

# Perspectives on Alberta's Oil Industry



## Activities Overview

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Building on the concepts of globalization developed in related issues 1 and 2 and on the skills of examining perspectives and supporting a position from Related Issue 3, students examine perspectives on sustainability and prosperity related to Alberta's oil industry.

## Focuses for Assessment: How the Outcomes Are Grouped

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The [Summative Assessment Task: Perspectives on Alberta's Oil Industry](#)  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.

### describe perspective

Number	Specific Outcomes <i>Students will:</i>
10-4.3a	recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization
10-4.3e	examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing
10-4.3f	examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development
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
10-4.3h	examine multiple perspectives on sustainability and prosperity in a globalizing world
S.2.1	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"><li>examine diverse historical and contemporary perspectives within and across cultures</li></ul>

## state and support a position

Number	Specific Outcomes <i>Students will:</i>
S.1.1	<b>develop skills of critical and creative thinking:</b> <ul style="list-style-type: none"><li>• 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</li></ul>
S.5.2	<b>demonstrate skills of cooperation, conflict resolution and consensus building:</b> <ul style="list-style-type: none"><li>• reflect on their own perspectives, based on new information from other perspectives</li></ul>