



ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

**Senior High Social Studies
Recommendations of the
Social Studies Articulation Committee**

May 2007

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Introduction

The Alberta Council on Admissions and Transfer (ACAT) has served students of Alberta since 1974. While ACAT is well known for its work on the *Alberta Transfer Guide* and its transfer system, it has a complementary focus on admission policies and practices across the system. This focus provides the key linkage between the secondary and post-secondary systems. ACAT serves as the body through which stakeholders work cooperatively to ensure effective secondary to post-secondary transition for students.

ACAT draws on its experience with program articulation committees at the post-secondary level to enhance smooth transition from secondary to post-secondary education. Students should be provided with opportunities to move smoothly from secondary to post-secondary studies. ACAT serves as a facilitator of this process. A Social Studies Articulation Subcommittee of the Council was formed to ensure articulation of the new social studies high school courses with prerequisite requirements at post-secondary institutions in order to facilitate successful student transition from high school to post-secondary programs.

The members of the committee include: Lucille Walter, ACAT Chair; Andrew Gow, University of Alberta; Pamela Adams, University of Lethbridge; Angela Carlyle, Red Deer College, and representing the college sector; Harry Spaling, Concordia University College of Alberta, and representing private colleges offering degrees; and Wendy Richer, ACAT Secretariat. Committee members from Alberta Education include Shirley Douglas, Program Manager K-12 Social Studies; Tim Coates, Warren Woytuck and Debbie Mineault, Curriculum Branch; Dwayne Girard and Patrick Roy, Learner Assessment Branch; and Keith Millions, French Language Services Branch. All the post-secondary representatives are professors or instructors of social science disciplines and several have administrative responsibilities (see the member list included as Appendix 1). Athabasca University chose not to have a representative as it has an open admission policy, which does not require high school prerequisites, but was updated on the process on a regular basis through meetings of ACAT.

Purpose

Committee representatives compared the revised social studies courses with the existing social studies courses. They conducted a thorough evaluation of the curriculum, resources and assessment process to assist post-secondary institutions in ensuring that students who successfully complete Social Studies 30-1 and 30-2 would at the very least meet, but hopefully surpass, the skill level of those students who had graduated from the previous Social Studies 30 or 33 programs.

The committee examined resources such as the draft program of studies, e.g., consultation drafts, drafts of assessment tools, strategies for resource development.

The committee, through consultation and discussion, determined the skills required by social science students entering post-secondary institutions and compared them with the skills required of graduates of the social studies courses. The committee exchanged information about the course content, methods of evaluating student progress, learning and teaching resources and other supporting resources of the new Social Studies courses and their relevance to admissibility to post-secondary institutions and their programs.

The Current vs. Revised Social Studies Programs

There are a number of notable differences between the current and the revised social studies programs. The foundations of the revised social studies program include:

- *a greater focus on citizenship and identity:* The new program encourages the development of a “sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level”.
- *a skills- and outcomes-based approach:* The revised program places greater emphasis on skill development. Every learning outcome is written to include skill development.
- *an issues-focused approach:* The learning outcomes of each senior high course are designed around a key issue and four related issues. Students develop responses to issues through the associated outcomes and related content and supporting examples.
- *the infusion of multiple perspectives:* The new program includes exploration of key issues, concepts and supporting examples from multiple perspectives. This approach includes, but is not limited to, the infusion of Aboriginal perspectives and Francophone perspectives. This approach also encourages the inclusion of the perspectives of other peoples and ways of thinking.

The following timeline shows dates for field testing and provincial implementation of the revised courses.

Course	Field Validation	Provincial Implementation
Social Studies 10-1/10-2	September 2006	September 2007
Social Studies 20-1/20-2	September 2007	September 2008
Social Studies 30-1/30-2	September 2008	September 2009

A detailed comparison of the current and proposed program for Social Studies 10-20-30 is found in Appendices 3 through 5.

