

Social Studies 20-1 Learning Partnership Approach

Key Skill and Learning Outcomes

OVERVIEW: (Answers the basic what is the overall focus of the course)

Social Studies 20-1 students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada

RATIONALE: (Answers the 'why?' am I learning this)

Social Studies 20-1 students will understand that while nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include involving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

TERMS AND CONCEPTS

This list is not necessarily complete, but it is the primary list taken from key terms found in the Alberta Program of Studies for Social Studies 20-1: nation, nationalism, identity, collective, civic, ethnic, cultural, linguistic, nation-state, collective consciousness, ideology, foreign-policy, interwar period, ultranationalism, genocide, self-determination, successor states, decolonization, sovereignty movement, self-government, global consciousness, human condition, humanitarianism, internationalism, multilateralism, supranationalism, peacekeeping, foreign aid, international law, historical, contemporary, national identity, national unity, self-governance, pluralism, multination model, separatism, North American integration

Students must submit samples (evidence) of their learning to be assessed by their course teacher in order for their teacher to assess their level of achievement. The samples of evidence will be the same for ALL students in this course, regardless of HOW they are learning. There will be THREE assessments for EACH Related Issue: (all mirrored or designed to help prepare for the eventual Diploma Exam in SS 30-1)

Assessment 1: Multiple Choice Questions in Quizzone (accessed through schoolzone)

Assessment 2: Written Response to a source(s) in Quizzone (accessed through schoolzone)

Assessment 3: Researched Essay OR Project/Creative Response (Research focus for essay and project will be provided by the teacher)

SOCIAL STUDIES 20-1 COURSE FOCUS/KEY ISSUE:**To what extent should we embrace nationalism ?****Key Outcome:****Students will understand, assess and respond to the complexities of nationalism**

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|--------------------------|--------------------------------------------------------------------------------------------|
| UNIT /RELATED ISSUE ONE | <i>To what extent should nation be the foundation of identity?</i> |
| UNIT/RELATED ISSUE TWO | <i>To what extent should national interest be pursued?</i> |
| UNIT/RELATED ISSUE THREE | <i>To what extent should internationalism be pursued?</i> |
| UNIT/RELATED ISSUE FOUR | <i>To what extent should individuals and groups in Canada embrace a national identity?</i> |

It is important to understand that the entire course is built upon developing understanding and different points of view on issues about nationalism and identity in relation to nationalism.

All of the Specific Learning Outcomes are not equal. Some require and need more focus than others. Please use the coloured chart below to help you identify which outcomes are more important to learn and understand than others. It is important to know that every student is expected to learn all of the outcomes, however the expected level of mastery is not always the same for every outcome.

| Level of Importance | Description |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Must know | high-priority learning outcomes: these outcomes lead to overall understanding of other outcomes |
| Good to know | medium priority learning outcomes: these outcomes have more specific details that should be learned and understood |
| Nice to know | low priority learning outcomes: these outcomes are quite specific and only address a small part of the overall intent of the unit |

Please use the chart below with descriptors indicating how to achieve and provide evidence of the different levels of understanding

| Level of Understanding | Descriptor |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E | <p>Excellent:</p> <ul style="list-style-type: none"> • explanations and descriptions on the issues and concepts are sophisticated, insightful, and precise • links to the focus of study are accurate, perceptive, and comprehensively developed • support is judiciously chosen and comprehensively developed arguments which are consistent and compelling, demonstrating and insightful understanding of the issues and concepts |
| PR | <p>Proficient:</p> <ul style="list-style-type: none"> • explanations and descriptions on the issues and concepts are sound, specific, and adept • Links to the focus of study are consistent, logical, and capably developed • support is relevant and appropriate but may contain some minor errors |
| S | <p>Satisfactory:</p> <ul style="list-style-type: none"> • explanations and descriptions are adequate, straightforward, and conventional • links to the focus of study are relevant and developed in a generalized fashion • support is relevant but general, may be incompletely developed, and/or contain errors |
| L | <p>Limited:</p> <ul style="list-style-type: none"> • explanations and descriptions are confused, vague, and simplistic • links to the focus of study may be incomplete, superficial, and imprecise • support is superficial, may not always be relevant, and may contain significant errors |
| P | <p>Poor:</p> <ul style="list-style-type: none"> • explanations and descriptions are minimal, inaccurate and simply copied from the source like the textbook, modules, or other learning resources • links to the focus of study are disjointed, irrelevant, and demonstrate little or no understanding of the curricular outcomes |
| Z | <p>Zero: Zero is assigned to a response that fails to meet the minimum requirements of Poor</p> |

