

INTRODUCING
THE
TEACHER'S
RESOURCE

INTRODUCING *TEACHER'S RESOURCE: EXPLORING GLOBALIZATION*

Exploring Globalization represents an innovative, integrated textbook design that is tailored to the issues-focused, inquiry-based approach of Perspectives on Globalization, the 10-1 social studies course. In addition to accommodating the needs, interests, abilities, and learning styles of students as they explore, analyze, and evaluate points of view and perspectives on globalization, *Exploring Globalization* also provides teachers with exciting opportunities to integrate a variety of teaching strategies that help engage students in the curriculum, support students as they respond to issue and inquiry questions and develop social studies skills and processes, and encourage students to become thoughtful, interested, and active learners and critical thinkers.

CURRICULUM CONGRUENCE

Exploring Globalization provides a 100 per cent match to the Alberta curriculum for the 10-1 social studies course, titled Perspectives on Globalization. The curriculum congruence charts on pages 15 to 42 set out this match. These charts also provide a handy reference for teachers, who can check them to ensure that students are provided with many opportunities not only to achieve the general and specific outcomes of the 10-1 course, but also to develop the skills and processes they are expected to achieve by the time they complete the 30-1 social studies course.

PEDAGOGICAL STRUCTURE OF *EXPLORING GLOBALIZATION*

Like the 10-1 social studies course, Perspectives on Globalization, *Exploring Globalization* is structured around a single key issue: To what extent should we embrace globalization?

To help guide students' exploration, analysis, and evaluation of possible responses to this question, four related issues evolve from — and feed into — this key issue. The four related issues of *Exploring Globalization* match exactly the related issues set out in the curriculum. Within each related issue are four chapters, each built around an issue that evolves from — and feeds into — the related issue, as well as the general and specific outcomes identified in the curriculum. Within each chapter, inquiry questions are designed to guide students' exploration, analysis, and evaluation of topics raised by the chapter issue, the related issue, the key issue, and the general and specific outcomes.

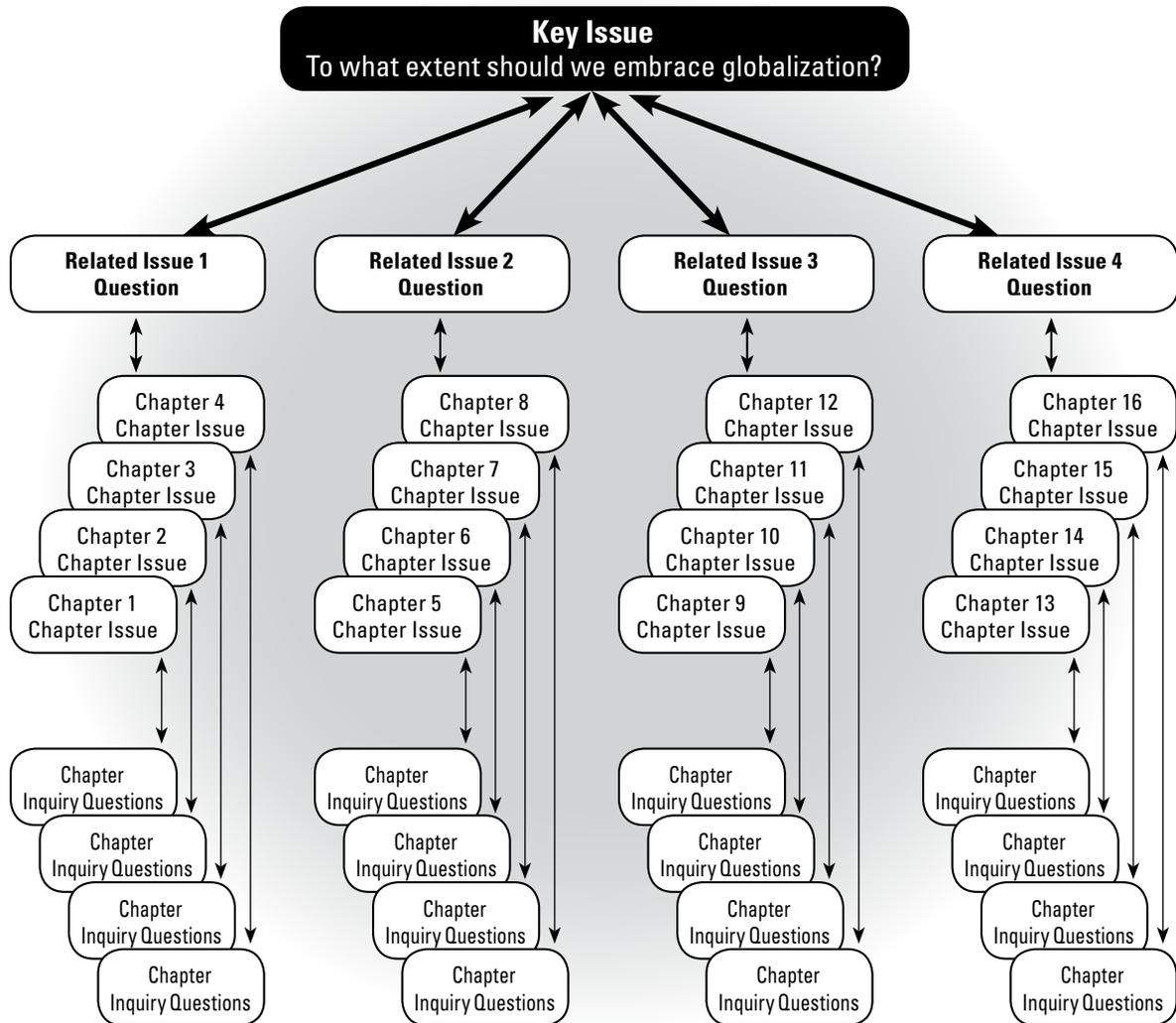
The Charts on the following pages provide an overview of these connections.

SPIRAL CURRICULUM DEVELOPMENT

This organizational structure lays the foundation for spiral curriculum development, a concept articulated by Jerome Bruner. In this case, spiral curriculum design enables students to not only repeatedly revisit basic skills and ideas, but also re-examine issues and events from many points of view and perspectives as they explore, analyze, and evaluate responses to globalization.

The issue of how people affirm and promote their culture in a globalizing world illustrates how spiral curriculum design works. This issue is introduced in Chapter 4, where it is explored in the context of identity and how it affects the identity of Aboriginal peoples. But various aspects of this issue are also explored in subsequent chapters. In Chapter 6, for example, it is explored in the context of imperialism, and in Chapter 11, it is explored in the context of sustainability. This provides students with opportunities not only to recall, consolidate, and expand their earlier learning, but also to explore, analyze, and evaluate their growing appreciation of the many points of view and perspectives on the issue.

OVERVIEW



ISSUE QUESTIONS, INQUIRY QUESTIONS, AND CHAPTER CONTENT

Key Issue To what extent should we embrace globalization?		
Related Issue 1 To what extent should globalization shape identity?		
Chapter and Chapter Issue	Chapter Inquiry Questions	Chapter Overview
1 To what extent does globalization shape your identity?	Who are you? How do you express who you are? How do collectives express who they are? How are identities connected through globalization?	Explores personal and collective identity and their expressions through language, heritage, and culture Explores the complexities of expressions of identity and why people strive to affirm and promote their identity, language, and culture
2 To what extent do identity and the forces of globalization shape each other?	What are some forces of globalization? How is identity affected by some economic, political, environmental, and social dimensions of globalization? How do some forces of globalization present challenges to identity? How do some forces of globalization provide opportunities to affirm and promote identity?	Explores how the forces of globalization shape — and are shaped by — identity and culture Explores how global forces such as trade, transportation, communication technologies, and the media shape — and are shaped by — each other Develops understandings of the concepts of acculturation, accommodation, and assimilation
3 To what extent is identity affected by communication technology and the media in a globalizing world?	How is identity affected by opportunities to communicate with people around the world? How is diversity influenced by the media and communication technologies? How is identity affected by media coverage of world events? How is diversity affected by the dominance of American media?	Explores how communication technologies and the media present challenges to identity and culture, as well as opportunities to affirm and promote identity and culture Explores how communication technologies affect cultural diversity and cultural identity Develops understandings of how international media affect cultural diversity and cultural identity
4 To what extent can people respond to globalizing forces that affect identity?	How do people affirm and promote their language in a globalizing world? How do people affirm and promote their culture in a globalizing world? How do governments affirm and promote languages and cultures in a globalizing world? How do international organizations affirm and promote languages and cultures in a globalizing world?	Explores how people have responded to the challenges and opportunities that globalization presents to identity and culture Explores various points of view and perspectives on cultural diversity Explores various points of view and perspectives on the interplay between the globalizing process and identity

