

## Programs of Study Outcome Correlations for Social Studies 10-4, 10-2 and 10-1

The following correlation chart is a suggested guideline only that attempts to align comparable outcomes from the Knowledge and Employability Social Studies 10-4 Program of Studies and the Social Studies 10-1 and 10-2 Program of Studies.

Note: Spaces have been left in the chart wherever there is no comparable alignment between outcomes.

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> Should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will examine globalization with emphasis on the influence of globalization on local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Related Issue 10-4.1:</b> Should globalization shape identity?</li> <li>• <b>General Outcome:</b> Students will explore the impacts of globalization on their everyday lives.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 1:</b> Should globalization shape identity?</li> <li>• <b>General Outcome:</b> Students will explore the impacts of globalization on their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 1:</b> To what extent should globalization shape identity?</li> <li>• <b>General Outcome:</b> Students will explore the impacts of globalization on their lives.</li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>• In what ways do peoples in Canada express their identities?</li> <li>• What are some understandings of globalization in your community? How has globalization affected other communities?</li> <li>• How have various forms of media impacted cultural diversity in Canada?</li> <li>• What impacts does globalization have on cultures?</li> <li>• Does globalization provide opportunities to promote languages and cultures?</li> </ul>		

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.1a</b> acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC,CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.1</b> acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.1</b> acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC,CC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.1b</b> appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.2</b> appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.2</b> appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.1c</b> appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.3</b> appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.3</b> appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)</li> </ul>
<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.1d</b> identify the various ways that people in Canada express their identities; e.g., role modelling, language, religion, spirituality, the arts, clothing, relationship to land, traditions (I, LPP, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.4</b> identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling) (I, CC, LPP)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.4</b> explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)</li> </ul>

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<ul style="list-style-type: none"> <li>• <b>10-4.1e</b> explore various understandings of globalization (ER, CC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.5</b> explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.5</b> explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.1f</b> explore the impact of media and communications technology on diversity; e.g., universalization of pop culture, hybridization and diversification (I, GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.6</b> explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.6</b> examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.1g</b> examine the opportunities and challenges presented by globalization to the identities and cultures of peoples in Canada; e.g., acculturation, accommodation, cultural revitalization, affirmation of identity, assimilation, homogenization (I, GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.7</b> examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.7</b> analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>1.8</b> examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.8</b> analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.1h</b> examine efforts to promote languages and cultures in Canada in response to globalization; e.g., language laws, cultural content legislation, revitalization of language and culture (I, CC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.9</b> analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.9</b> evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)</li> </ul>

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> Should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will examine globalization with emphasis on the influence of globalization on local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Related Issue 10-4.2:</b> Should people in Canada respond to the consequences of historical globalization?</li> <li>• <b>General Outcome:</b> Students will explore the effects of historical globalization on indigenous and nonindigenous peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 2:</b> Should people in Canada respond to the legacies of historical globalization?</li> <li>• <b>General Outcome:</b> Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 2:</b> To what extent should contemporary society respond to the legacies of historical globalization?</li> <li>• <b>General Outcome:</b> Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.</li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>• How did contact between Europeans and indigenous peoples of Canada shape cultures and institutions?</li> <li>• What is the relationship between industrialization and imperialism? What is the relationship between imperialism and globalization?</li> <li>• How did imperialism shape government policies in Canada?</li> <li>• How have the legacies of imperialism impacted First Nations, Métis and Inuit peoples?</li> <li>• Do the people of Canada have a responsibility to address the legacies of imperialism?</li> <li>• What is the relationship between historical and contemporary globalization?</li> </ul>		

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.2a</b> recognize and appreciate the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (I, GC, CC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.1</b> recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.1</b> recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2b</b> exhibit a global consciousness with respect to the human condition (C, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.2</b> exhibit a global consciousness with respect to the human condition (GC, C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.2</b> exhibit a global consciousness with respect to the human condition (GC, C)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2c</b> accept social responsibilities associated with global citizenship (C, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.3</b> accept social responsibilities associated with global citizenship (C, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.3</b> accept social responsibilities associated with global citizenship (C, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2d</b> recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.4</b> recognize and appreciate the validity of oral histories (TCC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.4</b> recognize and appreciate the validity of oral histories (TCC, CC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2e</b> recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (I, CC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.5</b> recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.5</b> recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)</li> </ul>