SOCIAL STUDIES 20-1 SPECIFIC LEARNING OUTCOMES

| UNIT/RELATED ISSUE ONE | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <i>to what extent should nation be the foundation of identity?</i> | |
| FOCUS: exploring the relationships among identity, nation and nationalism | |
| Specific Learning Outcomes: | Level of Understanding (E, Pr, S, L, INS) |
| Knowledge & Understanding | |
| Explore a range of expressions of nationalism | |
| Develop understandings of nation and nationalism: relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic | |
| Analyze the relationship between nation and nation-state | |
| Analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors: French Revolution and Napoleonic era, contemporary examples | |
| Analyze nationalism as an identity, internalize feeling and/or collective consciousness shared by a people: French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, first Nations and Métis nationalism, Inuit perspectives | |
| Evaluate the importance of reconciling contending nationalist loyalties: Canadian nationalism, first Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism | |
| Evaluate the importance of reconciling nationalism with contending non-nationalist loyalties: religion, region, culture, race, ideology, class, other contending loyalties | |
| Values & Attitudes: | |
| Appreciate that understandings of identity, and nation and nationalism continue to evolve | |
| Appreciate the existence of alternative views on the meaning of nation | |
| Appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world | |
| Appreciate why peoples seek to promote their identity through nationalism | |

SOCIAL STUDIES 20-1 SPECIFIC LEARNING OUTCOMES

| UNIT/RELATED ISSUE TWO | |
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| <i>to what extent should national interest be pursued ?</i> | |
| FOCUS: understanding impacts of nationalism, ultranationalism and the pursuit of national interest | |
| Specific Learning Outcomes: | Level of Understanding (E, Pr, S, L, INS) |
| Knowledge & Understanding | |
| Explore the relationship between nationalism and the pursuit of national interest | |
| Analyze how the pursuit of national interests shapes foreign-policy: First World War peace settlements, the interwar period | |
| Analyze the relationship between nationalism and ultranationalism | |
| Analyze nationalism and ultranationalism during times of conflict: causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises | |
| Analyze ultranationalism as a cause of genocide: the Holocaust, the 1932-1933 famine in Ukraine, contemporary examples | |
| Analyze impacts of the pursuit of national self-determination: Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples | |
| Values & Attitudes: | |
| Appreciate that nations and states pursue national interest | |
| Appreciate that the pursuit of national interest has positive and negative consequences | |
| Appreciate multiple perspectives related to the pursuit of national interest | |

SOCIAL STUDIES 20-1 SPECIFIC LEARNING OUTCOMES

| UNIT/RELATED ISSUE THREE | |
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| <i>To what extent should internationalism be pursued?</i> | |
| FOCUS: to assess impacts of the pursuit of internationalism in contemporary global affairs | |
| Specific Learning Outcomes: | Level of Understanding (E, Pr, S, L, INS) |
| Knowledge & Understanding | |
| Analyze the motives of nation and State involvement or non-involvement in international affairs: economic stability, self-determination, peace, security, humanitarianism | |
| Explore understandings of internationalism | |
| Analyze how internationalism can be promoted by foreign-policy: multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements | |
| Evaluate the extent to which selected organizations promote internationalism: United Nations, world Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples | |
| Analyze impacts of the pursuit of internationalism in addressing contemporary global issues: conflict, poverty, debt, disease, environment, human rights | |
| Evaluate the extent to which nationalism must be sacrificed in the interest of internationalism | |
| Values & Attitudes: | |
| Appreciate that nations and states to engage in regional and global affairs for a variety of reasons | |
| Appreciate the impacts of nation and State involvement in regional and global affairs on individual and collective identities | |
| Demonstrate a global consciousness with respect to the human condition and global affairs | |

