École Secondaire Lacombe Composite High School
Humanities Department

Social Studies 10 Course Outline

This course will involve some things you have discussed in the past, but will focus on a new way of thinking for you. You will be focused on a single key issue—involving the reasons for the way the whole world interacts (Globalization).

Globalization according to Encyclopedia.com "refers to increasing global connectivity, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres". It is a process through which the world and its people and places become more interconnected. Thomas Friedman, the author of *The World Is Flat*, writes that, "Globalization is shrinking the world from size small to size tiny…." You will be living and working in this shrinking world. As you work your way through Social 10, you will acquire knowledge and skills that will assist your preparation to lead the 21st Century, where globalization is an embedded reality and understanding all peoples is a requirement.

Course Overview

A number of questions can set our minds in the direction of the key issue:

- Who am I?
- Who else is a part of my world?
- To what communities do I belong?
- Who are the members of my communities?
- What effect do I have on those communities?
- How am I part of a globalizing world?

"Thinking is the hardest work there is, which is probably the reason why so few engage in it."
- Henry Ford



Are people the same throughout the world? Are their circumstances different? How is that part of your life?

The Key Issue

What will you know at the end of this course?

- By the end of Social 10, I should have knowledge, skills and language to answer the question:

"To What Extent Should We Embrace Globalization?"

  - In answering this question, I will demonstrate my understanding of the complexities of globalization.

    - There are a lot of new things, skills, processes, and dimensions of thinking that will go into this.
- In the exploration of the key issue we will examine four related issues.

Social 10C (Social 10-1 VS. Social 10-2)

- Social 10 is taught at the -1 level.
    - But some students may elect to shift into Social 10-2 part way through the year which would change only the evaluation standards.
    - Education and career choices should be considered when making this shift.

RELATED ISSUE 1: IDENTITY

To what extent should globalization shape identity?

ESSENTIAL OUTCOMES:
To What Extent Do I…

- Recognize that there are many viewpoints on issues in a globalizing world?
- Explore the ways identity is expressed by individuals and collectives?
- Appreciate opportunities and challenges presented by globalization to the people of various cultures?
- Examine the impact of communication and media on diversity



You might see the big city as the place to be.

RELATED ISSUE 2: SOCIETY'S RESPONSE

To what extent should society respond to the legacy of historical globalization?

ESSENTIAL OUTCOMES
To What Extent Do I…

- Understand the effects of policies and practices of historical (post-colonial) governments in Canada and the world?
- Explore varying viewpoints of the impacts of historical and contemporary globalization and imperialism?
- Consider the consequences of imperialistic policies in Canada and the world?
- Recognize attempts made by populations and governments to address the consequences of imperialistic policies?
- Exhibit a global awareness with respect to the human condition?



Perhaps an ox-cart race is just as interesting.

RELATED ISSUE 3: PROSPERITY

To what extent does globalization contribute to sustainable prosperity for all people?

ESSENTIAL OUTCOMES
To What Extent Do I…

- Demonstrate appreciation for the impact of globalization on people, the economy and the environment?
- Understand populations' and governments' actions in regards to the environment?
- Appreciate the varying viewpoints of people who hold different positions on political, economic, environmental and global issues?
- Recognize the interdependencies between politics, economics, the environment and globalization in the pursuit of sustainable prosperity?
- Show awareness of the factors that have contributed to the increase in globalization since WWII?



Women and War photo: Could conflict on another continent be part of your life?

RELATED ISSUE 4: MY RESPONSE

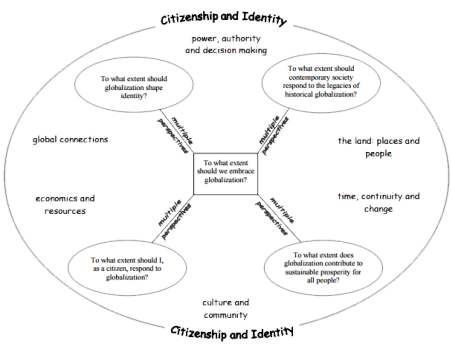
To what extent should I as a citizen respond to globalization?