Key Social Studies Skills Required for Successful Transition to Post-secondary Education

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically

- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practice and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimension of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication

Benchmark Skills and Processes

The following benchmark skills and processes are outcomes social studies graduates are expected to acquire, and which will assist them as they transition into post-secondary education:

- **Dimensions of Thinking**

Students will:

- develop skills of critical thinking and creative thinking
- develop skills of historical thinking
- develop skills of geographic thinking
- demonstrate skills of decision making and problem solving

- **Social Participation as a Democratic Practice**

Students will:

- demonstrate skills of cooperation, conflict resolution and consensus building
- develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

- **Research for Deliberative Inquiry**

Students will:

- apply the research process

- **Communication**

Students will:

- demonstrate skills of oral visual and textual literacy
- develop skills of media literacy

Post-Secondary Representatives' Comments and Recommendations

Post-secondary representatives on the Social Studies Articulation Committee were asked to provide an assessment of the revised program as well as advice and if possible a recommendation on behalf of their institution or sector regarding the acceptance of Social Studies 10-1/10-2, 20-1/20-2 and 30-1/30-2 for admission to post-secondary programs.

In summary, the proposed changes to the Social Studies 10-1/10-2, 20-1/20-2 and 30-1/30-2 curriculum were viewed positively by the committee, and do not appear to present any problems for admissibility to post-secondary programs.

Recommendation

After thorough evaluation of the curriculum, resources and assessment process, the Social Studies Articulation Committee recommends to post-secondary institutions that Social Studies 10-1, 20-1 and 30-1 be accepted for admission in the same instances as the previous 10-20-30, and that Social Studies 10-2, 20-2 and 30-2 be accepted for admission in the same instances as the previous 13-23-33.

APPENDIX 1 – Secondary to Post-secondary Social Studies Articulation Committee

NAME	INSTITUTION	SPECIALIZATION
Harry Spaling	The King's University College	Vice-President, Academic
Angela Carlyle	Red Deer College	Career and Academic Preparation
Andrew Gow	University of Alberta	Associate Professor History and Classics
Erin Gibbs Van Brunschot	University of Calgary	Faculty of Social Sciences
Pamela Adams	University of Lethbridge	Faculty of Education
Shirley Douglas	Alberta Education (Curriculum)	K-12 Social Studies Curriculum development
Warren Woytuck	Alberta Education (Curriculum)	K-12 Social Studies Curriculum development
Debbie Mineault	Alberta Education (Curriculum)	K-12 Social Studies Curriculum development
Tim Coates	Alberta Education (Learner Assessment)	
Dwayne Girard	Alberta Education (Learner Assessment)	
Patrick Roy	Alberta Education (Learner Assessment)	
Keith Millions	Alberta Education (French Language Services)	
Lucille Walter	Alberta Council on Admissions and Transfer	
Wendy Richer	Alberta Council on Admissions and Transfer	

APPENDIX 2 – Consultations on the Social Studies Program of Studies

Consultations on the Social Studies Program of Studies		
<p>Invitations to Vice-President, Academic, to the following institutions:</p> <p>University of Alberta, Lakeland College, Fairview College, Red Deer College, Lethbridge Community College, Grande Prairie Regional College, Medicine Hat College, Mount Royal College, Grant MacEwan College, The University of Lethbridge, University of Calgary, Athabasca University, NAIT, SAIT, Keyano College and Olds College.</p>		
Date	Event	Consultations
Fall 2001 Winter 2002	Province-wide Consultation Common Curriculum Framework	Social Studies K-12 Consultations with respect to the rationale and philosophy, vision and direction of the new social studies program for Alberta (with a focus on the Western Canadian and Northern Protocol Social Studies Project). Post-secondary institutions were invited by letter of invitation to the Vice-Presidents, Academic to 13 provincial consultations in Edmonton, Red Deer, Lac La Biche, Grande Prairie, Fort McMurray, Lethbridge, Medicine Hat and Calgary.
Spring 2001	Province-wide Consultation K-9 Common Curriculum Framework	Social Studies Kindergarten to Grade 9 Province-wide Consultations with respect to the Western Canadian and Northern Protocol Social Studies Project. Post-secondary institutions were invited by letter of invitation to the Vice-Presidents, Academic to nine provincial consultations in Edmonton, Red Deer, Lac La Biche, Fort McMurray, Lethbridge, Medicine Hat and Calgary. See the Report on Consultations posted on the Alberta Education website for complete details.
September 25, 2002	Focus Group	Post-secondary Historians were invited to a focus group to provide advice to the curriculum developers on the key aspects of historical thinking skills, critical thinking and determination of knowledge content.
September- October 2002	Province-wide Consultations K-9 Alberta Program of Studies	Social Studies Kindergarten to Grade 9 Province-wide Consultations with respect to the Alberta Social Studies Program of Studies – Consultation Draft. Post-secondary institutions were invited by letter of invitation to the Vice-Presidents, Academic to eight provincial consultations throughout Alberta.
September 12, 2002 to date	K-12 Advisory Committee	Ongoing committee with representatives from post-secondary institutions. Committee has been ongoing since 1996, but this was the initial discussion concerning the senior high program of studies, with a focus on the post-secondary articulation. The Committee meets 3-4 times a year (<i>next meeting schedules for October 10, 2006</i>). Current members include Lance Grigg – UofL, Hans Smits – UofC and George Richardson – UofA.

