

## Global Connections 3<sup>rd</sup> Edition Curriculum Correlations

### Newfoundland Social Studies 3201

<b>Unit One: Integrated Concepts and Process Skills (ICPS)</b>	
<b>Overall Expectations</b>	<b>Student Resource</b>
<b>1.0 explain how democratic principles and civic engagement can influence the human experience</b>	
1.1 explain the principles upon which Canadian democracy is based	Ch 21
1.2 collaborate to achieve a common goal	Ch 1, p 17-19; Ch 13, p 207-208
1.3 be able to act to improve the human experience	Ch 1, p 17-19; Ch 13, p 207-208; Ch 15, p 248
<b>2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</b>	Throughout text; Working It Out, Case Study, and chapter questions provide focus for practising these skills (many indicated with use of icons)
2.1 evaluate evidence	Ch 1, p 5, 7, 9; Ch 4, p 72, question 10; Ch 6, p 95, 101, question 11; Ch 7, p 113, question 1; Ch 10, p 159, question 6, 9; Ch 11, p 172, question 3; Ch 14, p 213, Figure 14-4; Ch 15, p 248-249, question 5, 9, 15; Ch 16, p 257, question 4, 274, question 7; Ch 17, p 299, question 15; Ch 18, p 309, question 2, 317, question 12; Ch 19, p 339, question 1, 344, question 10; Ch 23, p 421, question 10; Ch 25, p 440, 451, question 9
2.2 make comparisons	Ch 1, p 5, 7; Ch 2, p 25; Ch 3, p 54; Ch 4, p 59, 71, question 8; Ch 5, p 82, 85, question 3; Ch 6, question 7; Ch 9, p 139; Ch 11, p 163; Ch 12, p 176; Ch 14, p 217, 225, question 4; Ch 15, p 240, 246; Ch 16, p 254, 257, 263, question 2, 274, question 1; Ch 17, p 298, question 1; Ch 18, p 316, question 3; Ch 19, p 330, question 1; Ch 20, p 357, 365; Ch 21, p 390, question 5; Ch 22, p 402, 404, question 2; Ch 23, p 421, question 10; Ch 26, p 463, question 8
2.3 determine cause and consequence	Ch 1, p 5, 7; Ch 4, p 70, question 3; Ch 7, p 103, 113, question 3; Ch 8, p 115; Ch 9, p 129, 142, question 11; Ch 10, p 159, question 2; Ch 11, p 173, question 8; Ch 12, p 184, 193, 200, question 15; Ch 15, p 248, question 3; Ch 16, p 253, 274, question 6; Ch 17, p 299, question 13; Ch 18, p 309, 316, question 6; Ch 18, p 317, question 13; Ch 20, p 374, question 5; Ch 22, p 404, question 10; Ch 24, p 434, question 8
2.4 determine significance	Ch 1, p 4, 5, 7, 20, question 2; Ch 3, p 56, question 3; Ch 4, p 71, question 5; Ch 5, p 74, 85, question 6; Ch 6, p 100, question 5; Ch 7, p 113, question 8; Ch 8, p 124, question 4; Ch 9, p 134; Ch 11, p 161; Ch 12, p 176, question 4, 180, 190, 197, Figure 12-24, 200, question 6; Ch 13, p 209, question 6; Ch 15, p 229, 246, question 3, 248, question 7; Ch 16, p 274, question 2, 13; Ch 19, p 323; Ch 20, p 366; Ch 21, 390, question 1; Ch 22, p 404, question 1; Ch 23, p 421, question 10; Ch 25, p 439; Ch 26, p 461, 463, question 7

