

Grade 12 Global Issues

Course Code 1128

Course Credit 1.0

FRENCH IMMERSION Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

Course Overview

Citizenship and Sustainability

Education plays a crucial role in motivating and informing both personal and social change. With this in mind, Grade 12 Global Issues: Citizenship and Sustainability is designed to help learners acquire a critical awareness about global issues, to alert them to the need to be vigilant about the consequences of their decisions and actions, and to provide them with opportunities to take action for positive change. This course consolidates learning across the disciplines and helps

learners develop competencies as citizens who are mindful of their place in nature and in society and who are willing to work together toward a sustainable future. The pedagogical approach is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision-making. Throughout the course, students examine the social, political, environmental, and economic impact of emerging issues on quality of life—locally, nationally, and globally. They are provided with opportunities to engage in inquiry, active experiential learning, dialogue, collaboration, reflection, and decision-making. With a view to transforming life practices, this course includes the planning and implementation of a school- or community-based action-research project.

Global Competencies in Social Studies



Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



Learning Outcomes

Themes to Guide Learning Outcomes for Global Issues: Citizenship and Sustainability

- Our ecological footprint is exceeding Earth's capacity to sustain biodiversity and human life.
- Our decisions and actions matter; they have social, environmental, economic, and political consequences.
- Individuals, groups, governments, and corporations have the power to effect change and the responsibility to contribute to a sustainable future.
- The media do not provide neutral reflections of reality; they affect our decisions and actions.
- A global economic system that depends upon and perpetuates unrestrained consumerism is unsustainable.
- Economic and technological development have contributed greatly to society, but often with harmful human and environmental consequences.
- Indigenous knowledge and world views offer alternatives to prevailing assumptions about how to live with one another within the environment.
- Political systems distribute power, privilege, and wealth in different ways, some more justly than others.
- A just society respects human diversity and recognizes universal, equal, and inalienable human rights.
- There is no *them* or *over there*: we all belong to the human species, our concerns are interdependent, and we are part of the natural world.

Specific Learning Outcomes

Through inquiry, learners will research, discuss, and gain knowledge and understanding of a minimum of three (3) of the following Areas of Inquiry (class/student choice): media; consumerism; environment; poverty, wealth, and power; Indigenous peoples; peace and conflict; oppression and genocide; health and biotechnology; gender and identity; social justice and human rights.

Media

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.



The most important issues related to this topic that learners should be focusing on and learning about include the following:


- ▶ concentration of ownership and convergence
- ▶ power and profit
- ▶ propaganda, social engineering
- ▶ bias in media
- ▶ critical analysis of media
- ▶ selection and omission of news items
- ▶ marketing and advertising strategies
- ▶ freedom of the press: regulation, ethics, legislation, and censorship
- ▶ public control and citizen journalism
- ▶ alternative media and social justice
- ▶ stereotypes
- ▶ psychological influence (e.g., objectification, sexualization, body image, fear)
- ▶ violence
- ▶ rise of infotainment
- ▶ power and influence of advertising (e.g., pervasiveness, embedded messages, product placement)
- ▶ popular culture and social mores
- ▶ culture of consumerism and environmental consequences

Consumerism

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how are we affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ consumer-based economies
- ▶ capitalism and free market economies
- ▶ citizen responsibilities and decision-making
- ▶ corporate responsibilities and decision-making
- ▶ culture of entitlement
- ▶ culture of credit
- ▶ culture of excess
- ▶ commodification of Indigenous cultures