ESSENTIAL OUTCOMES:
To What Extent Do I…

- See the interrelationship between globalization, democratization and human rights?
- Understand my role as a global citizen?
- See the need for individuals and society to address the opportunities and challenges of globalization?



Would he see the world differently than you do?



École Secondaire Lacombe Composite High School

Social Studies Course Assessment and Expectations

Overview of Social Studies

The Alberta Social Studies curriculum focuses on shaping students into active, engaged, critically and creatively thinking citizens. Students will actively participate in identity building activities that emphasize material from multiple perspectives that contributes to the attitudes, knowledge, and skills of each student. As well, students will be exposed to current societal issues.

Materials/Resources

It is our expectation that students bring a laptop or Chromebook to class daily, as we will be accessing digital resources and tools for learning everyday. In addition, please bring pens/pencils, paper and a binder. If you require more materials, your instructor will specify.

Assessment/Evaluation

The following is the general breakdown of the grade: 30% of the grade will be based on the Final Summative Assessment (Final Exam) and the remaining 70% will be split amongst the issues as follows:

Issue #1 15%
Issue #2 25%
Issue #3 25%
Issue #4 5%

"One of the penalties for refusing to participate in government is is that you end up being governed by your inferiors."
- Plato

Assessment for each issue may comprise a combination of: Assignments, Projects, Quizzes, Current events, and Exams

LCHS Assessment Policy
(For the complete policy please see https://goo.gl/ByAvQN)

Assessment Design and Evaluation	Late Assignments	Reassessment
★ All Assessments are based on the learning outcomes written by Alberta Education. ★ All grades are criteria based and indicate the level of student achievement in relation to mastery of the outcomes. ★ Students will only receive feedback on work that is completed on time.	★ Late assignments need to be submitted the following day, failure to do so will result in an NHI (Not Handed In) which calculates at zero. (**For Exams/Timed Essays - an NHI will be entered on the day of the assessment)** ★ Failure to submit the missing assignment promptly may result in a possible zero being permanently calculated into the final grade.	★ Students may request a reassessment. They must put in the request within two days of receiving the marked assignment. The requirements and date of reassessment will be set by the teacher.

"The dictionary is the only place that success comes before work.. Hard work is the price we must pay for success."
-Lombardi

A Note on Plagiarism and AI: Plagiarism is the representation of someone else's words or ideas as your own - intentionally or accidentally. Your responsibility includes properly crediting all sources of information used in any assignment. Plagiarized work may be assigned a mark of ZERO and will require a discussion with the teacher. This would also be the case with the submission of work that is simply generated with an artificial intelligence (AI) tool such as ChatGPT.

Plagiarism Resource - https://myerslab.uconn.edu/plagiarism-infographic/

Characteristics of a cooperative learner

These are factors that affect both individual student learning as well as the class environment. The student:

Is Cooperative:
- Takes turns, shares materials, takes responsibility, and leads or follows as needed

Is Respectful:
- Understands and practices mutual respect (treats all others, students and staff, with respect).

Is Hardworking and Resourceful:
- Applies effective effort; plans and sets goals, ignores distractions, and asks for help.

Is Independent:
- Makes appropriate choices; uses problem solving strategies academically and personally; takes responsibility for own behaviour.

Is Organized:
- Plans and manages personal time, space and materials; completes and turns in assignments/work on time

Is Aware of Current Events:
- Aware of current events: interacts with, watches, reads, and or listens to news (social media, newspapers, magazines, radio).

Uses Team Skills:
- Demonstrates effective teamwork skills by considering ideas of team members; contributes ideas, completes their assigned tasks, and encourages others.

Avoids Absences/Lates:
- Absences/lates can affect student learning when they interfere with learning opportunities. A positive response is to catch up on missed content/work

Practices Effective Citizenship:
- Involvement in school activities and building and engaging in respectful relationships demonstrates citizenship.

LCHS SOCIAL STUDIES TEAM

Joe Bouvier	**Julia Brotea**	**Darcie Davis**
John Fenrich	**Heidi Johnson**	**Souad Mechkour**
Ryan Nelson	**Chris Oram**	**Jason Petrie**
Riley Quance		