:)

- a. Differentiate the criteria for citizenship in other nations with that in contemporary Canadian society.
- b. Investigate examples of the oppression of rights of particular groups or individuals in various nations including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).
- c. Examine the rights and responsibilities of people as they existed within other nations studied, and compare findings to contemporary Canadian society.
- d. Explain the means to achieving rights in other nations, and compare this to contemporary Canadian society.
- e. Compile an inventory of the diverse roles and responsibilities of people within other nations, according to various identities and classifications (e.g., gender, age, vocation, social class).
- f. Compare roles within other communities and nations to those in contemporary Canadian society.

Goal: To examine various worldviews regarding the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment.

Outcomes (What students are expected to know and be able to do.)

Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

Indicators (Students who have achieved this outcome should be able to)

- a. Investigate the strategies used to acquire and distribute resources in Canada and other nations.
- b. Compare the perspectives regarding the distribution of resources and assess the results in terms of consequences for the populations in Canada and other nations.
- c. Research the processes for decision making regarding production and distribution of wealth and resources in Canada and other nations.

d. Infer the values of Canada and other according to categories of acquisition and distribution of resources and wealth.

Outcomes (What students are expected to know and be able to do.)

Appraise the significance of trade and transportation in the development of Canada and other nations.

Indicators (Students who have achieved this outcome should be able to)

- a. Analyse the impact of physical geography on modes of transportation in Canada and other nations.
- b. Investigate motives for trade, approaches to trade, and trading patterns of Canada and other nations, to assess the effects on the economy and prosperity of that society.
- c. Compare the prosperity of Canada and other nations and infer reasons for similarities and differences.
- d. Assess the significance of trade relations and transportation systems for prosperity in Canada and other nations.
- e. Explain the impact of technologies on the economies and lifestyles in Canada and other nations.

Goal: To examine the impact of globalization on local communities in Canada and other nations.

Outcomes (What students are expected to know and be able to do.)

Investigate the various meanings of globalization.

Indicators (Students who have achieved this outcome should be able to)

- a. Assess the impact of global trade on local and international communities.
- b. Analyze the costs and benefits of global trade.
- c. Explore the interconnections between capitalism, technology and globalization.

- d. Investigate which countries benefit most from globalization and analyze why this might be the case.
- e. Determine which groups within Canada benefit most from globalization and analyze why this might be the case.

Outcomes (What students are expected to know and be able to do.)

Assess the relationship between the natural environment and the development of a society.

Indicators (Students who have achieved this outcome should be able to)

- a. Explain the influence of the major water systems, the topography, and the climate on the ways of life in Canada and other nations.
- b. Connect the characteristics of the natural environment with the settlement and movement of people in the societies studied.
- c. Give examples of ways in which the natural environment influenced technological development in Canada and other nations.
- d. Give examples of ways in which the development of industrialization has had an impact on the natural environment.
- e. Explain the effect of the natural environment in the progress or decline of Canada and other nations studied .
- f. Analyze the influence of the natural environment on the territorial expansion, colonization, or empire-building in the societies studied.
- g. Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.
- h. Investigate the impact industrialization and globalization have had on other species.

Goal: To explore the concept of Sustainability as it might exist in Canada and other nations.

Outcomes: (What students are expected to know and be able to do.)

Investigate the many initiatives working towards sustainability in Canada and other Nations.

Indicators:(Students who have achieved this outcome should be able to do)

- a. Investigate the various meanings of sustainability and create a definition given the current global context.
- b. Explore the ways in which Canada and other nations are/ or are not adapting social, economic and political policies towards sustainability.
- c. Analyze the tensions created between competing groups and ideologies with the implementation of sustainable policies and practices.
- d. Determine the various ways that sustainable practices might impact communities other species and our environment in Canada and other nations.
- e. Explore current and possible future sustainable practices in your local community.

Resources

Print Resources

Active Citizenship: Student Action Projects. (Print-Non-Fiction). Case, Roland et al.

(Critical Challenges Across the Curriculum Series). Critical Thinking Consortium and Seva Canada Society. Richmond, British Columbia. 2004. 90 p. ISBN 0-86491-260-9 (\$27.95 pbk.).

Engaging Readers & Writers With Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas With Guiding Questions. (Print-Non-Fiction). Wilhelm, Jeffrey D. Scholastic Teaching Resources. 2007. 172 p. ISBN 0439574137 (\$14.95 pbk.)

Me to We: Finding Meaning in a Material World. (Print Non-Fiction). Kielburger, Craig and Kielburger, Mark. Fireside. 2006. 320 p. ISBN 0743298314 (\$23.00 pbk.)

Non-Print Resources: Websites

Canadian Centre for Policy Alternatives

<http://www.policyalternatives.ca/>

The Canadian Centre for Policy Alternatives is an independent, non-partisan research institute concerned with issues of social, economic and environmental justice. Founded in 1980, the CCPA is one of Canada's leading progressive voices in public policy debates. There is a National Office in Ottawa, and provincial offices in British Columbia, Saskatchewan, Manitoba, Ontario, and Nova Scotia.