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.2f</b> identify the effects of cultural contact between Europeans and indigenous peoples in Canada; e.g., exchange of goods and technologies, depopulation, influences on government (GC, CC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.6</b> identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government) (TCC, CC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.6</b> examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2g</b> identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.7</b> explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.7</b> explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>2.8</b> explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.8</b> explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2h</b> examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (LPP, PADM, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.9</b> examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.9</b> examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)</li> </ul>

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>10-4.2i</b> examine the consequences for Aboriginals of a heritage of imperialism in Canada; e.g., <i>Indian Act</i>, consequences of residential schools, social impacts on indigenous peoples (I, GC, CC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.10</b> examine the consequences of imperialism in Canada for Aboriginal Peoples (<i>Indian Act</i>, consequences of residential schools, social impact on Indigenous peoples) (CC, TCC, I, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.10</b> examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>2.11</b> analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2j</b> examine attempts to address the consequences of imperialism in Canada; e.g., <i>Royal Commission on Aboriginal Peoples</i>, contemporary examples (GC, PADM, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.11</b> analyze various attempts to address the consequences of imperialism in Canada (<i>Royal Commission on Aboriginal Peoples</i>, contemporary examples) (TCC, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.12</b> evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.2k</b> examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.12</b> identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.13</b> examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)</li> </ul>

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> Should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will examine globalization with emphasis on the influence of globalization on local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Related Issue 10-4.3:</b> Does globalization contribute to sustainable prosperity for all people?</li> <li>• <b>General Outcome:</b> Students will explore economic, environmental and other impacts of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 3:</b> Does globalization contribute to sustainable prosperity for all people?</li> <li>• <b>General Outcome:</b> Students will understand economic, environmental and other impacts of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 3:</b> To what extent does globalization contribute to sustainable prosperity for all people?</li> <li>• <b>General Outcome:</b> Students will assess economic, environmental and other contemporary impacts of globalization.</li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>• What are some perspectives on economic globalization in your community?</li> <li>• What are some examples of economic issues in your community that are associated with globalization?</li> <li>• What political and economic opportunities and challenges does globalization present to your community? To Canada?</li> <li>• How does globalization impact the environment?</li> <li>• What are some perspectives on the meaning of prosperity?</li> <li>• What are some perspectives on the relationship between globalization and sustainable prosperity?</li> </ul>		



<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.3a</b> recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.1</b> recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.1</b> recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.3b</b> recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.2</b> recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.2</b> recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)</li> </ul>
<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.3c</b> explore various understandings of contemporary economic globalization (ER, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.3</b> explore various understandings of contemporary economic globalization (GC, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.3</b> explore understandings of contemporary economic globalization (GC, ER)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>3.4</b> identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.4</b> examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)</li> </ul>

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>10-4.3d</b> examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.5</b> identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.5</b> analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.3e</b> examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.6</b> examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.6</b> analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.3f</b> examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.7</b> explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.7</b> explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.3g</b> examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.8</b> analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.8</b> evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.3h</b> examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.9</b> examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3.9</b> analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)</li> </ul>

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> Should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will examine globalization with emphasis on the influence of globalization on local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Issue:</b> To what extent should we embrace globalization?</li> <li>• <b>Key Outcome:</b> Students will understand, assess and respond to the complexities of globalization.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Related Issue 10-4.4:</b> How should I, as a citizen, respond to globalization?</li> <li>• <b>General Outcome:</b> Students will examine their roles and responsibilities as citizens in a globalizing world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 4:</b> Should I, as a citizen, respond to globalization?</li> <li>• <b>General Outcome:</b> Students will examine their roles and responsibilities in a globalizing world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Related Issue 4:</b> To what extent should I, as a citizen, respond to globalization?</li> <li>• <b>General Outcome:</b> Students will assess their roles and responsibilities in a globalizing world.</li> </ul>
<p><b>Guiding Questions</b></p>		
<ul style="list-style-type: none"> <li>• What are some understandings of quality of life?</li> <li>• How has globalization impacted the quality of life for youth in your community? In Canada? In other countries?</li> <li>• How has globalization impacted the quality of life for women in your community? In Canada? In other countries?</li> <li>• Does globalization promote human rights and democracy?</li> <li>• How has globalization impacted the quality of life in communities in Canada? In other countries?</li> <li>• How can individuals, groups, businesses and governments act to improve the quality of life of others?</li> <li>• In what ways can I respond to globalization through active and responsible citizenship in workplace, community and global contexts?</li> </ul>		