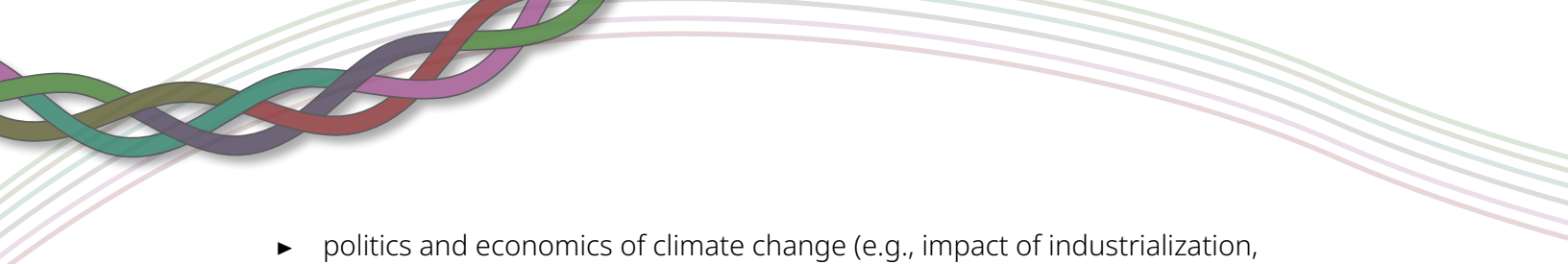
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- ▶ impact of branding, marketing, and advertising
 - ▶ mass-media manipulation
 - ▶ corporate sponsorship, product placement
 - ▶ perceived/planned obsolescence
 - ▶ lifestyle and health issues (e.g., obesity, chemical intolerances, allergies, illnesses, sedentary living)
 - ▶ energy and natural resource depletion
 - ▶ generation of waste
 - ▶ petro-politics
 - ▶ corporate and consumer greed
 - ▶ sweatshops

Environment

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ healthy ecosystems, preservation of biodiversity
- ▶ water management and quality
- ▶ limited resources versus unlimited development/growth
- ▶ responsible resource extraction
- ▶ energy efficiency and alternative energy sources
- ▶ environmental and human disasters (e.g., prevention, response, individual and collective)
- ▶ environmental degradation and technological solutions
- ▶ sustainable cities, design, urban planning
- ▶ alternative transportation
- ▶ standard of living versus quality of life
- ▶ carrying capacity
- ▶ energy consumption, carbon footprint, travel and transportation alternatives, alternative energy sources
- ▶ stewardship and equitable sharing of natural resources
- ▶ economic and environmental refugees
- ▶ population increase, distribution, movement, migration, urbanization

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- ▶ politics and economics of climate change (e.g., impact of industrialization, responsibilities of developed/less-developed economies, Kyoto Accord; Arctic sovereignty)
 - ▶ Gaia hypothesis, systems thinking, interconnectedness of human and natural systems, living sustainably

Poverty, Wealth, and Power

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ globalization: economic globalization, multinational and transnational corporations (e.g., control, regulation, erosion of government authority)
- ▶ global domination, military industrial complex, international arms sales
- ▶ organized crime
- ▶ technological advances
- ▶ forms of inequality/disparity: income, consumption, access to necessities of life (e.g., food, water, shelter, education, health, employment, safety)
- ▶ causes of inequality: colonialism, debt, unequal trade, economic policies (e.g., World Bank, IMF), natural and human causes of inequality/disparity
- ▶ bridging the gap between rich and poor countries: development assistance, debt relief, trade over aid, fair trade, rebuild fragile states/promote democracy, labour movements, community-based projects
- ▶ economic sanctions
- ▶ measuring poverty: absolute, relative
- ▶ causes: political, economic, natural
- ▶ forms of poverty: discrimination, marginalization
- ▶ effects of poverty: infant mortality, maternal health, child labour, working conditions, social vitality, income, basic needs, safety
- ▶ solutions/poverty reduction

Indigenous Peoples

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.

- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:


- ▶ ethno-diversity of world's Indigenous peoples
- ▶ the legacy of colonialism, colonization, and decolonization
- ▶ enculturation, assimilation, and cultural loss
- ▶ disappearance of Indigenous women in Canada
- ▶ impact of development and globalization on Indigenous Peoples, cultural homogenization, disappearance of Indigenous Peoples and cultures (e.g., population decrease, illnesses)
- ▶ restitution and reconciliation processes
- ▶ Indigenous resurgence and development, circumpolar and other international Indigenous organizations
- ▶ international rights of Indigenous peoples
- ▶ preservation of traditional Indigenous cultures and languages
- ▶ commodification, falsification, and marketing of traditional Indigenous knowledge
- ▶ recognition of distinctive Indigenous world views and values

Peace and Conflict

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ nature and forms of conflict: international terrorism, transnational and intrastate conflict, civil disobedience, terrorism, violent and non-violent revolutions, nuclear proliferation and deterrence
- ▶ agents of conflict: economic, military policies, military industrial complex, international arms sales and marketing
- ▶ ideology, religion; sources of conflict (e.g., human security, competition for land or resources, religion, racial or ethnic tensions, self-determination, political goals)
- ▶ ethical issues in war and military alliances

