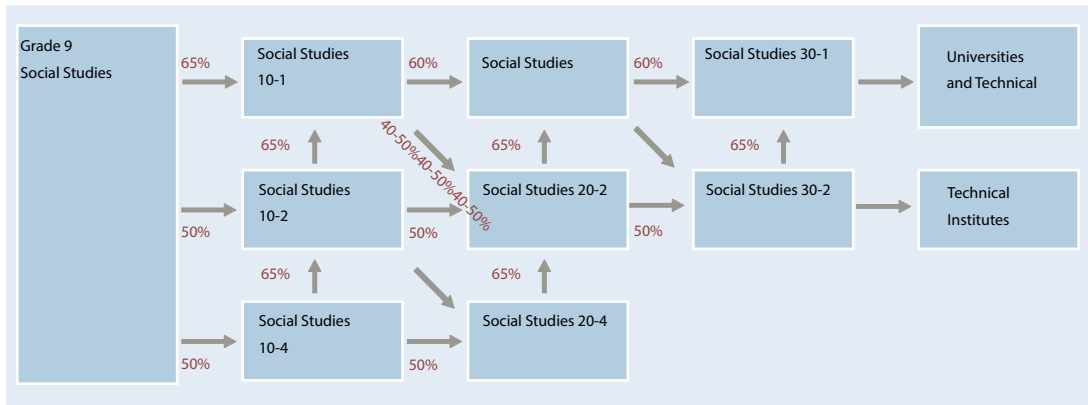


# TREK SOCIAL STUDIES

## COURSE SEQUENCE - SOCIAL STUDIES



The primary goal of Social Studies is to produce active, responsible citizens. Students and teachers do this by asking questions, talking to one another and accessing technology in addressing the issues that arise in class. By studying the past, the distribution of wealth and the face of this place called earth, students will have an understanding of the world we live in today.

**Two main streams of Social Studies exist:**

**10-1, 20-1, and 30-1 = academic in content, especially in reading and writing.**

**10-2, 20-2, and 30-2 = the academic content is not studied as extensively as in the above “-1” stream.**

### Social Studies 10-1

#### Perspectives on Globalization

*5 credits*

Students will explore globalization, the process by which the world’s citizens are becoming increasingly connected and interdependent. Students will explore the origins of globalization, the implications of economic globalization and the

impact of globalization internationally on lands, cultures, human rights and quality of life. A multiple perspectives approach will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will formulate individual responses to emergent issues related to globalization.

Globalization is a dynamic process affecting environments, economies, political systems and cultures throughout the world. The extent to which the effects are beneficial or detrimental is a subject for research and informed discussion. Students have an opportunity to explore the relationships among globalization, citizenship and identity and to enhance skills for citizenship in a globalizing world.

### Social Studies 10-2

*5 credits*

Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization and the impact that glo-

balization has on their lives and the lives of others. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Globalization is an ongoing process that is creating major economic, environmental, political, social and cultural change around the world. People disagree as to whether globalization benefits or harms humanity. It is important that students have the opportunity to explore the relationships among globalization, citizenship and identity to better prepare for citizenship in a globalizing world.

### Social Studies 20-1

*5 credits*

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of

nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

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## Social Studies 20-2

### Understandings of Nationalism

#### *5 credits*

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, super-nationalism, and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian con-

text as nationalism contributes to an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.

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## Social Studies 30-1

### Perspectives of Ideology

#### *5 credits*

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understanding of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

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## Social Studies 30-2

### Understandings of Ideologies

#### *5 credits*

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

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## Social Science 30

#### *5 credits*

Designed equally for students thirsting for greater exposure to the social sciences, and for students who may re-

quire a stronger foundation for Social 30-1, Social Sciences offers a unique blend of world history, world religions, philosophy, international relations, comparative governments, economics and ethics. Prerequisite is Social 20 or consent of the teacher. This elective will be offered as staffing permits.

