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| ***The following curriculum map contains unit plans that were created at the OFSHEEA/OFS3HLC Summer Workshops in London/Ottawa/Toronto. The workshops brought together educators across the province to network with one another and share ideas and resources about the newly revised Social Sciences and Humanities curriculum. The time spent working on these units was very brief and the lessons within the unit plans are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plans are not prescribed. The unit plans are not complete but serve only as a starting point. You are encouraged to network with colleagues to continue to build and enrich the curriculum map for your classes.*** |

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| **HSB4U - Challenge and Change in Society**  **CURRICULUM MAP - Units 1, 2, 3** |
| Course Description: (taken from the curriculum document) |
| This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. |

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| Course Content |
| **Enduring Understandings**   * Social science theories can explain social and technological challenges and changes. * Many factors impact global social challenges and changes. * Social science research methods can be used to examine social change. |
| No longer in this course: |
| The new curriculum focuses on current issues and trends affecting Canadians and the world, whereas the old curriculum uses a historical perspective to examine why social change and trends occurred. |

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| **Unit 1 Overview - Social Change** |
| **What will student learn?** |
| **Big Ideas**   * Students will examine the theories, causes and effects of social and technological change. |
| **Essential Questions**   1. What are the major theories, perspectives, and methodologies related to social change? 2. What are the causes and effects of social change? 3. What are the patterns and effects of technological change? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B1.Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change.**  B1.1 outline and compare the key ideas of major theories used to explain social change (e.g., functionalism, conflict theory, interpretive theories, feminism, cultural materialism, structuralism, humanism, queer theory, cognitive theory)  B1.2 describe various psychological, social, material, or cultural conditions that are used to explain social change (e.g., cognitive dissonance, paradigm shift, class struggle, tension and adaptation, material and/or cultural change, globalization)  B1.3 explain major social science methodologies and research designs (e.g., qualitative and quanti­tative methods, critical ethnography, participant observation, survey, field observation, interview, experiment, focus group)  **B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;**  B2.1 describe ways in which influential Canadian leaders have contributed to social change (e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson)  B2.2 explain how various economic, environmental, political, or sociocultural factors (e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism) can lead to social change, and how other factors (e.g., cost, traditional values, fear of negative conse­quences) can create resistance to change  B2.3 explain various means of creating social change (e.g., direct action, protest, advocacy, com­munity organization, revolution, political activism)  B2.4 explain the relationships between conformity, alienation, and social change (e.g., conformity discourages social change; feelings of alienation on a group level sometimes lead to movements to bring about social change; drastic social change sometimes leads to greater conformity)  B2.5 explain the relationships between poverty, affluence, and social change (e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups)  B2.6 explain the impact of social change on indi­viduals in Canada and on Canadian society (e.g., increased participation of women in the work­ force has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination)  **B3 Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.**  B3.1 identify some recent technological changes and describe how they affect individuals (e.g., computer technology and the Internet provide extensive opportunities for social networking; many workplace technologies place a physical strain on workers and require ergonomic remedies)  B3.2 explain how various new technologies (e.g., in medicine, education, entertainment, health and wellness) can affect social structures and interactions  B3.3 explain how technological advances (e.g., in manufacturing, agriculture, recycling) lead to cul­tural adaptations (e.g., the rapid introduction of new technologies creates cultural lag that leads to social problems and conflicts) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  Culminating task  Application assignment  Agent of Change assignment |
| **Assessment FOR learning**  Venn diagram  Round table discussions  Debates  Jigsaw  Four corners  Both sides now |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test   Students will each pick a book to analyze throughout the unit. They will each be given a journal and a choice of a book from a selected list. They will then keep chapter journal entries with proper quotes and citations. Every couple of weeks the students will hand in their journals to their teacher who will check for completion. At the end when the book is completed the students will then write a 500 word page essay discussing what theories are used throughout the book and how they are connected. |