Related Issue 2		
To what extent should contemporary society respond to the legacies of historical globalization?		
Chapter and Chapter Issue	Chapter Inquiry Questions	Chapter Overview
5 To what extent did early globalization affect peoples of the world?	<p>Why and how did globalization begin?</p> <p>How did the foundations of historical globalization affect people?</p> <p>How did the consequences of historical globalization affect people?</p>	<p>Explores understandings of historical globalization</p> <p>Develops understandings of imperialism, mercantilism, and capitalism and how past decisions and actions are legacies of historical globalization</p>
6 To what extent do the legacies of historical globalization affect peoples of the world?	<p>What are some legacies of historical globalization?</p> <p>How has cultural contact affected people?</p> <p>How has the exchange of goods and technologies affected people?</p> <p>How are the legacies of historical globalization continuing to affect people?</p>	<p>Explores how struggles between peoples with differing points of view and perspectives on historical globalization continue to affect the world today</p> <p>Explores various points of view and perspectives on cultural contact and its effect on peoples</p> <p>Develops understandings of ethnocentrism and Eurocentrism</p>
7 To what extent have the legacies of historical globalization affected Canada?	<p>How did historical globalization affect Canada?</p> <p>What are some legacies of historical globalization in Canada?</p> <p>How has historical globalization affected Indigenous peoples in Canada?</p> <p>How do some legacies of historical globalization continue to affect Canada?</p>	<p>Explores various legacies of historical globalization in Canada</p> <p>Develops understandings of the connections between current challenges in Canada and the legacies of historical globalization</p> <p>Explores various points of view and perspectives on the concept of a cultural mosaic, cultural pluralism, and multiculturalism</p>
8 To what extent have attempts to respond to the legacies of historical globalization been effective?	<p>How effectively have people responded to the legacies of historical globalization?</p> <p>How effectively have governments responded to the legacies of historical globalization?</p> <p>How effectively have organizations responded to the legacies of historical globalization?</p> <p>How does historical globalization continue to affect the world?</p>	<p>Explores genocide and apartheid as responses to the legacies of historical globalization</p> <p>Develops understandings of the relationship between the legacies of historical globalization and the individual today</p> <p>Explores possible and actual responses to the legacies of historical globalization</p> <p>Explores possible individual responses to historical globalization</p>

Related Issue 3		
To what extent does globalization contribute to sustainable prosperity for all people?		
Chapter and Chapter Issue	Chapter Inquiry Questions	Chapter Overview
9 To what extent did world events shape contemporary economic globalization?	<p>What does economic globalization mean?</p> <p>How did 20th-century world events shape contemporary economic globalization?</p> <p>What factors laid the foundations of contemporary global economics?</p>	<p>Explores the meaning of economic globalization</p> <p>Develops understandings of how global events in the 20th century have affected contemporary economic globalization</p> <p>Explores how the legacies of historical globalization laid the foundation for contemporary economic globalization</p>
10 To what extent do contemporary factors contribute to expanding globalization?	<p>What factors contribute to expanding globalization?</p> <p>How do international agreements and organizations contribute to expanding globalization?</p> <p>How do transnational corporations contribute to expanding globalization?</p> <p>How do communication technologies contribute to expanding globalization?</p>	<p>Explores global factors that contributed to the rapid expansion of globalization</p> <p>Explores various points of view and perspectives on trade liberalization and free trade</p> <p>Develops understandings of the effects of transnational corporations on the expansion of globalization</p> <p>Develops understandings of the effects of contemporary communication technologies on the expansion of globalization</p>
11 To what extent does globalization affect sustainability?	<p>What does sustainability mean?</p> <p>How are globalization and sustainability related?</p> <p>Have efforts to promote sustainability been successful?</p>	<p>Explores the idea and meaning of ecological footprint.</p> <p>Explores various points of view and perspectives on sustainability</p> <p>Develops understandings of the relationship between sustainability and globalization</p> <p>Explores understandings of the actions of governments, corporations, groups, and individuals in promoting sustainability and globalization</p>
12 To what extent can globalization bring sustainable prosperity to all people?	<p>What is sustainable prosperity?</p> <p>What political and economic challenges and opportunities are associated with globalization?</p> <p>What choices are associated with sustainable prosperity?</p>	<p>Explores various points of view and perspectives on the meaning of prosperity</p> <p>Develops understandings of sustainable prosperity and sustainable development</p> <p>Develops understandings of the relationship among people, the land, globalization, and sustainable prosperity</p>

Related Issue 4		
To what extent should I, as a citizen, respond to globalization?		
Chapter and Chapter Issue	Chapter Inquiry Questions	Chapter Overview
13 To what extent have democracy and human rights shaped — and been shaped by — globalization?	<p>What are human rights?</p> <p>How are ideas about human rights and democracy related?</p> <p>How are globalization, human rights, and democracy related?</p>	<p>Explores the idea and development of human rights</p> <p>Develops understandings of democracy and its relationship to human rights</p> <p>Explores the effects of globalization on human rights and democracy</p>
14 To what extent does global awareness affect quality of life?	<p>How has globalization affected awareness of issues?</p> <p>How has global awareness affected gender issues?</p> <p>How has global awareness affected labour and employment issues?</p> <p>How are global awareness and quality of life related?</p>	<p>Explores how global awareness has changed the way issues are viewed</p> <p>Explores how globalization has affected awareness of issues around the world</p> <p>Develops understandings of the relationship between globalization, gender, and labour issues</p> <p>Develops understandings of the relationship between increased global awareness and quality of life</p>
15 To what extent do global connections affect people?	<p>How does globalization change communities?</p> <p>How does the global need for resources affect people?</p> <p>How does globalization affect people's health?</p> <p>How have people responded to global issues?</p>	<p>Develops understandings of community</p> <p>Explores the relationship between globalization and communities through resource requirements</p> <p>Explores the increase in contact between people through expanding globalization</p> <p>Explores how governments, groups, and individuals have responded to issues</p>
16 To what extent should I embrace global citizenship?	<p>What does global citizenship mean?</p> <p>What does a global citizen do?</p> <p>What is my role in the globalizing world?</p>	<p>Develops understandings of the concept of global citizenship</p> <p>Explores various points of view and perspectives on global citizenship</p> <p>Explores various group, corporate, and individual responses to global citizenship</p>

TEXTUAL FEATURES OF *EXPLORING GLOBALIZATION*

The pages of *Exploring Globalization* are designed specifically to support students' exploration of the issue and inquiry questions

Support for Readers	
Textual Feature	Benefit
1. Issue and inquiry questions	Clearly set a specific purpose for reading Target reading for specific ideas Help students prepare to respond to related-issue and key course-issue questions
2. Age and course-appropriate readability	No more than 400 words on a page Information is highly focused Vocabulary, as well as sentence and paragraph length, is keyed to appropriate reading level
3. Transition words and phrases (e.g., "but," "however," "because," "though")	Improve readability by helping students connect ideas Improves understanding of relationships among complex ideas
4. Sentence and page breaks coincide (no sentence breaks between pages)	Eases shift between pages No eye or head shift required to finish reading a sentence
5. Headings and subheadings	Provide plenty of white space to facilitate reading Enable narrative to be presented in manageable chunks Provide a secondary focus for reading for understanding Reduce "threat" for reluctant readers and others who may have difficulties
6. Boldface words	Draw students' eyes to important vocabulary Explicit definition provided in the narrative Signals that a dictionary-style definition appears in the glossary
7. Specialized vocabulary	Defined in context Encourages students to draw meaning from context Mimics "real" reading situations
8. Text flow	Text flows smoothly from top to bottom of page No features interrupt text flow (text flows around features) Improves readability by ensuring that students can follow the main narrative
9. Activity icons	Are integrated into the narrative Provide appropriate pauses for students to think about issues Invite personal engagement in the narrative Provide opportunities for teacher to check students' knowledge and understanding of material in the narrative
10. Visuals	Are placed in margins and do not interrupt text flow Enhance the context of the narrative Provide alternative learning opportunities

USING THE FEATURES OF *EXPLORING GLOBALIZATION*

The features included in *Exploring Globalization* are designed to add context to the narrative and provide additional information that expands students' appreciation and understanding of the issues. Though the narrative is complete on its own, these features deepen its meaning and increase the students' enjoyment and learning potential.

Exploring Globalization also provides many opportunities for teachers to assess — either formatively or summatively — students' progress. The activities included in each chapter are integrated to scaffold learning by presenting material in manageable chunks that provide students with many opportunities to practise skills and engage in critical reflection. This improves their chances of achieving success.

All activities can be adapted to differentiate instruction (see p. 56) by accommodating students' needs, interests, abilities, and learning styles. Specific suggestions for differentiating instruction are included in the lessons.

YOUR CHALLENGE

Each of the four related issues in *Exploring Globalization* presents a critical challenge. The requirements of each challenge are described on the spread titled “Your Challenge,” which follows the related-issue overview and precedes the chapters.

The challenge is presented at the beginning of each related issue so students know — from the start — what they will be expected to do when the related issue concludes. This knowledge helps promote students' engagement in their own learning by enabling them to think about and plan their challenge presentation as they progress through the related issue. It also separates complex assignments into manageable, unthreatening chunks that provide plentiful opportunities for peer and teacher feedback and for students to achieve success.

The challenges are intended to be presented for summative assessment. On each challenge spread in *Exploring Globalization*, a feature titled “Checklist for Success” provides students with a summary of how the challenge will be evaluated. A marking rubric based on the checklist for success is also provided as a reproducible designed to be distributed to students when the challenge is introduced.

Distributing the rubric ahead of time helps students achieve success by ensuring that they are aware of the criteria that will be used to summatively assess their assignment and by enabling them to use the rubric as a checklist that can help them plan, prepare, and revise their work as they complete their challenge presentations.

