



A Day in Your Life

Activities Overview

Students examine items they use in everyday life, the origins of those items and the political, economic, environmental or social impacts of those items in terms of globalization. Students then decide if the positive consequences outweigh the negative consequences of those items.

Focuses for Assessment: How the Outcomes Are Grouped

The [Summative Assessment Task: A Day in Your Life](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 10-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

analyze opportunities and challenges of globalization

Number	Specific Outcomes <i>Students will:</i>
10-4.3b	recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment
10-4.3e	examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing
10-4.3g	examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation
S.3.4	develop skills of geographic thinking: <ul style="list-style-type: none">examine the impact of human activities on the land and the environment
S.7.18	apply research processes: <ul style="list-style-type: none">draw conclusions about cause and effect

state and support a position

Number	Specific Outcomes <i>Students will:</i>
10-4.3g	examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation
S.1.1	develop skills of critical and creative thinking: <ul style="list-style-type: none">• 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
S.1.3	develop skills of critical and creative thinking: <ul style="list-style-type: none">• identify the main ideas underlying a position or issue