

South Slave Divisional Education Council

Social Studies 20-1

**Title: Perspectives on Nationalism
Curriculum Package**



2012

DIMENSIONS OF THINKING (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop skills of critical thinking and creative thinking S.1	<ul style="list-style-type: none"> • 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 a topic or an issue • Synthesize information from contemporary and historical issues to develop an informed position • Evaluate the logic of assumptions underlying a 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 S.2	<ul style="list-style-type: none"> • 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
Develop skills of geographic thinking S.3	<ul style="list-style-type: none"> • 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 of decision making and problem solving S.4	<ul style="list-style-type: none"> • 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 • Generate and apply new ideas and strategies to contribute to decision making and problem solving • Describe a plan of action to use technology to solve a problem • Use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate skills of cooperation , conflict resolution and consensus building S.5	<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 needs and perspectives of others • Collaborate in groups to solve problems
Develop age- appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<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 (embedded throughout all units)	
Apply the research process S.7	<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 viewpoints 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 • Plan and perform complex searches, using digital sources • Use calendars, time management or project management software to assist in organizing the research process • Generate new understandings of issues by using some form of technology to facilitate the process • Record relevant data for acknowledging sources of information, and cite sources correctly • Respect ownership and integrity of information
COMMUNICATION (embedded throughout all units)	
Demonstrate skills of oral, written and visual literacy S.8	<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 • Listen respectfully to others • Use a variety of oral, visual and print sources to present informed positions on issues • Apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues • Use appropriate presentation software to demonstrate personal understandings • Compose, revise and edit text • Apply general principles of graphic layout and design to a document in process

COMMUNICATION (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Continued	<ul style="list-style-type: none"> • Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics) • Apply principles of graphic design to enhance meaning and engage audiences
Develop skills of media literacy S.9	<ul style="list-style-type: none"> • Assess the authority, reliability and validity of electronically accessed information • Evaluate the validity of various points of view presented in the media • Appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence • Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification • Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
<p>Key Issue: To what extent should we embrace an ideology?</p>	
<p>Related Issue 1: To what extent should nation be the foundation of identity?</p>	
<p>General Outcome: Students will explore the relationships among identity, nation and nationalism.</p>	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that understandings of identity, nation and nationalism continue to evolve (I, C) 1.1 • Appreciate the existence of alternative views on the meaning of nation (I, C) 1.2 • Appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC) 1.3 • Appreciate why peoples seek to promote their identity through nationalism (I, C) 1.4
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore a range of expressions of nationalism (I, C) 1.5 • Develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP) 1.6 • Analyze the relationship between nation and nation-state (TCC, PADM, C) 1.7 • Analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP) 1.8 • Analyze nationalism as an identity, internalized 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) (I, TCC, C, CC) 1.9 • Evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C) 1.10 • Evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP) 1.11

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Related Issue 2: To what extent should we embrace nationalism?	
General Outcome: Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that nations and states pursue national interest (TCC, GC, PADM) 2.1 • Appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) 2.2 • Appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM) 2.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP) 2.4 • Analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP) 2.5 • Analyze the relationship between nationalism and ultranationalism (PADM, I) 2.6 • 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) (PADM, TCC, GC, LPP) 2.7 • Analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC) 2.8 • Analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP) 2.9
Related Issue 3: To what extent should internationalism be pursued	
General Outcome: Students will assess impacts of the pursuit of internationalism in contemporary global affairs	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM) 3.1 • Appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C) 3.2 • Demonstrate a global consciousness with respect to the human condition and global affairs (C, GC) 3.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM) 3.4 • Explore understandings of internationalism (GC, PADM) 3.5 • Analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER) 3.6 • 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) (GC, PADM, ER) 3.7 • Analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER) 3.8 • Evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER) 3.9

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Related Issue 4: To what extent should individuals and groups in Canada embrace a national identity?	
General Outcome: Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate historical and contemporary attempts to develop a national identity (I, TCC, C) • Appreciate 4.1 contrasting historical and contemporary narratives associated with national identity (I, C, TCC) 4.2 • Respect the views of others on alternative visions of national identity (I, C) 4.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore multiple perspectives on national identity in Canada (I, C, LPP) 4.4 • Analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP) 4.5 • Examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP) 4.6 • 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) (I, C, CC) 4.7 • Evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC) 4.8 • Develop personal and collective visions of national identity (I, C) 4.9