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- ▶ impact of conflict: civilians, children, quality of life, environmental impact, economic impact
 - ▶ intervention and conflict resolution: military, national security, government policies, citizen rights, multilateral intervention (e.g., UN), international humanitarian law (e.g., Red Cross, Red Crescent), reconstruction, international criminal courts, peace movements, pacifism, peacekeeping, peace building, diplomacy, counterinsurgency, policing, international development
 - ▶ alternatives to war: economic sanctions, diplomacy, aid

Oppression and Genocide

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ forms of oppression: racial, cultural, ethnic and religious
- ▶ inequitable control of land or resources, xenophobia, perceptions of racial or cultural superiority, systemic racism (e.g., Apartheid; state-based exclusion, oppression, or violence)
- ▶ political oppression: state authority, dictatorship, enforcement (e.g., role of military, police, secret police), punishment, racial profiling/discrimination, propaganda and dissemination of hatred, bureaucracy, racial laws
- ▶ abuse of power and genocide (e.g., Shoah/Holocaust, Holodomor, Bosnia-Herzegovina, Rwanda, Armenia, Darfur)
- ▶ compliance, blind obedience, denials of genocide, crimes against humanity, disregard for international conventions, opportunism, ostracism, religion, peer pressure, stereotypes, supremacy, prejudice, ignorance, bystanders, propaganda, fear
- ▶ atrocities: concentration camps, exclusion, persecution, crimes against humanity, mass murder, deportation, extermination, genocide, Final Solution
- ▶ peace and reconciliation processes: dissent, state restitution/reparations, international tribunals, Righteous Among Nations (Yad Vashem), survivors, upstanders

Health and Biotechnology

- Explain why this issue is important.
- Explain why we should care.

- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:


- ▶ science, technology, and human health; economic implications of health care; controversial genetic research (e.g., embryonic and stem cell research, animal testing, patenting DNA, genetic intervention and modification, preservation of genetic material, genetic information privacy)
- ▶ longevity and life-preservation measures
- ▶ controversial medical interventions (e.g., plastic surgery, in vitro fertilization, euthanasia, abortion)
- ▶ epidemic and pandemic prevention and response, disease control (e.g., AIDS, virus control, immunization)
- ▶ birth control and maternal and child care, pharmaceutical industry (e.g., Big Pharma, marketing, testing, control)
- ▶ food and drug management and testing, alternative health practices, safety, control and marketing

Gender and Identity

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ feminism and views of gender roles
- ▶ worldwide gender equity issues, education of women, eco-feminism, women and power, women and the economic system, female health, maternal health, access to birth control and abortion, domestic labour, childrearing, child care, female poverty
- ▶ cultural relativism versus rejection of oppressive cultural practices (e.g., female genital mutilation, honour killings of women, women's dress restrictions [hijab, burqa, niqab], limitations on female rights and freedoms, limitations on female rights and freedoms)
- ▶ hetero-normativity, masculine/feminine gender role stereotypes
- ▶ same-sex marriage, homophobia

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- ▶ sexual marketing, prostitution, human trafficking and slave trade, sex tourism, pornography, sexualization and abuse of children
 - ▶ body image, female sexual stereotyping, the marketing of sexuality, impact on human relations

Social Justice and Human Rights

- Explain why this issue is important.
- Explain why we should care.
- Describe and analyze how we are affected as a planet, as a nation, and as individuals.
- Describe the implications near and far, now and in the future.
- Explain how we contribute to the problem.

The most important issues related to this topic that learners should be focusing on and learning about include the following:

- ▶ universal human rights (e.g., ethnicity, race, culture, class, religion, sexual orientation, gender, abilities)
- ▶ economic disparities, poverty, quality of life
- ▶ access to food, water, health care, education, employment
- ▶ child exploitation, human trafficking and slave labour
- ▶ action for human rights
- ▶ forms of activism (e.g., the power of one, resistance to oppression, civil disobedience, conscientious objectors, boycotts, protests, grassroots movements, local community groups, citizen action groups, social networking and mobilization for change, popular culture and the arts)
- ▶ labour movement and unions, strikes, non-violent revolution
- ▶ Indigenous rights and self-determination
- ▶ crime and punishment, penal systems and economic implications, ethical treatment of prisoners
- ▶ environmentalism and environmental organizations
- ▶ ethical treatment and human use of animals
- ▶ eco-activism
- ▶ NGOs and international collaboration, role of governments in international aid (e.g., CIDA, disaster relief, the economics of aid)

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_12.html.