Cultivating Peace

<http://www.cultivatingpeace.ca/main.html>

Cultivating Peace is the internet portal for classroom connections. Classroom Connections is a non-profit organization dedicated to instigating positive societal change by strengthening the education and parenting of Canada's youth. The organization was founded on the simple premise that real societal transformation has to start with our children. Each individual child is an opportunity for fundamental change in our world, and the two greatest forces shaping that opportunity are parents and public education.

Doctors Without Borders

<http://www.msf.ca/>

Founded in 1991, MSF Canada's mandate is to recruit medical and logistical personnel; to raise public awareness of the plight of the populations we treat and care for; and to finance our international projects by raising funds from the general public and from government institutions, such as the Canadian International Development Agency. These tasks are the responsibility of three departments in the MSF Canada National Office: Fundraising, Recruitment, and Communications. The MSF Canada offices in Ottawa, Montreal, and Vancouver support the national objectives of MSF Canada throughout the country.

Office of the Treaty Commissioner

<http://www.otc.ca/>

Rethinking Globalization: Teaching for justice in an unjust world

<http://www.rethinkingschools.org/>

This comprehensive book from Rethinking Schools helps teachers raise critical issues with students in grades 4-12 about the increasing globalization of the world's economies and infrastructures, and the many different impacts this trend has on our planet and those who live here.

Saskatchewan Eco Network

<http://econet.ca/>

The Saskatchewan Eco Network is a non-profit, non-government organization whose members are Saskatchewan environmental groups. SEN connects environmentalists both within the province and across Canada by promoting active networking.

Saskatchewan Green Directory

<http://www.saskatchewangreendirectory.org/>

STARS Anti Racism and Indigenous Education Resource Blog

<http://starsusask.blogspot.ca/>

The Student Teachers Anti-Racism Society's (STARS) resource blog provides educators with lessons, ideas, inspirations, news, and events etc. related to teaching towards anti-racism, decolonization and social/ecological justice in schools and society.

Safe conference – Educating for Anti-Racism –STF SPECIAL SUBJECTS COUNCIL

<http://safe-2011.blogspot.ca/>

Posting on the question: What is Anti-racist Anti-oppressive Education?

Taking It Global

<http://www.takingitglobal.org/home.html>

TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It's the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.

VIDEA Global Citizenship Website

<http://www.vida.ca/global/index.html>

Resources for educators and students on world issues.

WorldBeat

Electronic Resource Magazine

<http://ebeat.sasktelwebhosting.com/worldbeat/home.htm>

The Worldbeat Global Education Project is an educational initiative aimed at locating, evaluating and increasing traffic to the many excellent websites that offer outstanding global education opportunities to Saskatchewan teachers and students.

Non-Print Resources: Digital Archives

Canadian Journal of Native Education

<http://www.lights.ca/sifc/INTRO.HTM>

The First Nations Periodical Index contains journals of mainly Canadian Native content. This Index is a tool providing access to information about First Nations for students (high school or university), educators, instructors and researchers.

CBC Digital Archives

<http://www.cbc.ca/archives/>

Resources for Teachers available on this website. Print resources available as well.

Gabriel Dumont Institute

<http://www.metismuseum.ca/>

The Gabriel Dumont Institute is a Saskatchewan based educational and cultural institute serving Métis across the province. It also includes a virtual Museum of Metis history and culture.

New Internationalist

<http://www.newint.org/>

New Internationalist is the world's leading independent publisher of magazines and books on global social justice and sustainable development.

University of Saskatchewan Digital Archives

<http://library.usask.ca/spcoll/Digital-Projects.php>

A collection of digital projects on the University of Saskatchewan website.

Non-Print Resources: Organizations

Assembly of First Nations

<http://www.afn.ca/>

The Assembly of First Nations (AFN) is the national representative organization of the First Nations in Canada. There are over 630 First Nation's communities in Canada. The AFN Secretariat, is designed to present the views of the various First Nations through their leaders in areas such as: Aboriginal and Treaty Rights, Economic Development, Education, Languages and Literacy, Health, Housing, Social Development, Justice, Taxation, Land Claims, Environment, and a whole array of issues that are of common concern which arise from time to time.

Canadian International Development Agency

<http://www.acdi-cida.gc.ca/index.htm>

Supporting sustainable development, reducing poverty and providing humanitarian assistance in order to promote a more secure, equitable and prosperous world.

Canadian Red Cross

<http://www.redcross.ca>

The Canadian Red Cross' mission is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.

Centre for Social Justice

<http://www.socialjustice.org/>

The Centre for Social Justice (CSJ) conducts research, education and advocacy on issues of equality and democracy. "Fighting against the inequalities of wealth, income and power.

United Nations
<http://www.un.org>