The final page of every chapter includes a feature titled “Think about Your Challenge.” This reminds students of the challenge and encourages them to think about how they can integrate their explorations and analyses into the challenge that they are preparing. At this time, formative assessments could be done to guide students to success in the summative project.

ACTIVITY ICON

These icons appear at appropriate points in the narrative. They are placed at natural stopping points and are designed to encourage you and the students to pause briefly to discuss specific questions raised by the narrative. In some cases, these icons direct students to examine a map, chart, or graph, synthesize the information presented, and link it to the narrative.

REFLECT AND RESPOND

Within chapters, each section that opens with an inquiry question concludes with an opportunity for students to reflect on and respond to the issues they have explored. The exception is the final inquiry question, because it is followed by the end-of-chapter activities.

Most of the reflect-and-respond activities are designed to encourage oral answers, usually in a class discussion. You may wish, however, to encourage students to respond in small groups or as a think-pair-share activity (see page 61). When a written response is required, a reproducible worksheet is usually provided.

The activities can be differentiated to meet the needs and accommodate the learning styles of the students in your class. Written assignments can be shifted to charts or visuals (e.g., photos, drawings, clippings), group assignments can be completed by an individual and individual assignments can be completed by a group, and presentations to the whole class can be made to a small group or you alone.

These activities are open-ended. There are no right or wrong answers, as long as students' responses are well-thought-out and justified. Completing these activities helps students think about the inquiry question — as well as the chapter issue, the related issue, and the key course issue — in different ways as they deepen and broaden their understanding of the range of points of view and perspectives on these issues. And by scaffolding students' learning, these activities also help them prepare to complete the end-of-chapter activities and the related-issue challenge.

Although these activities are designed as vehicles for formative assessment, they can also be assessed summatively.

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

These end-of-chapter activities, which are designed to encourage critical reflection, sum up the chapter and scaffold students' learning as they prepare to complete the challenge. They can be integrated into your instruction in a variety of ways and can be completed individually, in small groups, or as a class. Many include a variety of steps and stages that offer differentiation opportunities.

Because *Exploring Globalization* offers students many opportunities to explore and analyze a variety of points of view and perspectives, engage in critical reflection, develop informed opinions in response to the issue questions, and refine their social studies skills (see “Curriculum Congruence — Skills and Processes,” p. 23), it is unnecessary for all students to complete every end-of-chapter activity. You may wish to

- choose one or more activities that focus on a skill or process that your formative assessment has revealed requires additional practice
- differentiate instruction by assigning activities to individual students on the basis of their preferred learning style
- divide the class into small groups and assign one activity to each group
- choose an activity and move it forward into the chapter so that it functions as an end-of-section activity

Like the reflect-and-respond activities, the end-of-chapter activities are designed to be assessed formatively, but they can also become the focus of summative assessment.

MAJOR FEATURES

Exploring Globalization includes several major features that are designed to help students explore, analyze, and evaluate issues in greater depth. In many cases, these features provide insights into specific examples that crystallize issues and provide differing points of view and perspectives.

Focus on Skills

The two-page feature titled “Focus on Skills” is a how-to guide that highlights a specific social studies skill drawn from the skills and processes section of the 10-1 social studies curriculum. It introduces the skill in the context of an aspect of the chapter issue and provides students with a step-by-step guide to developing the skill.

Once this skill is introduced, subsequent chapter activities provide students with plenty of opportunity for practice and reinforcement. Although the feature focuses on a specific skill, it is never practised in isolation. In Chapter 1, for example, the skill focus deals with developing an informed position. In following the steps set out in the feature, however, students must also evaluate ideas and information, consider many perspectives, analyze the strengths and weaknesses of sources, and so on. This means that, although the focus is on developing an informed position, students are actually practising many skills as they hone the identified skill.

The specific skills developed in *Exploring Globalization* are

- Developing an Informed Position (pp. 34–35)
- Detecting Bias (pp. 56–57)
- Assessing the Authority and Validity of Internet Information (pp. 78–79)
- Predicting Likely Outcomes (pp. 94–95)
- Analyzing Historical and Contemporary Perspectives within and across Cultures (pp. 118–119)
- Analyzing and Interpreting Cause-and-Effect Relationships (pp. 142–143)
- Comparing Similarities and Differences in Historical Narratives (pp. 168–169)
- Expressing and Defending an Informed Position (pp. 194–195)
- Decision Making and Problem Solving (pp. 224–225)
- Building Consensus (pp. 246–247)
- Analyzing Relationships in Geography (pp. 264–265)
- Writing for Different Purposes and Audiences (pp. 288–289)
- Demonstrating Leadership during Discussions (pp. 312–313)
- Initiating Conflict Resolution Strategies (pp. 332–333)
- Collaborating in Groups (pp. 360–361)
- Developing Cross-Cultural Understanding (pp. 372–373)

Impact

The two-page feature titled “Impact” focuses on a particular aspect of globalization and how a particular individual, group, or organization has shaped — and been shaped by — this phenomenon. The purpose of this feature is to illustrate an aspect of the chapter narrative and scaffold students’ learning by focusing on an example that provides differing perspectives and explores and analyzes the issue or inquiry focus in greater depth.

Titled “Explorations,” the activities that accompany this feature encourage students to develop their critical-thinking skills and to consider the issue(s) raised in the feature from a variety of points of view and perspectives.

Points of View

“Points of View” presents the often differing views of at least two people involved in an issue introduced in the narrative. It is designed to broaden students’ understanding of the range of views that may exist. Engaging in the activities included in this feature’s “Explorations” box provides opportunities to explore, analyze, and evaluate the points of view and perspectives presented.

Making Choices

“Making Choices” focuses on the stories of people who have made decisions that embody the values and attitudes of local and global citizenship. This feature is designed specifically to highlight various values and attitudes outcomes. “Explorations” activities provide opportunities for students to engage in discussion and debate on the choices and encourage the development of the concept of individual responsibility.

Ideas

“Ideas” depicts three Alberta Grade 10 students responding to a question raised in the chapter. By inviting students to share their views on the same question, “Your Turn” encourages dialogue, social interaction, co-operation, and the sharing of ideas. This feature demonstrates the variety of points of view that usually surround issues.

Profile

A profile presents a thumbnail sketch of someone who is — or was — involved in an issue. Its purpose is to illustrate that people act and react in different ways and to promote understanding of the many facets of activism.

MARGIN FEATURES

The margin features are designed to add context to the narrative, provide additional information about the content, and increase students’ understanding of the issue. Though the narrative is complete on its own, these features deepen its meaning and increase the students’ enjoyment and learning potential. They also provide opportunities for students with differing learning styles to approach the issue in different ways.

Charts, graphs, and diagrams: Various diagrams summarize and present information in a format that is especially helpful to visual learners. Statistical information is often presented in chart or graph form to enhance students’ understanding and to enable them to make insightful comparisons, connections, and predictions.

Maps: The maps are intended to present geographic information. In some cases, this may simply involve locating a place discussed in the narrative; in other cases, the map may present additional information that illuminates an issue and encourages students to explore it more deeply.

Photographs and other visuals: Photographs — and their captions — provide important information about events and issues and add new dimensions to the narrative, providing students with a better understanding of the issues and events. Many of the captions include questions that encourage students to consider an issue from a different point of view or perspective.

FYI: These for-your-information features highlight offbeat, interesting, or unusual tidbits that add an extra dimension to students’ understanding of the material in the narrative.

Web Connection: These features connect students to the Internet through monitored links on the McGraw-Hill Ryerson web site. They help students expand their knowledge and understanding of an issue by connecting them to a broad range of opinions and information.

Note: Although McGraw-Hill Ryerson monitors all Internet links on a regular basis, it is important to check these sites before directing students to them.

Voices: This feature provides additional points of view and perspectives on the issues discussed in the narrative. The points of view and perspectives presented offer excellent opportunities for class discussions.

CheckBack and **CheckForward:** CheckBack helps students link new knowledge and understandings to issues they have explored previously, while CheckForward alerts them to the fact that an issue will be raised again in subsequent chapters.

THE CD-ROMS FOR *EXPLORING GLOBALIZATION*

The CD-ROMs that accompany this teacher's resource include

- a complete version, in PDF format, of this teacher's resource
- all reproducibles in this teacher's resource
- many of the images, including many of the margin features and other elements, that appear in the pages of *Exploring Globalization*

Using the Overheads and Reproducibles

The overheads and reproducibles on the CD-ROM for *Exploring Globalization* are presented in two versions: PDF and Microsoft Word.

The Word version enables you to adapt and tailor the reproducibles to the particular approach you are using in your classroom and to meet the needs of the students in your classes.

With students who need extra support, for example, you may wish to open the Microsoft Word version of a specific reproducible and add labels to a graphic organizer or include more examples on a chart. With students who are able to work more independently, however, you may wish to delete examples from the reproducibles before distributing them.

Using the Images

The colour images on the CD-ROM for *Exploring Globalization* include

- all photographs, posters, paintings, illustrations, and editorial cartoons
- all charts and graphs
- all maps

These colour images are included to enable you to enhance your lessons by displaying overhead transparencies or presentation slides that can be discussed by small groups or the entire class. In many cases, specific strategies for using overhead transparencies or presentation slides created from the images on the CD-ROM are included in the lessons described in "Suggested Teaching Activities."