2.5 explain perspectives	Ch 1, p 5, 7, 9, 12, 20, question 8; Ch 2, p 40, question 5; Ch 3, p 56, question 8; Ch 4, p 60, Figure 4-2; Ch 5, p 85, question 5, 8; Ch 7, p 113, question 6; Ch 8, p 125, question 6; Ch 11m p 173, question 6, 7; Ch 12, p 200, question 9; Ch 14, p 225, question 2; Ch 15, p 229, 243, 248, question 9, 12; Ch 18, p 316, question 8, 16; Ch 19, p 339, 344, question 5, 13; Ch 20, p 360, Figure 20-16, 365, 374, question 7; Ch 22, p 392, 394; Ch 23, p 407, 420, question 6, 10; Ch 24, p 423, 434, question 5; Ch 26, p 2
2.6 make value judgments	Ch 1, p 5, 7, 17; Ch 2, p 40, question 7; Ch 6, p 95; Ch 8, p 123, 125, question 8, 9; Ch 9, p 142, question 10; Ch 12, p 200, question 8; Ch 13, p 203, 209, question 11; Ch 20, p 374, question 6; Ch 21, p 382, 390, question 11; Ch 23, p 420, question 4; Ch 24, p 425, 434, question 6
<b>3.0 respond to significant issues influencing the human experience</b>	Throughout text; all Case Studies provide opportunities for inquiry
3.1 frame questions to focus an inquiry	Throughout text; all Case Studies provide opportunities for inquiry
3.2 gather and organize information	Throughout text; all Case Studies provide opportunities for inquiry
3.3 interpret, analyze, and evaluate information	Throughout text; all Case Studies provide opportunities for inquiry
3.4 develop rational conclusions supported by evidence	Throughout text; all Case Studies provide opportunities for inquiry
3.5 communicate perspectives and conclusions	Throughout text; all Case Studies provide opportunities for inquiry
<b>Unit 2: Quality of Life</b>	
<b>Overall Expectations</b>	<b>Student Resource</b>
<b>4.0 demonstrate an understanding of quality of life</b>	Quality of life is one of the themes used throughout the text to examine world issues; Q icon indicates this connection in questions and captions; Quality of Life text inserts provide facts, quotes, and questions to help make these connections
4.1 explain the concept of quality of life	Ch 2, p 23-25
4.2 explain indicators that can be used to measure quality of life	Ch 2, p 23-25, p 37-39
4.3 explain how innovations and ideas in the past influenced quality of life	Ch 4, p 66-67, 70, 72; Ch 5, p 82; Ch 10, p 146; Ch 16, p 260-263; Ch 19, p 343
<b>5.0 evaluate the relationship between globalization and quality of life</b>	Quality of life and globalization are themes used throughout to discuss world issues. Globalization connections are indicated by the use of a G icon in questions and captions. Globalization text inserts provide facts, quotes, and questions to help make these connections.
5.1 explain the concept of globalization	Ch 2, p 26-30, 37-39
5.2 explain how globalization influences the human experience	Ch 2, p 26-30; Ch 3, p 48-53; Ch 4, p 63; Ch 9, p 130; Ch 10; Ch 11; Ch 12; Ch 13; Ch 14, p 223; Ch 15, p 238, 271-273; Ch 19, p 325; Ch 24, p 424; Ch 26, p 439-450
5.3 respond to issues related to globalization	Ch 7, p 109; Ch 8, p 122; Ch 10, p 149; Ch 11; Ch 12, p 205, 207-208; Ch 15, p 238, 271; Ch 17, p 297; Ch 19, 319; Ch 21, p 382, 388; Ch 22, p 392, 396; Ch 23, p 412; Ch 24, p 428, 432