<b>Knowledge and Employability Social Studies 10-4</b>	<b>Social Studies 10-2</b>	<b>Social Studies 10-1</b>
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.4a</b> recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.1</b> recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.1</b> recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4b</b> recognize and appreciate the importance of human rights in determining quality of life (C, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.2</b> recognize and appreciate the importance of human rights in determining quality of life (GC, C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.2</b> recognize and appreciate the importance of human rights in determining quality of life (GC, C)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4c</b> accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.3</b> accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.3</b> accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)</li> </ul>
<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<ul style="list-style-type: none"> <li>• <b>10-4.4d</b> explore various understandings of quality of life (GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.4</b> explore various understandings of quality of life (GC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.4</b> explore various understandings of quality of life (GC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4e</b> examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.5</b> examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.5</b> analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)</li> </ul>

Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<ul style="list-style-type: none"> <li>• <b>10-4.4f</b> examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.6</b> examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.6</b> analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4g</b> examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.7</b> analyze relationships between globalization and democratization and human rights (GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.7</b> evaluate relationships between globalization and democratization and human rights (GC, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4h</b> examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.8</b> examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.8</b> analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4i</b> explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.9</b> explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.9</b> explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>10-4.4j</b> identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.11</b> develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4.11</b> develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)</li> </ul>

## Skills and Processes Outcomes

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<b>Critical and Creative Thinking</b>		<b>S.1.1</b> analyze ideas and information from multiple sources	<b>S.1.1</b> evaluate ideas and information from multiple sources
		<b>S.1.2</b> determine relationships among multiple sources of information	<b>S.1.2</b> determine relationships among multiple and varied sources of information
	<b>S.1.2</b> re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue	<b>S.1.5</b> evaluate personal assumptions and opinions	<b>S.1.5</b> evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
	<b>S.1.1</b> use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position		<b>S.1.6</b> synthesize information from contemporary and historical issues to develop an informed position
	<b>S.1.5</b> examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability	<b>S.1.3</b> determine the validity of information based on context, bias, sources, objectivity, evidence or reliability	<b>S.1.3</b> assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
	<b>S.1.3</b> identify the main ideas underlying a position or issue	<b>S.1.9</b> identify main ideas underlying a position or issue	
		<b>S.1.6</b> determine the strengths and weaknesses of arguments	<b>S.1.7</b> evaluate the logic of assumptions underlying a position
		<b>S.1.4</b> suggest likely outcomes based on factual information	<b>S.1.4</b> predict likely outcomes based on factual information

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	<b>S.1.6</b> demonstrate informed and ethical decision-making skills		
<b>Historical Thinking</b>	<b>S.2.1</b> examine diverse historical and contemporary perspectives within and across cultures	<b>S.2.1</b> understand diverse historical and contemporary perspectives within and across cultures	<b>S.2.1</b> analyze multiple historical and contemporary perspectives within and across cultures
	<b>S.2.2</b> summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines and charts	<b>S.2.2</b> analyze connections among patterns of historical change by identifying cause and effect relationships	<b>S.2.2</b> analyze connections among patterns of historical change by identifying cause and effect relationships
	<b>S.2.3</b> examine historical events/issues and their relationship to the present	<b>S.2.3</b> compare and contrast historical narratives	<b>S.2.3</b> analyze similarities and differences among historical narratives
	<b>S.2.4</b> examine the difference between various historical facts and interpretations	<b>S.2.4</b> identify and describe the impact of significant historical periods and patterns of change on society today	<b>S.2.4</b> evaluate the impact of significant historical periods and patterns of change on the contemporary world
		<b>S.2.6</b> compare alternative historical narratives	<b>S.2.6</b> identify reasons underlying similarities and differences among historical narratives
		<b>S.2.7</b> develop reasoned arguments supported by historical and contemporary evidence	<b>S.2.7</b> develop a reasoned position that is informed by historical and contemporary evidence
		➤ <b>S.2.8</b> describe how changes in technology can benefit or harm society	➤ <b>S.2.8</b> demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future and various historical time periods
	<b>S.2.5</b> use current, reliable information sources from around the world	➤ <b>S.2.9</b> use current, reliable information sources from around the world	➤ <b>S.2.9</b> use current, reliable information sources from around the world