The overhead transparencies or presentation slides can be used in a variety of ways:

- to help activate students' previous knowledge and stimulate discussion as you introduce lessons
- to enhance class discussions by enabling the whole class to view and interact with a particular feature of *Exploring Globalization*
- to allow small groups to view and work with particular features
- to enable you to display enlarged versions of particular features as you work with students to develop specific skills (e.g., reading graphs or reading maps)
- as a follow-up to or review of lessons

ONLINE STUDENT AND TEACHER CENTRES

The *Exploring Globalization* Online Student Centre and Online Teacher Centre complement the student resource and the teacher's resource by offering features that enhance teaching and learning.

Online Student Centre

In addition to monitored links to the Web Connections recommended in *Exploring Globalization*, students can stay on top of developing issues by accessing daily globalization-related news feeds from media outlets such as the CBC and *The Globe and Mail*.

They can also access — and modify — checklists for success and evaluation rubrics, as well as electronic files for the reproducibles and graphic organizers used in lessons.

Online Teacher Centre

Robert Gardner and Wayne Lavold, the authors of *Exploring Globalization*, are available online to answer your questions and offer ideas about implementing Perspectives on Globalization, the new 10-1 social studies curriculum.

Teachers will be able to offer one another advice, support, and ideas through the online forum.

Other online features are also available through the Teacher Centre. These include

- news feeds from organizations such as the CBC, *The Globe and Mail*, and Canadian Business Online, as well as updates from Statistics Canada
- libraries of modifiable unit tests and assessment rubrics, modifiable reproducibles and checklists, and the visuals included in *Exploring Globalization*
- alternative related-issue challenges
- a professional reference library, including updated pointers to useful online resources

To access the Online Teacher Centre, go to the McGraw-Hill Ryerson web site for *Exploring Globalization* <www.exploringglobalization.ca>. Under user name, enter “exploring”. Under password, enter “global07”.

Notes

Aboriginal and Francophone References

Language and cultural background are an important part of people's identity. The prologue of *Exploring Globalization* provides important notes about Aboriginal and Francophone references in the student resource. In addition, Reproducible A, Francophone References, and Reproducible B, Aboriginal References, provide students with a guide to the use of terms that are important to Francophones and Aboriginal peoples.

Role-playing

Respect for others is an essential attribute in every classroom. Some activities in *Exploring Globalization* invite students to imagine themselves as others, to act a part, to enter into the mindset of others, and to represent others graphically. You, as the guide in the classroom, must make the students aware of the sensitivities that surround issues involving identity, language, culture, religion, and race. Prior to assigning any activity that you believe may touch on issues of high sensitivity or that could cause feelings of discomfort in any student, review with your class respectful language, behaviour, and attitudes. You may wish to speak to some students privately to forewarn them of the issue(s) to be discussed. This action allows you to become more aware of your students' concerns and for students to share with you privately any discomfort they may have.

Point of View and Perspective

According to Alberta Learning guidelines, the student resource and teacher's resource use “point of view” to reflect an individual's outlook and “perspective” to reflect a group's outlook.

Exploring Globalization Curriculum Congruence — General and Specific Outcomes Social Studies 10-1: Perspectives on Globalization	
Key Issue To what extent should we embrace globalization?	
Related Issue 1 To what extent should globalization shape identity?	
Outcome	Chapter(s)
General Outcome — Students will explore the impacts of globalization on their lives.	Chapter 1 — Globalization and Identity Chapter 2 — Identity and the Forces of Globalization Chapter 3 — Identity, the Media, and Communication Technology Chapter 4 — Affirming Identity, Language, and Culture
Specific Outcomes <i>Values and Attitudes</i>	
1.1 acknowledge and appreciate the existence of alternative viewpoints in a globalizing world	Chapter 1 — Globalization and Identity Chapter 2 — Identity and the Forces of Globalization Chapter 3 — Identity, the Media, and Communication Technology Chapter 4 — Affirming Identity, Language, and Culture
1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages, and identities in a globalizing world	Chapter 1 — Globalization and Identity Chapter 2 — Identity and the Forces of Globalization Chapter 3 — Identity, the Media, and Communication Technology Chapter 4 — Affirming Identity, Language, and Culture

Outcome	Chapter(s)
1.3 appreciate how identities and cultures shape, and are shaped by, globalization	Chapter 1 — Globalization and Identity Chapter 2 — Identity and the Forces of Globalization Chapter 3 — Identity, the Media, and Communication Technology Chapter 4 — Affirming Identity, Language, and Culture
<i>Knowledge and Understanding</i>	
1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)	Chapter 1 — Globalization and Identity Chapter 4 — Affirming Identity, Language, and Culture
1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)	Chapter 2 — Identity and the Forces of Globalization Chapter 3 — Identity, the Media, and Communication Technology
1.6 examine the impact of communication technology and the media on diversity (universalization of pop culture, hybridization, diversification)	Chapter 3 — Identity, the Media, and Communication Technology
1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)	Chapter 2 — Identity and the Forces of Globalization Chapter 4 — Affirming Identity, Language, and Culture
1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)	Chapter 2 — Identity and the Forces of Globalization Chapter 4 — Affirming Identity, Language, and Culture
1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization)	Chapter 4 — Affirming Identity, Language, and Culture

Related Issue 2 To what extent should contemporary society respond to the legacies of historical globalization?	
Outcome	Chapter(s)
General Outcome Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
Specific Outcomes <i>Values and Attitudes</i>	
2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
2.2 exhibit a global consciousness with respect to the human condition	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization Chapter 8 — Living with the Legacies of Historical Globalization
2.3 accept social responsibilities associated with global citizenship	Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
2.4 recognize and appreciate the validity of oral histories	Chapter 6 — Legacies of Historical Globalization Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization

Outcome	Chapter(s)
<i>Knowledge and Understanding</i>	
2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions)	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization
2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)	Chapter 5 — Foundations of Globalization
2.8 explore the relationship between historical globalization and imperialism	Chapter 5 — Foundations of Globalization
2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism	Chapter 5 — Foundations of Globalization Chapter 6 — Legacies of Historical Globalization Chapter 8 — Living with the Legacies of Historical Globalization
2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada)	Chapter 6 — Legacies of Historical Globalization Chapter 7 — Legacies of Historical Globalization in Canada
2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife)	Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
2.12 evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations	Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization
2.13 examine legacies of historical globalization and imperialism that continue to influence globalization	Chapter 7 — Legacies of Historical Globalization in Canada Chapter 8 — Living with the Legacies of Historical Globalization

Related Issue 3 To what extent does globalization contribute to sustainable prosperity for all people?	
Outcome	Chapter(s)
General Outcome — Students will assess economic, environmental and other contemporary impacts of globalization.	Chapter 9 — Foundations of Economic Globalization Chapter 10 — Expanding Globalization Chapter 11 — Globalization and Sustainability Chapter 12 — Sustainable Prosperity — Challenges and Opportunities
Specific Outcomes <i>Values and Attitudes</i>	
3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization	Chapter 9 — Foundations of Economic Globalization Chapter 10 — Expanding Globalization Chapter 11 — Globalization and Sustainability Chapter 12 — Sustainable Prosperity — Challenges and Opportunities
3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment	Chapter 9 — Foundations of Economic Globalization Chapter 10 — Expanding Globalization Chapter 11 — Globalization and Sustainability Chapter 12 — Sustainable Prosperity — Challenges and Opportunities
Knowledge and Understanding	
3.3 explore understandings of contemporary economic globalization	Chapter 9 — Foundations of Economic Globalization Chapter 10 — Expanding Globalization Chapter 11 — Globalization and Sustainability Chapter 12 — Sustainable Prosperity — Challenges and Opportunities

Outcome	Chapter(s)
3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman)	Chapter 9 — Foundations of Economic Globalization
3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies)	Chapter 9 — Foundations of Economic Globalization Chapter 10 — Expanding Globalization
3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)	Chapter 9 — Foundations of Economic Globalization Chapter 12 — Sustainable Prosperity — Challenges and Opportunities
3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development)	Chapter 11 — Globalization and Sustainability
3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation)	Chapter 11 — Globalization and Sustainability
3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world	Chapter 10 — Expanding Globalization Chapter 11 — Globalization and Sustainability Chapter 12 — Sustainable Prosperity — Challenges and Opportunities

Related Issue 4 To what extent should I, as a citizen, respond to globalization?	
Outcome	Chapter(s)
General Outcome Students will assess their roles and responsibilities in a globalizing world.	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness Chapter 15 — Global Connections Chapter 16 — The Global Citizen
Specific Outcomes <i>Values and Attitudes</i>	
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness Chapter 15 — Global Connections Chapter 16 — The Global Citizen
4.2 recognize and appreciate the importance of human rights in determining quality of life	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness Chapter 15 — Global Connections Chapter 16 — The Global Citizen
Outcome	Chapter(s)
4.3 accept political, social and environmental responsibilities associated with global citizenship	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness Chapter 15 — Global Connections Chapter 16 — The Global Citizen

Outcome	Chapter(s)
<i>Knowledge and Understanding</i>	
4.4 explore various understandings of quality of life	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness Chapter 15 — Global Connections
4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity)	Chapter 14 — Global Awareness
4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship)	Chapter 14 — Global Awareness
4.7 evaluate relationships between globalization and democratization and human rights	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 14 — Global Awareness
4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues)	Chapter 15 — Global Connections
4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization	Chapter 14 — Global Awareness Chapter 15 — Global Connections Chapter 16 — The Global Citizen
4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)	Chapter 15 — Global Connections Chapter 16 — The Global Citizen
4.11 develop strategies to demonstrate active, responsible global citizenship	Chapter 13 — Human Rights, Democracy, and Globalization Chapter 15 — Global Connections Chapter 16 — The Global Citizen

CURRICULUM CONGRUENCE — SKILLS AND PROCESSES OUTCOMES

Numbering Used for Skills and Processes Outcomes

The numbering for specific outcomes in the Skills and Processes Outcomes Chart is based on the following coding system.