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| **Lesson 1:**  **Foundations for the Study of Social Change** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B.1 Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change.**  B1.1 outline and compare the key ideas of major theories used to explain social change (e.g., functionalism, conflict theory, interpretive theories, feminism, cultural materialism, structuralism, humanism, queer theory, cognitive theory)  B1.2 describe various psychological, social, material, or cultural conditions that are used to explain social change (e.g., cognitive dissonance, paradigm shift, class struggle, tension and adaptation, material and/or cultural change, globalization)  B1.3 explain major social science methodologies and research designs (e.g., qualitative and quanti­tative methods, critical ethnography, participant observation, survey, field observation, interview, experiment, focus group) | * apply social science theories to social issues | 1. What are the major theories, perspectives, and methodologies related to social change? | Class Struggle  Cognitive Dissonance  Cognitive Theory  Conflict theory  Cultural Materialism  Feminism  Functionalism  Globalization  Global Perspective  Humanism  Material and/or cultural change,  Paradigm Shift  Sructuralism  Social change,  Queer theory  Paradigm shift,  Tension and adaption,  Worldview |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Students need to be able to debate * Ability to analyze documentaries * ability to complete assignment sheets | * Operation Maple website * The man who studies murder: The anthropology of murder (video) * Documentaries and TV/VCR * Debate groups * Assignment sheets * McGraw connect * Statistics Canada | **Documentary**  **I**dentify interests of anthropologists, sociologists, psychologists  **Application Assignment**  Use three social sciences to analyze a local crime  **Venn Diagram**  Compare theories  **Jigsaw Major Theories** |  |
| **Lesson 2:**  **Causes and Effects of Social Change** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;**  B2.1 describe ways in which influential Canadian leaders have contributed to social change (e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson)  B2.2 explain how various economic, environmental, political, or sociocultural factors (e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism) can lead to social change, and how other factors (e.g., cost, traditional values, fear of negative conse­quences) can create resistance to change  B2.3 explain various means of creating social change (e.g., direct action, protest, advocacy, com­munity organization, revolution, political activism)  B2.4 explain the relationships between conformity, alienation, and social change (e.g., conformity discourages social change; feelings of alienation on a group level sometimes lead to movements to bring about social change; drastic social change sometimes leads to greater conformity)  B2.5 explain the relationships between poverty, affluence, and social change (e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups)  B2.6 explain the impact of social change on indi­viduals in Canada and on Canadian society (e.g., increased participation of women in the work­ force has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination) | * Describe how different Canadian leaders have contributed to social change. * Identify resistance to change can affect society as a whole. * Explain the various ways to create social change. * Explain how conformity and alienation are linked to social change. * Explain how poverty affects various aspects within society. | 1. How have various Canadian leaders contributed to social change? 2. What way does social change affect relationships within society? 3. Why does a person conform? 4. Why are some people alienated? 5. What influences changes within poverty? | Advocacy,  Environmental Activism  Global Warming  Key Leaders  Specticism |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * An Inconvenient Truth * Hot docs * CBC Doc Zone | Agent of Change assignment and/or presentation  Powerpoint on change theory  Apply change theory to documentary  Round Table discussions: leaders create discussion questions and write reflection and summary | Students can explain various theories of change  Students can explain the differences of agents of change |
| **Lesson 3:**  **Technological Change** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3 Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.**  B3.1 identify some recent technological changes and describe how they affect individuals (e.g., computer technology and the Internet provide extensive opportunities for social networking; many workplace technologies place a physical strain on workers and require ergonomic remedies)  B3.2 explain how various new technologies (e.g., in medicine, education, entertainment, health and wellness) can affect social structures and interactions  B3.3 explain how technological advances (e.g., in manufacturing, agriculture, recycling) lead to cul­tural adaptations (e.g., the rapid introduction of new technologies creates cultural lag that leads to social problems and conflicts) | * Identify the effects of technological change. | 1. What are positive and negative effects of technology on individuals and families? 