

**Bev Facey C.H.S. Social Studies Department**

**Social Studies 20-1: Perspectives on Nationalism-COURSE OUTLINE**

OVERVIEW:

To what extent should we embrace nationalism? There are many perspectives on this issue, and you will investigate them by examining nationalism's origin, its influence on regional, international and global relations. You will explore the relationship among nationalism, citizenship, and identity with emphasis from a developing personal perspective.

<b>Key Issue</b>	<b>Key Outcome</b>
To what extent should we embrace nationalism?	Students will understand, assess and respond to the complexities of nationalism.
<b>Related Issues</b>	<b>General Outcomes</b>
<ul style="list-style-type: none"><li>1. To what extent should nation be the foundation of identity?</li></ul>	Students will explore the relationships among identity, nation and nationalism.
<ul style="list-style-type: none"><li>2. To what extent should national interests be pursued?</li></ul>	Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
<ul style="list-style-type: none"><li>3. To what extent should internationalism be pursued?</li></ul>	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
<ul style="list-style-type: none"><li>4. To what extent should individuals and groups in Canada embrace a national identity?</li></ul>	Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

**DIMENSIONS OF THINKING**

S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
<b>SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE</b>
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
<b>RESEARCH FOR DELIBERATIVE INQUIRY</b>
S.7 apply the research process.
<b>COMMUNICATION</b>
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT:

*Perspectives on Nationalism.*

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are

used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.