Dimensions of Thinking

S.1 develop skills of critical thinking and creative thinking:

- S.1.1 evaluate ideas and information from multiple sources
- S.1.2 determine relationships among multiple and varied sources of information
- S.1.3 assess the validity of information based on context, bias, sources, objectivity, evidence, or reliability
- S.1.4 predict likely outcomes based on factual information
- S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- S.1.6 synthesize information from contemporary and historical issues in order to develop an informed position
- S.1.7 evaluate the logic of assumptions underlying a position
- S.1.8 assemble seemingly unrelated information to support an idea or to explain an event
- S.1.9 analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:

- S.2.1 analyze multiple historical and contemporary perspectives within and across cultures
- S.2.2 analyze connections among patterns of historical change by identifying cause-and-effect relationships
- S.2.3 compare similarities and differences among historical narratives
- S.2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world
- S.2.5 discern historical facts from historical interpretations through an examination of multiple sources
- S.2.6 identify reasons underlying similarities and differences among historical narratives
- S.2.7 develop a reasoned position that is informed by historical and contemporary evidence
- S.2.8 demonstrate an understanding of how changes in technology can benefit or harm society — in the context of the present, the future, and in various historical time periods
- S.2.9 use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- S.3.1 analyze the impact of physical and human geography on history
- S.3.2 make inferences and draw conclusions from maps and other geographical sources
- S.3.3 locate, gather, interpret, and organize information, using historical maps
- S.3.4 develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- S.3.5 assess the impact of human activities on the land and the environment
- S.3.6 assess how human interaction affects geopolitical realities
- S.3.7 use current, reliable information sources from around the world, including online atlases

S.4 demonstrate skills of decision making and problem solving:

- S.4.1 demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- S.4.2 develop inquiry strategies to make decisions and solve problems
- S.4.3 generate and apply new ideas and strategies to contribute to decision making and problem solving
- S.4.4 describe a plan of action to use technology to solve a problem
- S.4.5 use appropriate tools and materials in order to accomplish a plan of action

Social Participation as a Democratic Practice

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- S.5.1 demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- S.5.2 participate in persuading, compromising, and negotiating to resolve conflicts and differences
- S.5.3 interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- S.5.4 demonstrate leadership during discussions and group work
- S.5.5 respect the needs and perspectives of others
- S.5.6 collaborate in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- S.6.1 demonstrate leadership by engaging in actions that enhance personal and community well-being
- S.6.2 acknowledge the importance of multiple perspectives in a variety of situations

Research for Deliberative Inquiry

S.7 apply the research process:

- S.7.1 develop, express, and defend an informed position on an issue
- S.7.2 reflect on changes of perspective or opinion based on information gathered and research conducted
- S.7.3 draw pertinent conclusions based upon evidence derived from research
- S.7.4 demonstrate proficiency in the use of research tools and strategies to investigate issues
- S.7.5 consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- S.7.7 develop, refine, and apply questions to address an issue
- S.7.8 select and analyze relevant information when conducting research
- S.7.9 plan and perform complex searches using digital sources
- S.7.10 use calendars, time management, or project management software to assist in organizing the research process
- S.7.11 generate new understandings of issues by using some form of technology to facilitate the process
- S.7.12 record relevant data for acknowledging sources of information and cite sources correctly
- S.7.13 respect ownership and integrity of information

Communication

S.8 demonstrate skills of oral, visual and print literacy:

- S.8.1 communicate effectively to express a point of view in a variety of situations
- S.8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- S.8.3 ask respectful and relevant questions of others to clarify viewpoints
- S.8.4 listen respectfully to others
- S.8.5 use a variety of oral, visual, and print sources to present informed positions on issues
- S.8.6 apply information technologies for context (situation, audience, and purpose) to extend and communicate understanding of complex issues
- S.8.7 use appropriate presentation software to demonstrate personal understandings
- S.8.8 compose, revise, and edit text
- S.8.9 apply general principles of graphic layout and design to a document in process

- S.8.10 understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts, and statistics)
- S.8.11 apply principles of graphic design to enhance meaning and engage audiences
- S.9 develop skills of media literacy:**
- S.9.1 assess the authority, reliability, and validity of electronically accessed information
- S.9.2 evaluate the validity of various points of view presented in the media
- S.9.3 appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- S.9.4 analyze the impact of various forms of media, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplification
- S.9.5 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

Exploring Globalization						
Curriculum Congruence — Skills and Processes						
Social Studies 10-1: Perspectives on Globalization						
Chapter	Activity Icon	Issue Questions	Selecting Criteria	Powerful Questions		
Prologue	p. 1—1.1, 1.3, 1.5, 2.1, 2.5, 2.6, 7.1, 7.2, 8.1, 8.2	p. 5—1.1, 1.4, 1.7, 1.8, 4.2, 4.3, 7.1, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.8	p. 6—1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 4.3, 7.1, 8.1, 8.2, 8.8	p. 8—1.1, 1.2, 1.3, 1.6, 1.8, 4.1, 4.2, 4.3, 4.5, 5.4, 5.5, 5.6, 7.1., 7.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 9.3		
Related Issue 1						
To what extent should globalization shape identity?						
Your Challenge	pp. 16–17 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 4.2, 4.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1, 8.2, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.5					
Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 1	p. 22 — 1.1, 1.2, 1.5, 1.8, 8.1 p. 23 — 1.1, 1.5, 8.1, 8.2, 8.3, 8.4 p. 24 — 1.1, 1.5, 8.1, 8.2, 8.3, 8.4 p. 26 — 1.1, 1.2, 1.4, 1.7 p. 27 — 1.1, 1.8, 2.1, 2.2, 8.1, 8.3, 8.4 p. 37 — 1.1, 1.2, 1.8, 2.1, 2.2, 8.1, 8.3, 8.4	p. 33 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 3.1, 3.5, 3.6, 8.1, 8.2 p. 39 — 1.1, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 4.1, 4.2, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.7, 8.1, 8.2, 8.3, 8.4	pp. 34–35 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 5.6, 6.2, 7.1, 7.2, 7.5, 7.8, 7.9, 7.11, 7.12, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5	p. 24 — 1.1, 1.2, 1.5, 1.9, 7.1, 7.2, 7.6, 8.1	p. 22 — 1.1, 1.5, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4 p. 25 — 1.1, 1.2, 1.3, 1.5, 8.1 p. 31 — 1.1, 1.2, 1.5, 8.1, 8.2, 8.3, 8.4	pp. 40–41: 1 — 1.1, 1.2, 1.5, 1.7, 8.1, 8.2 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6 4.2, 7.1, 7.3, 7.4, 7.8 2 — 1.1, 1.2, 1.6, 1.8, 2.1, 2.2, 2.7, 5.1, 5.6, 7.1, 7.2, 7.3, 8.1, 8.5, 8.7, 8.11, 9.1, 9.5 3 — 1.1, 1.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2 4 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.5 5 — 1.1, 1.2, 1.4, 3.1, 3.5, 8.1, 8.5, 8.8, 8.9, 8.11