2. What issues can arise (e.g. internet addiction)? | Cultural Lag  Cyber Bullying  Genetically Modified Foods  McLuhan’s Four Laws of Media  social networking  Technological change  Technological revolution |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * able to sort and analyze supportive arguments and evidence | * Digital Nation (video) * The Gods Must be Crazy * The Bully Project * Beyond Scared Straight * Think Literacy resource * Vanier Institute of the Family - Technology and the Family | **Web**  Impact of specific technology  **Written Reflection**  Position on technology to be reviewed at end of lesson.  **Four Corners** responding to the impact of technology on society.  Both Sides Now (OAFE Resource): Has technology harmed society?   * Analyze legislation in Canada regarding cyber bullying * Marshall McLuhan analysis using the four laws of media * Analysis of major technological revolutions * Analysis of bias using articles related to genetically modified foods   **Graffiti Activity**  Impact of technology? or what is technology?  **Written Reflection**  Students will review the reflections written earlier in the lesson and reflect on whether their opinion has changed. |  |
| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview - Social Patterns and Trends** |
| What will student learn? |
| **Big Ideas**   * Demographics can explain social patterns and trends. * Social deviance influences social patterns and trends. |
| **Essential Questions**   1. What is the importance of studying demographics in understanding social patterns and trends? 2. How do social forces impact social patterns and trends? 3. How does social deviance and the response to it affect individuals and society? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **C1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally.**  C1.1 describe population trends in Canada and around the world (e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations).  C1.2 explain concepts related to demography (e.g., replacement level, fertility rate, demographic transition), and assess the social impact of demographic change  C1.3 explain the significance of immigration to Canadian society (e.g., immigration maintains Canadian population levels; immigration is an inherent part of Canadians’ view of their society as a “mosaic”).  **C2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends.**  C2.1 describe how trends are shaped by various socio-economic factors (e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education).  C2.2 describe ways in which culture, tradition, and language influence social trends  C2.3 explain how increases in population mobility shape social patterns and trends  C2.4 explain changes in the nature of work in Canada (e.g., increase in the information economy and in service sector employment and corresponding  decrease in manufacturing jobs, increase in telecommuting, increase in “credentialism”).  **C3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.**  C3.1 describe the key ideas of major social sci­ence theories related to deviance (e.g., labelling theory, social control theory, differential association theory, cultural theories).  C3.2 summarize and interpret statistics related to social deviance, discrimination, and hate crimes.  C3.3 describe various methods of deterrence used within local, national, and global institutions and societies (e.g., restorative justice, the death penalty, sentencing circles, suspension and expul­sion provisions within the education system), and  explain the reasons for each.  C3.4 explain the relationship between social panic about crime and deviance and the attention given to these issues by media, politicians, and other social groups.  C3.5 explain ways in which the deterrence of social deviance and the maintenance of civil liberties can come into conflict with one another (e.g., with respect to Bill C-36: the Canadian Anti Terrorism Act). |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C1.1 describe population trends in Canada and around the world (e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations).  C1.3 explain the significance of immigration to Canadian society (e.g., immigration maintains Canadian population levels; immigration is an inherent part of Canadians’ view of their society as a “mosaic”). | * Examine the formation and identification of the Canadian Identity * Examine Canadian statistics related to population trends in rural-suburban-urban areas | 1. In what ways has the Canadian Identity changed over time? 2. What are some developing trends in demographics related to community profiles? |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | [**http://www.youtube.com/watch?v=BRI-A3vakVg**](http://www.youtube.com/watch?v=BRI-A3vakVg) **- I am Canadian commercial**  [**http://www.youtube.com/watch?v=r5-q6S8qJMQ**](http://www.youtube.com/watch?v=r5-q6S8qJMQ) **- We are More video (youtube)**  [**http://www.statcan.gc.ca/pub/91-003-x/91-003-x2007001-eng.pdf**](http://www.statcan.gc.ca/pub/91-003-x/91-003-x2007001-eng.pdf) **- Immigration chart from 1900-2000** | Discussion on identification of what it means to be Canadian  View of “I am Canadian” commercial as contrasted to “We are More” video.  Discussion on the images of the Canadian Identity. Question: We are More than \_\_\_\_\_\_\_\_\_.  Examination of how immigration would change the Canadian Identity (fluidity) |  |
| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C1.1 describe population trends in Canada and around the world (e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations).  C1.2 explain concepts related to demography (e.g., replacement level, fertility rate, demographic transition), and assess the social impact of demographic change | * describe population trends * examine statistics and demographics through Community and Country Profiles | 1. How does a large demographic group (baby boomers) affect other generations? 2. What are demographic trends related to our community? 3. Using Country Profiles for developed and developing nations, what are factors that influence education, life expectancy, fertility etc. |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * Computer Lab would be beneficial * <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/index.cfm> - Statistics Canada Community Profiles * <http://www.un.org/esa/population/publications/countryprofile/profile.htm> - United Nations Country Profiles | Students examine a rural and urban area community profiles in which to examine demographic trends that occur (education levels, household types etc.)  Students present and discuss their findings to explain why those trends might be occurring |  |
| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C2.1 describe how trends are shaped by various socio-economic factors (e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education).  C2.3 explain how increases in population mobility shape social patterns and trends |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview - Global Social Challenges** |
| **What will student learn?** |
| **Big Ideas**   * Many factors impact global social challenges |
| **Essential Questions**   1. How do social structures and conditions influence global inequality? 2. What is the impact of globalization on individuals and groups? 3. How does exploitation of people and resources impact society? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities.**  D1.1 describe the key provisions of various provincial, national, and international agree­ments for addressing human rights issues (e.g., the Ontario Human Rights Code, the Ontario Environmental Bill of Rights, the Canadian Charter  of Rights and Freedoms, the Geneva Conventions, the United Nations Convention on the Rights of the Child).  D1.2 demonstrate an understanding of various types of discrimination (e.g., racism, homophobia, ageism, sexism, hate crimes, individual discrimination, systemic discrimination, genocide) and their impact on individuals and groups  D1.3 summarize the statistics on literacy rates nationally and internationally, and assess the impact of low literacy levels on the standard of living of individuals and groups.  D1.4 explain how various socio-economic condi­tions (e.g., international competition, prejudice, unfavourable economic conditions, military occupa­tion/rule) and structures (e.g., the welfare system, public health and education, non-profit social serv­ice organizations) operate to increase, entrench, or alleviate poverty  **D2. Globalization: assess the impact of globalization on individuals and groups.**  D2.1 explain various types of arrangements between governments and transnational  corporations, including the reasons for such arrangements, and describe their impact on developing nations (e.g., the impact of outsourcing of labour, tariff-free zones, maquilas, lax environ­mental standards, the privatization of water)  D2.2 describe the roles of various transnational organizations (e.g., the International Monetary Fund, the World Trade Organization, the World Health Organization) and assess their effective­ness in carrying out their respective mandates  D2.3 summarize the impact (e.g., economic, social, environmental) of globalization on Canadian society  **D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.**  D3.1 describe the effects of unfair exploitation (e.g., black market sales, human trafficking, the drug trade, human rights violations, use of child labour, expropriation of land) on individuals and groups  D3.2 explain ways in which some Canadian gov­ernment policies have resulted in unfair or unjust exploitation of individuals and groups (e.g., policies establishing Aboriginal residential schools and Japanese internment camps; nineteenth century policies on indentured labour; modern policies related to foreign domestic workers)  D3.3 identify environmental changes that have resulted from the unchecked exploitation of fossil-fuel resources (e.g., environmental degrada­tion, climate change), and assess the impact of these changes on the well-being of Canadians |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**   * Unit Test * Presentation * Research Essay * Debate * Case Study |
| **Assessment FOR learning**   * Fish-Bowl Debate * Think-Pair-Share |

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| **Unit Culminating Task(s)** |
| Debate or Argumentative Research Essay - Do the benefits of Globalization outweigh the disadvantages? |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test * Photo Essay * Case Studies |