<b>6.0 evaluate the relationship between sustainability and quality of life</b>	Quality of life and sustainability are themes used throughout to discuss world issues. Sustainability connections are indicated by the use of an S icon in questions and captions. Sustainability text inserts provide facts, quotes, and questions to help make these connections.
6.1 explain the concept of sustainability	Ch 2, p 31-39
6.2 explain how sustainability influences the human experience	Ch 2, p 31-39; Ch 10, p 155-158; Unit 4 focuses on environmental issues, with connections to quality of life and globalization
6.3 respond to issues related to sustainability	Ch 2, p 37-29; Ch 4, p 66; Ch 7, p 106, 109, 111; Ch 8, p 116; Ch 9, p 135, 139; Ch 10, p 149, 155; Ch 11, p 179; Ch 13, p 207-208; Ch 14, p 224; Ch 15, p 229, 240-241, 243, 245-246, 246-247; Ch 16, p 253, 254, 257, 262, 263, 271; Ch 17, p 285-286, 293; Ch 18, p 309, 312-314; Ch 19, p 321, 323-337, 339; Ch 20, p 357, 365, 366, 370-371; Ch 25, p 448
<b>Unit 3: Political Economy</b>	
<b>Overall Expectations and Big Idea</b>	<b>Student Resource</b>
<b>7.0 demonstrate an understanding of how economic factors influence quality of life</b>	Quality of life is a theme used throughout to discuss world issues. Connections are indicated by the use of a Q icon in questions and captions. Quality of life text inserts provide facts, quotes, and questions to help make these connections.
7.1 explain the concept of economic disparity	Ch 12
7.2 explain factors that influence economic disparity	Ch 12, p 182-185
7.3 evaluate responses to economic disparity	Ch 12, p 176, 180-181, 184, 191-195
<b>8.0 demonstrate an understanding of how political factors influence quality of life</b>	Quality of life is a theme used throughout to discuss world issues. Connections are indicated by the use of a Q icon in questions and captions. Quality of life text inserts provide facts, quotes, and questions to help make these connections.
8.1 explain the concept of political stability	Ch 21
8.2 explain factors that influence political stability	Ch 21, p 377-382; Ch 22, p 396; Ch 24, p 426-427; Ch 25, p 438; Ch 26, p 455, 458-459
8.3 evaluate responses to issues related to political stability	Ch 21, p 378-380, 382, 388-389
<b>9.0 respond to issues of political and economic concern that influence quality of life</b>	Quality of life is a theme used throughout to discuss world issues. Connections are indicated by the use of a Q icon in questions and captions. Quality of life text inserts provide facts, quotes, and questions to help make these connections.
9.1 identify the issue	Ch 10, p 147, 158; Ch 11, p 165; Ch 12, p 191; Ch 14, p 221; Ch 21, p 377, 387; Ch 23, p 407, 417; Ch 24, p 424, 429, 433; Ch 25, p 437; Ch 26, p 455, 462
9.2 analyze the issue	Ch 11, p 163; Ch 12, p 176, 180-181, 184, 190, 193; Ch 13, p 203; Ch 13, p 209, question 4; Ch 14, p 217; Ch 14, p 225, question 7; Ch 21, p 378-380, 382, 388-389; Ch 22, p 392, 394-395, 399, 402-403, 404, question 10, 13; Ch 23, p 407, 418; Ch 24, p 423, 425; Ch 25, p 451, question 9