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<b>Geographic Thinking</b>	<b>S.3.1</b> examine ways in which natural and man-made geographic features influence world events	<b>S.3.1</b> analyze the ways in which physical and human geographic features influence world events	<b>S.3.1</b> analyze the impact of physical and human geography on history
			<b>S.3.4</b> develop and assess geographical representations to demonstrate the impact of factors of geography on world events
	<b>S.3.3</b> draw conclusions from maps and other geographic sources	<b>S.3.2</b> draw conclusions from maps and other geographic sources	<b>S.3.2</b> make inferences and draw conclusions from maps and other geographical sources
	<b>S.3.2</b> use, construct and interpret maps to broaden their understanding, using technology as appropriate	<b>S.3.3</b> locate, gather, interpret and organize information, using historical maps	<b>S.3.3</b> locate, gather, interpret and organize information, using historical maps
	<b>S.3.4</b> examine the impact of human activities on the land and the environment	<b>S.3.4</b> assess the impact of human activities on the land and the environment	<b>S.3.5</b> assess the impact of human activities on the land and the environment
	➤ <b>S.3.6</b> use a variety of technologies to assist in the preparation of maps		
	➤ <b>S.3.5</b> access and operate multimedia applications and technologies from stand-alone and online sources	<b>S.3.5</b> use current, reliable information sources from around the world, including online atlases	➤ <b>S.3.7</b> use current, reliable information sources from around the world, including online atlases
<b>Decision Making and Problem Solving</b>	<b>S.4.1</b> use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision	<b>S.4.1</b> demonstrate skills needed to reach consensus, solve problems and formulate positions	<b>S.4.1</b> demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues



Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	<b>S.4.2</b> reflect on their own and others' past actions when determining future actions and choices	<b>S.4.2</b> use inquiry processes to make decisions and solve problems	<b>S.4.2</b> develop inquiry strategies to make decisions and solve problems
	<b>S.4.3</b> recognize that some problems may not have apparent or visible solutions	<b>S.4.3</b> apply ideas and strategies to contribute to decision making and problem solving	<b>S.4.3</b> generate and apply new ideas and strategies to contribute to decision making and problem solving
	➤ <b>S.4.4</b> describe a plan of action that uses technology to solve a problem	➤ <b>S.4.4</b> describe a plan of action to use technology to solve a problem	➤ <b>S.4.4</b> describe a plan of action to use technology to solve a problem
	➤ <b>S.4.5</b> use the appropriate tools and materials required to accomplish a plan of action	➤ <b>S.4.5</b> use appropriate tools and materials to accomplish a plan of action	➤ <b>S.4.5</b> use appropriate tools and materials to accomplish a plan of action
	➤ <b>S.4.6</b> evaluate the appropriateness of the technology used to investigate or solve a problem		
<b>Cooperation, Conflict Resolution, Consensus Building</b>	<b>S.5.5</b> demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus	<b>S.5.1</b> demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences	<b>S.5.1</b> demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
	<b>S.5.6</b> identify and use appropriate strategies to resolve conflicts peacefully and equitably	<b>S.5.5</b> identify and use a variety of strategies to resolve conflicts peacefully and equitably	<b>S.5.2</b> participate in persuading, compromising and negotiating to resolve conflicts and differences
	<b>S.5.3</b> work positively and collaboratively with others	<b>S.5.2</b> make meaningful contributions to discussion and group work	<b>S.5.4</b> demonstrate leadership during discussions and group work
	<b>S.5.2</b> reflect on their own perspectives, based on new information from other perspectives	<b>S.5.3</b> identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding	<b>S.5.3</b> interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	S.5.1 consider the needs and perspectives of others	S.5.4 consider the needs and perspectives of others	S.5.5 respect the points of view and perspectives of others
	S.5.4 listen attentively to others	S.5.6 demonstrate cooperativeness in groups to solve problems	S.5.6 collaborate in groups to solve problems
	S.5.7 use peer and self-evaluations to set attainable goals to improve learning		
Age-appropriate Social Involvement	S.6.3 plan, evaluate and implement actions that support fairness, justice and equality	S.6.1 demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community	S.6.1 demonstrate leadership by engaging in actions that enhance personal and community well-being
	S.6.2 participate in a community to protect and affirm their identities, as appropriate	S.6.3 cooperate with others for the well-being of the community	
		S.6.2 promote and respect the contributions of team members when working as a team	S.6.2 acknowledge the importance of multiple perspectives in a variety of situations
	S.6.1 respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history		
	S.6.4 support environmental stewardship; e.g., recycling, reducing consumption		
	➤ S.6.5 develop a plan of action to use technology to solve a problem		