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| **Lesson 1: Intro to Human Rights** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities.**  D1.1 - Describe the key provisions of various provincial, national, and international agree­ments for addressing human rights issues (e.g., the Ontario Human Rights Code, the Ontario Environmental Bill of Rights, the Canadian Charter  of Rights and Freedoms, the Geneva Conventions, the United Nations Convention on the Rights of the Child) | * Define Human Rights * Analyze various legal documents that address the rights of individuals * Describe the impact of the law when addressing human rights | 1. What are Human Rights? 2. What rights do individuals have on the provincial, national and international level? 3. How are the laws enforced (provincial, national, and international)? | Canadian Charter of Rights and Freedoms  Geneva Conventions  Human Rights  Ontario Human Rights Code  Ontario Environmental Bill of Rights  United Nations Convention on the Rights of the Child |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | ***Social Issue***- i.e. How strongly correlated are literacy levels and standard of living in Canada? |  |
| **Lesson 2: Types of Discrimination**  **- 3x75min periods** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities.**  D1.2 demonstrate an understanding of various types of discrimination (e.g., racism, homophobia, ageism, sexism, hate crimes, individual discrimination, systemic discrimination, genocide) and their impact on individuals and groups | * Define the difference between stereotypes, prejudice, and discrimination (individual and systemic) * Examine the impact of homophobia on individuals and groups * Discuss the ism’s (i.e. racism, ageism, sexism) and their impact on individuals and groups * Analyze the impact of hate crimes on individuals and groups | 1. How does discrimination impact the development of social structures? 2. How does discrimination influence social structures on an individual level and on a systemic level? 3. How do labels affect the future opportunities of a person or group? | Ageism  Hate Crime  Homophobia  Individual Discrimination  Prejudice  Racism  Sexism  Social Structure  Stereotype  Systemic discrimination |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | *Social Issue* - i.e. |  |
| **Lesson 3: Impacts of globalization** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D2. Globalization: assess the impact of globalization on individuals and groups.** | * Define globalization * Explore issues that arise from globalization | 1. What is globalization? 2. What issues arise from globalization? 3. Who benefits from globalization? 4. What are the disadvantages of globalization? 5. How are issues relating to globalization portrayed in the media? | Cultural Globalization  Economic globalization  Free Trade  Globalization  Global commodity chains  Political globalization  Trade liberalization agreements |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Clear understanding of developing and developed countries * Experience with purchasing goods that are manufactured in developing countries * Experience North American culture while on vacation in another country * Students are familiar with mind map and brainstorming | * Computer * Projector * PowerPoint * Political cartoon * Video   + Blood Diamond * World Trade Game materials | **PowerPoint**  Introduction to globalization  **Mind map**  Issues that arise from globalization  · World trade game -<http://www.oikoumene.org/en/resources/documents/wcc-programmes/ecumenical-movement-in-the-21st-century/youth/world-trade-game>  ·  **Political cartoon**  · Globalization video study – The diamond trade “Blood Diamond” |  |
| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D2. Globalization: assess the impact of globalization on individuals and groups.** | * Summarize the impacts of globalization on Canadian Society * Summarize the impacts of globalization on developing nations * Issues that arise from globalization | 1. How does globalization impact developing nations? 2. What are the benefits of globalization to transnational corporations? 3. What issues can arise from globalization? | Transnational Corporation |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **·** Case study: Globalization and the Fashion Industry  ·  Globalization video analysis  <http://topdocumentaryfilms.com/santas-workshop/>  <http://www.youtube.com/watch?v=SHyIW-vUhO8>  · Research transnational corporation |  |
| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D2. Globalization: assess the impact of globalization on individuals and groups.**  **D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.** | * Describe the role of transnational organizations * Assess transnational organizations effectiveness * Describe the effects of unfair exploitation * Explore social issue topics * Locate and select information relevant to research question * Communicate results of research and inquiry | 1. What is the role of transnational organizations? | Black Market Sales  Exploitation  Expropriation of Land  Human Trafficking  Transnational organizations  Exploitation  Nation state  Translational corporation  United Nations  World Health Organizations  World Bank  International Monetary Fund  Black market sales  Human Trafficking  Expropriation of land |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Familiarity with social science research methods * Grasp of globalization * Identification of issues relating to globalization * Understanding of social issues around the world | * Computer * Internet * Projector * Markers * Chart paper | · **DEBATE** - advantages/disadvantages of political globalization  **Jigsaw**  aj  Research effects of unfair exploitation  Presentation |  |