9.3 develop a cogent response to the issue	Ch 11, p 173, question 6, 11; Ch 12, p 193, question 3, p 200, question 9, 10, 14, 15; Ch 13, p 207-208; Ch 13, p 209, question 6, 8, 12; Ch 21, p 390, question 16; Ch 22, p 404, question 9, 14; Ch 23, p 420, question 7, 8, p 421, question 9, 10; Ch 24, p 434, question 8, 10; Ch 26, p 463, question 6
<b>Unit 4: Population Change</b>	
<b>Curricular Competencies</b>	<b>Student Resource</b>
<b>10.0 demonstrate an understanding of how population changes influence quality of life</b>	Quality of life is a theme used throughout to discuss world issues. Connections are indicated by the use of a Q icon in questions and captions. Quality of life text inserts provide facts, quotes, and questions to help make these connections.
10.1 explain the relationship between population, carrying capacity, science and technology	Ch 4, p 63-67; Ch 5, p 76, 82-84; Ch 6, p 88-87
10.2 explain the theory of demographic transition	Ch 5
10.3 explain the challenges and possible responses associated with high population growth rates	Ch 6
10.4 explain the challenges and possible responses associated with low population growth rates	Ch 7
<b>11.0 respond to issues related to population that influence quality of life</b>	Quality of life is a theme used throughout to discuss world issues. Connections are indicated by the use of a Q icon in questions and captions. Quality of life text inserts provide facts, quotes, and questions to help make these connections.
11.1 identify the issue	Ch 4, p 62, 67, 71, question 5; Ch 5, p 84; Ch 6, p 88; Ch 7, p 111; Ch 8, p 120; Ch 9, p 128
11.2 analyze the issue	Ch 4, p 59; Ch 5, p 74, 82; Ch 6, p 95, 96-98; Ch 7, p 103, 112, 113, question 8; Ch 8, p 115, 123-124; Ch 9, p 128, 129, 134, 139-140, 142, question 6, 7
11.3 develop a cogent response to the issue	Ch 7, p 112, question 2, 113, question 9, 10, 12; Ch 8, p 123-124, question 2, 3, 4, 5, 125, question 7, 8, 9; Ch 9, p 134, 142, question 8, 11, 12
<b>Unit 5: Human-Environmental Interaction</b>	
<b>Curricular Competencies</b>	<b>Student Resource</b>
<b>12.0 demonstrate an understanding of how human-environmental interactions influence quality of life</b>	Sustainability and quality of life are themes used throughout to discuss world issues. Connections are indicated by the use of S and Q icons in questions and captions. Sustainability and Quality of Life text inserts provide facts, quotes, and questions to help make these connections.
12.1 explain the relationship between natural resource use and quality of life	Ch 15, p 229; Ch 16, p 257, 260-263; 270-273; Ch 17, p 294-298; Ch 18, p 301-302; Ch 19, p 319, 320; Ch 20, p 352-361
12.2 explain the consequences of issues arising from human-environmental interaction	Ch 15, p 229, 234-241; Ch 16, p 264-269, 270-273; Ch 17, p 277-278, 279-298; Ch 18, p 303-314; Ch 19, p 319-322, 323-337, 339; Ch 20
12.3 evaluate responses to issues of human-environmental interaction	Ch 15, p 239-241, 243, 245-246, 246-247, 248, question 5, 7, 8; Ch 16, p 263, 271, 274, question 10, 15; Ch 17, p 285-286, 298, question 9, 16; Ch 18, p 309, 312-314, 316-317, question 6, 7, 12, 14; Ch 19, p 344-345, question 4, 11, 15, 16; Ch 20, p 362-363, 366-368, 369-373, 374, question 6, 7, 11

<b>13.0 respond to issues related to human-environmental interaction that influence quality of life</b>	Sustainability and quality of life are themes used throughout to discuss world issues. Connections are indicated by the use of S and Q icons in questions and captions. Sustainability and Quality of Life text inserts provide facts, quotes, and questions to help make these connections.
13.1 identify the issue	Ch 15, p 231, 348, question 9; Ch 16, p 261; Ch 17, p 295; Ch 18, p 308; Ch 20, p 359
13.2 analyze the issue	Ch 15, p 229, 240-241, 243, 245-246, 246-247; Ch 16, p 253, 254, 257, 263, 271, 274, question 8; Ch 17, p 277-278, 285-286; Ch 18, p 309, 312-314; Ch 19, p 323-337, 339; Ch 20, p 357, 365, 366, 370-371
13.3 develop a cogent response to the issue	Ch 15, p 241, question 4; 246, question 4, 248, question 7, 8; Ch 16, p 257, question 4, 263, question 3, 274, question 11, 14; Ch 17, p 298-299, question 8; Ch 18, p 316-317, question 8, 10, 11; Ch 19, p 345, question 14; Ch 20, p 374, question 8