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 2	<p>p. 45 — 1.1, 1.2, 1.5, 1.7, 1.9, 5.1, 5.5, 7.1, 7.2, 7.6, 8.1, 8.4</p> <p>p. 46 — 1.1, 1.7, 1.9, 2.1, 2.2, 2.8, 8.1, 8.2, 8.4</p> <p>p. 47 — 1.1, 1.2, 1.4, 1.7, 2.2, 2.8, 2.9, 7.1, 7.6, 8.1, 8.2, 8.4</p> <p>p. 51 (top) — 1.1, 1.2, 1.4, 1.5</p> <p>p. 51 (bottom) — 1.1, 1.4, 1.6, 1.8, 1.9</p> <p>p. 54 — 1.1, 1.4, 1.5, 1.7, 1.9, 2.1, 2.7, 3.1, 3.5, 3.6, 4.1, 4.2, 7.1, 7.6, 8.1, 8.2</p> <p>p. 58 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.4, 2.7, 3.1, 7.1, 7.3, 7.6, 8.1, 8.2</p> <p>p. 62 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.8, 7.1, 7.2, 8.1</p>	<p>p. 53 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 6.1, 7.1, 7.6, 7.7, 8.1, 8.2, 8.4, 8.10</p> <p>p. 59 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.7, 7.1, 7.2, 7.5, 7.6, 8.1, 8.2, 8.4, 8.5, 9.1, 9.2, 9.3</p>	<p>pp. 56-57 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.5, 2.6, 2.7, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4</p>	<p>p. 48 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.3, 2.6, 2.7, 7.1, 7.4</p>	<p>p. 49 — 1.1, 1.2, 1.5, 5.5, 5.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.4</p> <p>p. 55 — 1.1, 1.2, 1.5, 1.9, 2.1, 2.7, 3.1, 3.5, 4.2, 7.1, 7.6, 8.1</p> <p>p. 60 — 1.1, 1.2, 1.3, 1.5, 1.7, 7.1, 7.6, 8.1, 8.2, 9.1, 9.2</p>	<p>pp. 64-65:</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.7, 7.1, 7.2, 8.1, 8.2, 9.2, 9.3</p> <p>2 — 1.1, 1.2, 1.4, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 3.1, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.5, 4.1, 4.2, 4.3, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 3	<p>p. 68 — 1.1, 1.5, 1.6, 2.7, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.2, 8.4</p> <p>p. 69 — 1.1, 1.2, 1.7, 1.9, 3.1, 3.2, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 73 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 7.1, 7.2, 8.1, 8.2, 9.1, 9.2</p> <p>p. 77 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.1, 2.3, 2.5, 2.6, 7.1, 8.1, 8.2, 8.10</p> <p>p. 80 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.7, 7.1, 8.1, 8.10</p> <p>p. 82 — 1.1, 1.2, 1.9, 7.1, 7.3, 7.6, 9.1, 9.4</p> <p>p. 84 — 1.1, 1.2, 1.9, 7.1, 7.3, 7.6, 9.1, 9.4</p>	<p>p. 69 — 1.1, 1.3, 1.5, 3.1, 4.1, 4.2, 4.4, 7.1, 7.2, 7.3, 7.4, 7.6, 7.8, 8.1, 8.2, 8.5, 8.8, 9.1, 9.3, 9.5</p> <p>p. 74 — 1.1, 1.2, 1.3, 1.9, 2.1, 2.7, 5.1, 5.3, 6.1, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>pp. 78–79 — 1.1, 1.2, 1.3, 7.1, 7.4, 7.8, 8.1, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p>p. 85 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 5.1, 5.5, 6.1, 6.2, 8.1, 8.2, 9.1</p>	<p>p. 71 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.1, 2.4, 2.8, 3.1, 3.6, 4.1, 4.2, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 75 — 1.1, 1.5, 1.7, 1.9, 2.1, 2.8, 5.1, 5.2, 5.5, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4</p> <p>p. 81 — 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 2.1, 2.3, 2.9, 3.1, 3.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 8.1, 8.2, 8.5, 8.8, 9.1, 9.2, 9.3, 9.5</p>	<p>pp. 86–87:</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.9, 8.10, 8.11</p> <p>2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.5, 2.9, 7.1, 7.2, 7.3, 7.8, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.5, 2.9, 7.1, 7.2, 7.3, 7.8, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 5.1, 5.3</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 4	<p>p. 90 — 1.1, 1.2, 1.3, 1.5, 1.8, 7.1, 7.2, 7.3, 7.8, 7.12</p> <p>p. 91 — 1.1, 1.4, 1.6, 1.9, 3.1, 3.2, 7.1, 7.6</p> <p>p. 92 — 1.1, 1.2, 1.4, 1.8, 3.1, 3.2</p> <p>p. 101 — 1.1, 1.5, 4.1, 5.3, 7.1, 8.1, 8.2</p>	<p>p. 99 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 6.1, 6.2, 8.1, 8.5, 8.8</p> <p>p. 107 — 1.1, 1.5, 1.7, 1.8, 4.1, 7.1, 7.5, 7.6, 8.1, 8.4, 8.5</p>	<p>pp. 94-95 — 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.7, 3.1, 3.2, 3.7, 4.1, 4.2, 7.1, 7.6, 7.7, 7.8, 8.1, 8.5, 8.6, 8.8</p>	<p>p. 97 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5</p>	<p>p. 93 — 1.1, 1.8, 2.1, 2.2, 4.1, 4.3, 5.1, 5.5</p> <p>p. 100 — 1.1, 1.2, 2.1, 5.1, 5.5, 7.1, 7.2, 7.5, 7.8, 8.1, 8.4, 8.5</p> <p>p. 102 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 7.1, 7.3, 7.7</p>	<p>pp. 108-109:</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 7.1, 7.2, 7.3, 7.6, 8.1, 8.5</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.4, 2.7, 4.1, 4.3, 5.1, 5.2, 5.3, 5.5, 6.2, 7.1, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 7.1, 7.3, 7.5, 7.6, 7.8, 8.1, 8.5, 8.8, 8.9, 8.10, 8.11</p>

Related Issue 2 To what extent should contemporary society respond to the legacies of globalization?						
Your Challenge	pp. 112–113 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8, 9.1, 9.2, 9.3, 9.5					
Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 5	p. 116 (top) — 1.1, 1.2, 1.6, 1.7, 2.3, 7.1, 8.1, 8.2 p. 116 (bottom) — 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 7.1, 7.6, 8.1, 8.2 p. 121 — 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.7, 3.1, 7.1, 8.1, 8.2 p. 125 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.6, 2.7, 2.9, 3.1, 3.2, 3.6, 3.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 8.1, 8.2, 8.5, 9.1, 9.3, 9.5 p. 132 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.7, 7.1, 8.1	p. 129 — 1.1, 1.2, 1.3, 1.6, 1.8, 2.1, 2.2, 2.4, 2.5, 3.1, 3.6, 4.1, 4.2, 7.1, 7.2, 7.3, 8.1, 8.5, 8.9 p. 130 — 1.1, 1.2, 1.3, 15, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.7, 5.1, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8 p. 133 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.6, 2.7, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.4	pp. 118–119 —1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.6, 2.7, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 7.1, 8.1, 8.2, 8.3, 8.4, 9.3	p. 123 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.7, 5.1, 5.5, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2	p. 117 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 2.1, 2.3, 2.4, 2.7, 7.1, 8.1, 8.2 p. 124 — 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.6, 6.1, 6.2, 7.3	pp. 134–135: 1 — 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 7.1, 7.2, 7.6, 8.1, 8.2 2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 7.6, 7.7, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.11 3 — 1.1, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.7, 2.9, 3.1, 3.2, 3.5, 3.6, 3.7, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2 4 — 1.1, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.7, 2.9, 3.1, 3.2, 3.5, 3.6, 3.7, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2 5 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.3, 5.1, 5.2, 5.5, 5.6, 6.2, 7.1, 7.2, 7.5, 7.6, 8.1, 8.2, 8.4, 8.8, 9.3