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<b>Research for Deliberative Inquiry</b>		<b>S.7.1</b> develop and express an informed position on an issue	<b>S.7.1</b> develop, express and defend an informed position on an issue
	<b>S.7.19</b> recognize the need to change their point of view, decision or conclusion in light of new evidence		<b>S.7.2</b> reflect on changes of points of view or opinion based on information gathered and research conducted
	<b>S.7.2</b> access and select different points of view, using a variety of sources	<b>S.7.2</b> develop conclusions based on evidence gathered through research of a wide variety of sources	<b>S.7.3</b> draw pertinent conclusions based on evidence derived from research
	<b>S.7.3</b> locate information by using the various parts of an information source; e.g., glossary, table of contents and index	<b>S.7.3</b> use research tools and methods to investigate issues	<b>S.7.4</b> demonstrate proficiency in the use of research tools and strategies to investigate issues
	<b>S.7.4</b> draw upon visual, literary, musical and auditory sources, e.g., Aboriginal experiences, when inquiring into questions and issues	<b>S.7.4</b> consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues	<b>S.7.5</b> consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
	<b>S.7.1</b> pose questions to direct inquiry and research processes and formulate new questions as research progresses	<b>S.7.5</b> revise questions on an issue as new information becomes available	<b>S.7.7</b> develop, refine and apply questions to address an issue
			<b>S.7.6</b> integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
	<b>S.7.6</b> conduct a plan for an inquiry that includes time management		

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	<b>S.7.11</b> identify and record main ideas	<b>S.7.6</b> select relevant information when conducting research	<b>S.7.8</b> select and analyze relevant information when conducting research
	➤ <b>S.7.8</b> use calendars and time and/or project management software to assist in organizing the research process	➤ <b>S.7.8</b> use calendars, time management or project management software to assist in organizing the research process	➤ <b>S.7.10</b> use calendars, time management or project management software to assist in organizing the research process
	➤ <b>S.7.7</b> plan and perform searches using more than one electronic source	➤ <b>S.7.9</b> plan and perform searches, using digital sources	➤ <b>S.7.9</b> plan and perform complex searches, using digital sources
	➤ <b>S.7.9</b> refine searches to limit sources to a manageable number		
	➤ <b>S.7.10</b> select information from appropriate sources, including primary and secondary sources	➤ <b>S.7.10</b> generate understandings of issues by using some form of technology to facilitate the process	➤ <b>S.7.11</b> generate new understandings of issues by using some form of technology to facilitate the process
	➤ <b>S.7.21</b> record relevant data to acknowledge sources of information	<b>S.7.7</b> cite sources correctly to respect the ownership and integrity of information	➤ <b>S.7.12</b> record relevant data for acknowledging sources of information, and cite sources correctly
	<b>S.7.5</b> demonstrate responsible and ethical use of information and technology		➤ <b>S.7.13</b> respect ownership and integrity of information
	<b>S.7.12</b> organize information using a variety of strategies and tools; e.g., graphs, charts, graphic organizers and technology as appropriate		
	<b>S.7.13</b> distinguish fact from opinion in a variety of information sources; e.g., media reports and accounts		