SOCIAL STUDIES 20-1 SPECIFIC LEARNING OUTCOMES

| UNIT/RELATED ISSUE FOUR <i>to what extent should individuals and groups in Canada embrace a national identity?</i> | |
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| FOCUS: understanding the complexities of nationalism within the Canadian context | |
| Specific Learning Outcomes: | Level of Understanding (E, Pr, S, L, INS) |
| Knowledge & Understanding | |
| Explore multiple perspectives on national identity in Canada | |
| Analyze methods used by individuals, groups and governments in Canada to promote a national identity: symbolism, mythology, institutions, government programs and initiatives | |
| Examine historical perspectives of Canada as a nation: Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood | |
| Evaluate the challenges and opportunities associated with the promotion of Canadian national unity: Québec sovereignty, federal-provincial-territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism | |
| Evaluate various perspectives of future visions of Canada: pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration | |
| Develop personal and collective visions of national identity | |
| Values & Attitudes: | |
| Appreciate historical and contemporary attempts to develop a national identity | |
| Appreciate contrasting historical and contemporary narratives associated with national identity | |
| Respect the views of others on alternative visions of national identity | |

SKILLS AND PROCESS FOR -1 SOCIAL STUDIES

it is important to understand that the skills and processes outcomes for -1 Social Studies is meant to be spread over three separate courses (10 -1, 20-1, 30-1)

SKILLS & PROCESSES OUTCOMES

Level of
Understanding
(E, Pr, S, L, INS)

DIMENSIONS OF THINKING:

Skills of critical thinking and creative thinking:

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

Develop skills of historical thinking:

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

Developed skills of geographic thinking:

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

Demonstrate skills and decision-making and problem-solving:

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems

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| <ul style="list-style-type: none"> • generate and apply new ideas and strategies to contribute to decision-making and problem-solving • <i>describe a plan of action to use technology to solve a problem</i> • <i>use appropriate tools and materials to accomplish a plan of action</i> | |
| SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE | |
| <p>Demonstrate skills of core creation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> • demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably • participate in persuading, compromising and negotiating to resolve conflicts and differences • interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding • demonstrate leadership during discussions and group work • respect the points of view and perspectives of others • collaborate in groups to solve problems | |
| <p>Develop each-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that enhance personal and community well-being • acknowledge the importance of multiple perspectives in a variety of situations | |
| RESEARCH FOR DELIBERATIVE INQUIRY | |
| <p>Apply the research process:</p> <ul style="list-style-type: none"> • develop, express and defend an informed position on an issue • reflect on changes of perspective or opinion based on information gathered and research conducted • draw pertinent conclusions based on evidence derived from research • demonstrate proficiency in the use of research tools and strategies to investigate issues • consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues • integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry • develop, refine and apply questions to address an issue • select and analyze relevant information when conducting research • <i>plan and perform complex searches, using digital sources</i> • <i>use calendars, time management or project management software to assist in organizing the research process</i> • <i>generate new understandings of issues by using some form of technology to facilitate the process</i> • <i>record of relevant data for acknowledging sources of information, and cite sources correctly</i> • <i>respect ownership and integrity of information</i> | |
| COMMUNICATION | |
| <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively to express a point of view in a variety of situations • use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue • ask respectful and relevant questions of others to clarify viewpoints | |

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| <ul style="list-style-type: none"> • listen respectfully to others • use a variety of oral, visual and print sources to present informed positions on issues • <i>apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</i> • <i>use appropriate presentation software to demonstrate personal understandings</i> • <i>compose, revise and edit text</i> • <i>apply general principles of graphic layout and design to a document in process</i> • <i>understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)</i> • <i>apply principles of graphic design to enhance meaning and engage audiences</i> | |
| <p>Develop skills of media literacy:</p> <ul style="list-style-type: none"> • <i>assess the authority, reliability and validity of electronically accessed information</i> • <i>evaluate the validity of various points of view presented in the media</i> • <i>appraise information from multiple sources, and evaluating each source in terms of the author's perspective for bias and use of evidence</i> • <i>analyze the impact of various forms of media, identifying complexities and discrepancies in information and making distinctions between sound generalizations and misleading oversimplification</i> • <i>demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</i> | |