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 6	<p>p. 138 — 1.1, 1.5, 1.6, 2.1, 2.4, 5.1, 5.3, 7.1, 7.3, 7.7, 8.1, 8.5</p> <p>p. 139 — 1.1, 1.6, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1</p> <p>p. 140 — 1.1, 1.5, 2.1, 2.3, 2.7, 3.1, 5.1, 5.5, 7.1, 7.5</p> <p>p. 144 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.2, 3.3, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.5</p> <p>p. 146 — 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.6</p> <p>p. 147 — 1.1, 1.2, 1.5, 1.6, 2.1, 2.4, 5.1, 5.3, 7.1, 7.3, 7.7, 8.1, 8.5</p> <p>p. 150 — 1.1, 1.4, 1.7, 1.9, 2.1, 2.4, 2.7, 8.1, 8.2</p> <p>p. 151 — 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 7.1, 8.1, 8.2</p> <p>p. 153 — 1.1, 1.2, 1.4, 1.8, 1.9</p> <p>p. 157 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 2.1, 2.7, 3.1, 3.4, 3.6, 7.1, 8.1</p>	<p>p. 145 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 7.1, 8.1, 8.2</p> <p>p. 155 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 7.1, 7.3, 8.1</p>	<p>pp. 142–143 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.7, 7.1, 7.3, 7.4, 7.6, 7.7, 7.8, 8.1, 8.5, 8.6, 8.8, 9.1, 9.3</p>	<p>p. 139 — 1.1, 1.2, 1.3, 1.5, 1.7, 4.1, 4.1, 4.3, 5.1, 5.3, 5.5, 6.1, 6.2</p>	<p>p. 141 — 1.1, 1.2, 1.5, 1.6, 2.1, 2.4, 2.7, 3.1, 3.6, 4.1, 4.3, 5.1, 5.6, 7.1, 7.3, 7.6, 8.1, 8.2, 8.4</p> <p>p. 148 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 7.1, 8.1, 8.2</p> <p>p. 152 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7, 2.8, 7.1, 8.1, 8.2, 8.4</p>	<p>pp. 156–157:</p> <p>1 — 1.1, 1.2, 1.4, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 7.1, 7.3, 7.4, 7.11, 8.1, 8.8</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.6, 7.1, 8.1</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 7.1, 7.3, 8.1, 8.7</p> <p>4 — 1.1, 1.2, 1.6, 1.9, 2.1, 2.7, 3.1, 3.6, 7.1, 7.3, 7.4, 7.8, 7.9, 7.11, 8.1, 8.2, 8.6</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 7	<p>p. 162 — 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.6</p> <p>p. 163 — 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.6</p> <p>p. 164 — 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1, 3.4, 3.5</p> <p>p. 165 — 2.1, 2.2, 2.4, 2.7</p> <p>p. 171 — 2.1, 2.3, 3.1, 3.2</p> <p>p. 172 — 1.1, 1.2, 1.4, 1.8, 2.1, 2.3, 2.6</p> <p>p. 173 (top) — 2.1, 2.2, 2.4</p> <p>p. 173 (bottom) — 2.1, 2.2, 2.4</p> <p>p. 174 — 1.1, 1.2, 1.4, 1.6, 1.8, 1.9</p> <p>p. 175 — 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 3.1, 3.2</p> <p>p. 179 — 1.1, 1.2, 1.4, 1.6, 1.8, 1.9</p> <p>p. 180 — 1.1, 1.2, 1.4, 1.6, 1.8, 3.1, 3.2, 3.4</p>	<p>p. 167 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 2.1, 2.3, 2.6, 2.7, 3.1, 3.2, 7.1, 8.1, 8.5</p> <p>p., 176 — 1.1, 1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.8, 7.1, 7.5, 8.1</p> <p>p. 182 — 1.1, 1.4, 1.8, 2.1, 2.6</p>	<p>pp. 168–169 — 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 2.7,</p>	<p>p. 177 — 1.1, 1.6, 1.7, 2.1, 2.2, 2.3, 2.7, 2.8, 5.5, 7.1, 8.1, 8.5</p>	<p>p. 165 — 1.1, 1.4, 1.5, 1.6, 1.7, 2.6, 2.1, 2.2, 2.4, 2.7</p> <p>p. 173 — 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 2.1, 2.2, 2.4, 2.7, 3.1</p> <p>p. 179 — 1.1, 1.3, 1.8, 1.9, 2.1, 2.7, 2.8</p>	<p>pp. 184–185:</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.7</p> <p>2 — 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.7, 8.1, 8.11</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 5.1, 5.4, 5.5, 5.6, 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 7.1, 7.2</p> <p>5 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.3, 3.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 9.1, 9.2, 9.3, 9.5</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 8	<p>p. 188 — 1.1, 1.2, 1.6, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 189 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 7.6, 8.1, 8.2</p> <p>p. 190 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 196 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 8.1, 8.2</p> <p>p. 197 — 1.1, 1.2, 1.6, 1.7, 1.8, 2.1, 2.2, 2.7, 3.1, 3.6, 7.1, 7.6, 8.1, 8.2</p> <p>p. 200 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 206 — 1.1, 1.2, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.4, 3.6, 7.1, 8.1, 8.2</p> <p>p. 207 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p>	<p>p. 191 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.8, 7.1, 7.5, 8.1</p> <p>p. 205 — 1.1, 1.2, 1.4, 2.1, 2.2, 2.7, 7.1, 7.6, 8.1, 8.2</p>	<p>pp. 194–195 — 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.6, 6.2, 7.1, 7.2, 7.6, 7.7, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8</p>	<p>p. 207 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p>	<p>p. 193 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 201 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 7.1, 8.1, 8.2</p> <p>p. 203 — 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 5.4, 6.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p>	<p>pp. 208–209:</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.9, 4.1, 4.2, 4.3, 4.5, 5.1, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.5</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>3 — 1.1, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.6, 3.7, 7.1, 7.3, 7.5, 7.6, 7.8, 7.9, 7.13, 8.1, 8.2, 8.3, 8.5, 8.8, 8.9, 8.10, 8.11, 9.1, 9.3, 9.5</p>

Related Issue 3						
To what extent does globalization contribute to sustainable prosperity for all people?						
Your Challenge	pp. 212–213 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 4.2, 4.3, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.5, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5					
Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 9	<p>p. 218 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 219 — 1.1, 1.2, 1.4, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1, 7.6</p> <p>p. 221 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.6, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 222 (top) — 1.1, 1.2, 1.6, 7.1, 7.6, 8.1, 8.2</p> <p>p. 222 (bottom) — 1.1, 1.2, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 226 — 1.1, 1.2, 1.5, 1.6, 2.1, 2.2, 2.4, 2.7, 4.1, 4.2, 4.3</p> <p>p. 227 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 7.1, 7.2, 8.1, 8.2</p> <p>p. 230 — 1.1, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 5.2, 8.1</p>	<p>p. 229 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 233 — 1.1, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 8.1</p>	<p>pp. 224–225 — 1.1, 1.2, 1.4, 1.5, 1.7, 2.1, 2.2, 2.7, 4.1, 4.2, 4.3, 5.1, 5.5, 5.6, 6.1, 6.2, 7.1, 7.7, 8.1, 8.3, 8.4, 8.5</p>	<p>p. 217 — 1.1, 1.2, 1.5, 1.6, 2.1, 2.4, 2.7, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>p. 218 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.5, 7.1, 7.2, 8.1, 8.2</p> <p>p. 223 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 4.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2</p>	<p>pp. 234–235</p> <p>1 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 4.1, 4.2, 4.3, 5.1, 5.5, 5.6, 6.1, 6.2, 7.1, 7.7, 8.1, 8.3, 8.4, 8.5</p> <p>2 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 2.9, 4.1, 4.2, 4.3, 5.1, 5.5, 5.6, 6.1, 6.2, 7.1, 7.7, 8.1, 8.3, 8.4, 8.5</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.8, 1.9, 2.1, 2.6, 2.7, 2.9</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 10	<p>p. 238— 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.8</p> <p>p. 239— 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 240 (top)— 1.1, 1.3, 1.5, 1.7, 1.8, 2.1, 2.2, 3.1, 7.1, 8.1, 8.2</p> <p>p. 240 (bottom)— 1.1, 1.2, 1.6, 3.1, 3.2, 3.4, 7.1, 8.1, 8.2</p> <p>p. 244— 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.1, 2.2, 2.4</p> <p>p. 245— 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.1, 2.9, 3.1, 3.5, 4.1, 4.2, 4.4, 7.1, 7.2, 7.4, 7.5, 7.7, 8.1, 8.2</p> <p>p. 248— 1.1, 1.5, 1.6, 1.9, 3.1, 3.2</p> <p>p. 249— 1.1, 1.5, 1.7, 1.8, 1.9, 2.1, 2.7, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 250— 1.1, 1.2, 1.5, 1.7, 1.9, 2.1, 2.7, 7.1, 7.2, 8.1, 8.2</p> <p>p. 251— 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 252— 1.1, 1.3, 1.5, 1.7, 1.9</p> <p>p. 254— 1.5, 1.8, 1.9, 2.1, 2.2</p> <p>p. 255— 1.1, 1.2, 1.4</p>	<p>p. 243— 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.2, 2.7, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 253— 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 3.1, 3.6, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5, 5.6, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4</p>	<p>pp. 246–247— 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>	<p>p. 255— 1.1, 1.2, 1.4, 1.9, 2.1, 2.8</p>	<p>p. 241— 1.1, 1.2, 1.5, 1.6, 2.1, 2.2, 2.8, 8.9</p> <p>p. 249— 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 2.1, 2.4, 2.7, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 252— 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.9</p>	<p>pp. 256–257: 1— 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 2.1, 2.3, 2.6, 2.7, 2.8, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>2— 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 8.1, 8.2, 8.5, 8.6, 8.7, 8.8, 9.1, 9.3, 9.5</p> <p>3— 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 4.1, 4.3, 5.4, 5.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>4— 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 3.6, 4.1, 4.2, 5.1, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 8.1, 8.2, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>5— 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 2.9, 3.1, 3.6, 4.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 8.1, 8.2, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3, 9.4, 9.5</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 11	<p>p. 260 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7</p> <p>p. 261 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7</p> <p>p. 262 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7</p> <p>p. 263 — 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 3.1, 3.2, 3.4, 3.5</p> <p>p. 266 — 1.1, 1.2, 1.6, 1.8, 3.1, 3.5</p> <p>p. 267 — 1.1, 1.5, 1.9</p> <p>p. 271 — 1.1, 1.4, 1.9, 3.5, 3.6</p> <p>p. 272 — 1.1, 1.3, 1.6, 3.1, 3.5, 3.6</p> <p>p. 273 — 1.1, 1.2, 1.8, 3.1, 3.5, 3.6</p> <p>p. 274 — 1.1, 1.2, 1.5, 1.6, 1.9, 3.1, 3.6, 8.1</p>	<p>p. 262 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8</p> <p>p. 269 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 3.6, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5, 5.6, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4</p>	<p>pp. 264–265 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.12, 7.13, 8.1, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.5</p>	<p>p. 270 — 1.1, 1.5, 1.7, 1.8, 3.1, 3.5, 3.6</p>	<p>p. 263 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8</p> <p>p. 271 — 1.1, 1.2, 1.4, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8</p>	<p>pp. 276–277:</p> <p>1 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.12, 7.13, 8.1, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.5</p> <p>2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.12, 7.13, 8.1, 8.2, 8.6, 8.7, 8.8, 8.11, 9.1, 9.2, 9.4, 9.5</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.12, 7.13, 8.1, 8.2, 8.6, 8.7, 8.8, 8.11, 9.1, 9.2, 9.4, 9.5</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.12, 7.13, 8.1, 8.2, 8.6, 8.7, 8.8, 8.11, 9.1, 9.2, 9.4, 9.5</p> <p>5 — 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 8.1, 8.5, 8.8</p> <p>6 — 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 8.1, 8.5, 8.8</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 12	<p>p. 280 — 1.1, 1.2, 1.5, 1.7, 1.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 281 — 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 3.1, 3.5, 3.6, 7.1, 7.6, 8.1, 8.2</p> <p>p. 282 (top) — 1.1, 1.2, 1.3, 1.7, 1.9, 4.1, 4.2, 7.1, 7.4, 7.6, 8.1, 8.2</p> <p>p. 282 (bottom) — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 3.1, 3.6, 3.7, 7.1, 7.2, 8.1, 8.2</p> <p>p. 287 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 291 — 1.1, 1.5, 1.6, 1.9, 7.1, 7.4, 7.9, 8.1, 8.2, 8.5</p> <p>p. 294 (top) — 1.1, 1.4, 1.5, 1.7, 4.3, 4.5, 8.1, 8.2</p> <p>p. 294 (bottom) — 1.1, 1.4, 1.9, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2</p> <p>p. 296 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 3.1, 3.6, 3.7, 7.1, 7.2, 8.1, 8.2</p>	<p>p. 284 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p>	<p>pp. 288–289 — 1.1, 1.5, 1.7, 1.9, 4.1, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 7.4</p>	<p>p. 281 — 1.1, 1.2, 1.4, 1.5, 1.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>p. 285 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 293 — 1.1, 1.2, 1.5, 1.9, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 6.1, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>pp. 298–299:</p> <p>1 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 3.1, 3.4, 3.5, 3.6, 3.7, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.12, 7.13, 8.1, 8.5, 8.8, 8.9, 8.10, 8.11</p> <p>2 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p> <p>3 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 8.1, 8.2, 8.8</p> <p>4 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.12, 7.13, 8.1, 8.5, 8.8, 8.9, 8.10, 8.11</p> <p>5 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p>