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	<b>S.7.14</b> compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews		
	<b>S.7.15</b> observe and interpret trends and relationships using tables and graphs		
	<b>S.7.16</b> interpret ideas and information to compare and contrast perspectives; e.g., bias, racism, prejudice, validity and authenticity		
	<b>S.7.17</b> reflect on the ways in which shared stories connect to personal experiences		
	<b>S.7.18</b> draw conclusions about cause and effect		
	➤ <b>S.7.20</b> analyze and synthesize information to create a product		
	➤ <b>S.7.22</b> use appropriate presentation software to demonstrate personal understandings		

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
<b>Oral, Visual and Textual Literacy</b>	<b>S.8.1</b> communicate and interact effectively in a variety of situations	<b>S.8.1</b> communicate effectively in a variety of situations	<b>S.8.1</b> communicate effectively to express a point of view in a variety of situations
	<b>S.8.2</b> use appropriate strategies to determine understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning		<b>S.8.2</b> use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
	<b>S.8.3</b> engage in respectful discussions	<b>S.8.2</b> engage in respectful discussion	
	<b>S.8.4</b> communicate in an engaging manner, using a variety of strategies and skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes	<b>S.8.3</b> use a variety of oral, written and visual sources to present informed positions on issues	
		<b>S.8.4</b> ask respectful and relevant questions of others to clarify viewpoints on an issue	<b>S.8.3</b> ask respectful and relevant questions of others to clarify viewpoints
			<b>S.8.4</b> listen respectfully to others
	<b>S.8.5</b> make respectful and reasoned comments on the topic of discussion	<b>S.8.5</b> make respectful and reasoned comments on the topic of discussion	<b>S.8.5</b> use a variety of oral, written and visual sources to present informed positions on issues

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	➤ <b>S.8.6</b> use communication technology to interact with others		➤ <b>S.8.6</b> apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
	➤ <b>S.8.7</b> use technology to compose, revise and edit text	➤ <b>S.8.6</b> use technology to compose, revise and edit text	➤ <b>S.8.8</b> compose, revise and edit text
	➤ <b>S.8.8</b> create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources		➤ <b>S.8.7</b> use appropriate presentation software to demonstrate personal understandings
	➤ <b>S.8.9</b> employ technology to adapt information to a situation, audience and purpose	➤ <b>S.8.7</b> employ technologies to adapt information for context (situation, audience and purpose)	➤ <b>S.8.9</b> apply general principles of graphic layout and design to a document in process
			➤ <b>S.8.10</b> understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
			➤ <b>S.8.11</b> apply principles of graphic design to enhance meaning and engage audiences
<b>Media Literacy</b>	<b>S.9.1</b> examine the values, lifestyles and points of view represented in media messages		
	<b>S.9.2</b> recognize that differences in perspectives can exist in media sources		

Skill	Knowledge and Employability Social Studies 10-4	Social Studies 10-2	Social Studies 10-1
	<p><b>S.9.3</b> examine the impact media has on human thought</p>		
	<p>➤ <b>S.9.4</b> understand the nature of various media and the ways in which they are consciously used to influence an audience</p>		
	<p>➤ <b>S.9.5</b> assess the authority, reliability and validity of electronically accessed information</p>	<p>➤ <b>S.9.1</b> assess the authority, reliability and validity of electronically accessed information</p>	<p>➤ <b>S.9.1</b> assess the authority, reliability and validity of electronically accessed information</p>
	<p>➤ <b>S.9.6</b> analyze the validity of various points of view in media messages</p>	<p>➤ <b>S.9.2</b> analyze the validity of various points of view in media messages</p>	<p>➤ <b>S.9.2</b> evaluate the validity of various points of view presented in the media</p>
	<p>➤ <b>S.9.7</b> analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</p>	<p>➤ <b>S.9.3</b> analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</p>	<p>➤ <b>S.9.3</b> appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</p>
	<p>➤ <b>S.9.8</b> analyze the impact of various forms of media</p>	<p>➤ <b>S.9.4</b> analyze the impact of various forms of media</p>	<p>➤ <b>S.9.4</b> analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</p>
	<p>➤ <b>S.9.9</b> demonstrate discriminatory selection of electronically accessed information</p>	<p>➤ <b>S.9.5</b> demonstrate discriminatory selection of electronically accessed information</p>	<p>➤ <b>S.9.5</b> demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</p>