Related Issue 4 To what extent can I, as a citizen, respond to globalization?						
Your Challenge	pp. 302–303 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5					
Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 13	p. 306 — 1.1, 1.2, 1.3, 1.4, 1.5, 5.1, 5.4, 8.1, 8.2, 8.4 p. 309 — 1.1, 1.2, 1.4, 1.5, 1.9, 2.1, 2.3, 2.6, 7.1, 7.3, 7.8 p. 310 — 1.1, 1.2, 2.1, 2.3, 2.5, 2.6, 7.1, 7.3 p. 311 — 1.1, 1.2, 7.1, 7.2, 8.1, 8.2 p. 314 — 1.1, 1.2, 2.1, 2.3, 2.6, 7.1, 7.2, 7.3, 8.1, 8.2 p. 319 — 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.5, 3.6, 7.1, 8.1	p. 319 — 1.1, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.8, 2.9, 7.1, 7.2, 7.3, 9.2 p. 321 — 1.1, 1.4, 1.5, 1.7, 2.1, 2.3, 2.6, 7.1, 7.2, 7.3	pp. 312–313 — 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4	p. 307 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2	p. 308 — 1.1, 1.5, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4 p. 315 — 1.1, 1.2, 1.6, 1.8, 2.1, 2.2, 2.3, 7.1, 7.3, 8.1, 8.8, 8.9, 8.11	pp. 323–324: 1 — 1.1, 1.2, 1.5, 1.6, 2.1, 7.1, 7.2, 7.3, 8.1, 8.5, 8.8 2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 2.1, 2.2, 2.3, 2.5, 2.9, 4.1, 5.1, 5.4, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 8.1, 8.3, 8.8, 9.1, 9.2, 9.3 3 — 1.1, 1.2, 1.4, 1.5, 1.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.8 4 — 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 6.1, 6.2 5 — 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 14	<p>p. 326 — 7.1, 7.4, 7.8, 7.11</p> <p>p. 327 — 1.1, 1.2, 1.5, 1.8, 1.9</p> <p>p. 329 — 1.1, 1.2, 1.5, 1.6, 1.9, 3.1, 3.2, 3.6, 3.7, 7.1, 7.2, 8.1, 8.2</p> <p>p. 331 — 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 7.1, 7.2, 8.1, 8.2</p> <p>p. 334 — 1.2, 1.4, 1.6, 1.8, 1.9, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2</p> <p>p. 338 — 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.7, 2.8, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 340 (top) — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 7.1, 7.2, 8.1, 8.2</p> <p>p. 340 (bottom) — 1.1, 1.9, 2.1, 2.2, 7.1, 8.1</p>	<p>p. 337 — 1.1, 1.6, 1.8, 1.9, 2.1, 2.2, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 341 — 1.1, 1.9, 2.1, 2.2, 7.1, 8.1</p>	<p>pp. 332–333 — 1.1, 1.2, 1.3, 1.5, 1.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p>	<p>p. 327 — 1.1, 1.3, 1.5, 1.8</p>	<p>p. 328 — 1.1, 1.2, 1.9, 2.1, 2.8, 2.9</p> <p>p. 331 — 1.1, 1.2, 1.5, 1.6, 2.1, 2.7, 8.1, 8.9, 8.11</p> <p>p. 338 — 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.8, 2.9, 3.1, 3.5, 3.6, 3.7, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.1, 8.2, 8.5, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p>pp. 342–343: 1 — 1.1, 1.2, 1.4, 1.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 8.1, 8.2, 8.3</p> <p>2 — 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 7.1, 7.3</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>5 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.12, 7.13</p> <p>6 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 3.1, 3.5</p> <p>7 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.4, 3.6, 3.7</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 15	<p>p. 346 — 1.1, 1.2, 1.5, 3.1, 7.1, 8.1</p> <p>p. 349 — 1.1, 1.2, 3.1, 3.2, 3.3</p> <p>p. 351 (top) — 1.1, 1.2, 1.4, 2.1, 2.2, 2.4</p> <p>p. 351 (bottom) — 1.1, 1.5, 1.6, 1.7, 1.9, 3.1, 3.5, 7.1, 8.1</p> <p>p. 355 — 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.4, 3.6, 7.1, 8.1</p> <p>p. 356 — 1.1, 1.2, 1.9, 2.1, 2.2, 2.7, 2.8, 3.1, 3.4, 3.6</p> <p>p. 362 — 1.1, 1.2, 1.3, 1.6, 1.8, 1.9</p> <p>p. 363 — 1.1, 1.9</p>	<p>p. 353 — 1.1, 1.2, 2.1, 2.7, 2.8, 3.1, 3.5, 3.6, 3.7, 8.1, 8.5</p> <p>p. 357 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 3.1, 3.6</p>	<p>pp. 360–361 — 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2</p>	<p>p. 348 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p>	<p>p. 349 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 354 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 3.1, 3.5, 3.6, 7.1, 7.3, 8.1, 8.4</p> <p>p. 358 — 1.1, 1.2, 1.4, 1.9, 2.1, 2.2, 3.1, 3.2, 3.4, 3.6</p>	<p>pp. 364–365: 1 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 3.1, 3.5, 8.1, 8.5, 8.6, 8.10, 8.11</p> <p>2 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.9, 2.1, 2.2, 2.4, 2.5, 2.9, 3.1, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.12, 7.13</p> <p>3 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.9, 2.1, 2.2, 2.4, 2.5, 2.9, 3.1, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4</p> <p>5 — 1.1, 1.2, 1.4, 1.8, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2</p> <p>6 — 1.1, 1.2, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.6, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 9.4</p>

Chapter	Activity Icon	Explorations	Focus on Skills	Your Turn	Reflect and Respond	Think ... Participate ... Research ... Communicate ...
Chapter 16	<p>p. 368 — 1.1, 1.2, 1.5, 1.7, 1.9, 5.1, 5.5, 7.1, 7.2, 7.3</p> <p>p. 369 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 7.1, 7.2, 7.3</p> <p>p. 370 — 1.1, 1.2, 1.5, 1.7, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4</p> <p>p. 371 — 1.1, 1.3, 1.4, 1.7, 1.8, 1.9, 2.1, 2.9, 3.1, 3.2, 7.1, 7.2</p> <p>p. 375 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.1, 2.3, 2.9, 5.1, 5.4, 5.5</p> <p>p. 379 (top) — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p> <p>p. 379 (bottom) — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p>	<p>p. 374 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.6, 2.9, 7.1, 7.2</p> <p>p. 376 — 1.1, 2.1, 1.3, 1.6, 2.1, 2.3, 2.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.8, 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p>pp. 372–373 — 1.1, 1.2, 1/3, 1.4, 1.5, 2.1, 2.3, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4</p>	<p>p. 369 — 1.2, 1.5, 1.6, 3.1, 3.6, 4.1, 4.3, 5.1, 5.3, 5.5, 7.1</p>	<p>p. 370 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 5.1, 5.2, 5.4, 5.5, 5.6, 9.1, 9.2</p> <p>p. 375 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.6, 2.9, 4.1, 4.2, 7.1, 7.3, 8.1, 8.5, 8.9</p>	<p>pp. 380–381: 1 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9, 3.1, 3.2, 3.4, 3.5, 4.1, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.13, 8.1, 8.2, 8.3, 8.4, 8.8, 9.1, 9.2, 9.3</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 3.1, 3.5, 3.6, 4.1, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 7.6, 7.7, 7.13, 8.1, 8.2, 8.3, 8.4, 8.8, 9.1, 9.2, 9.3</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.13</p>