April 10, 2003	Initial ACAT Meeting	The first meeting of the Social Studies Articulation Committee was held in Edmonton.
October- November 2003	Province-wide Consultations 10-12 Program of Studies	Social Studies 10-12 Province-wide Consultations with respect to the Alberta Social Studies Program of Studies – Consultation Draft. Post-secondary institutions were invited by letter of invitation to the Vice-Presidents, Academic to eight provincial consultations throughout Alberta.
December 4, 2003	Post-secondary Focus Group	A separate focus group was held on December 4, 2003 in Edmonton to provide an opportunity to provide feedback to the senior high program.
December 4, 2003	ACAT Meeting	The second meeting of the Social Studies Articulation Committee was held in conjunction with the Post-secondary Focus Group.
November 2004	High School Social Studies Curriculum Think Tank	A three day Think Tank was held to review and discuss the research foundations of the program of studies as they pertain to the structure and design of the senior high school program. Participants were given the opportunity to provide suggestions for revisions to the program structure, design and learning outcomes in the draft program of studies. Attending the event were 10 Social Studies teacher experts and six Alberta Learning Social Studies representatives.
April 7, 2005	ACAT Meeting	The third meeting of the Social Studies Articulation Committee was held and a recommendation was made to hold a further post-secondary consultation in the Calgary area to ensure participation.
May 2, 2005	Post-secondary Focus Group	An additional focus group was added to Calgary; however, there were no registrants and the meeting was cancelled.
October 6, 2006	ACAT Meeting	The fourth meeting of the Social Studies Articulation Committee was held to provide final recommendations in preparation of developing the final report.

APPENDIX 3 - A Comparison of Topics in the Current and the Proposed Social Studies 10

How does the revised program of studies for Social Studies compare with the current program?

Current Program of Studies	Grade	Proposed Grades
<p>Social Studies 10: Canada in the Modern World Topic A: Challenges for Canada: The 20th Century and Today Topic B: Citizenship in Canada</p> <p>Social Studies 13: Canada in the Modern World Topic A: Challenges for Canada: The 20th Century and Today Topic B: Citizenship in Canada</p>	<p align="center">10</p>	<p>10-1 Perspectives on Globalization Overarching Issue: <i>To what extent should we embrace globalization?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>To what extent should globalization shape identity?</i> (General Outcome: Students will explore the impacts of globalization on their lives.) 2. <i>To what extent should contemporary society respond to the legacies of historical globalization?</i> (General Outcome: Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.) 3. <i>To what extent does globalization contribute to sustainable prosperity for all people?</i> (General Outcome: Students will assess economic and environmental impacts of globalization.) 4. <i>To what extent should I, as a citizen, respond to globalization?</i> (General Outcome: Students will assess the roles of individuals, governments and organizations in addressing quality of life issues in a globalizing world.) <p>10-2 Living in a Globalizing World Overarching Issue: <i>To what extent should we embrace globalization?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>Should globalization shape identity?</i> (General Outcome: Students will explore the impacts of globalization on their lives.) 2. <i>Should people in Canada respond to the legacies of historical globalization?</i> (General Outcome: Students will understand the effects of historical globalization on indigenous and nonindigenous peoples.) 3. <i>Does globalization contribute to sustainable prosperity for all people?</i> (General Outcome: Students will understand economic, environmental and other impacts of globalization.) 4. <i>Should I, as a citizen, respond to globalization?</i> (General Outcome: Students will examine their roles and responsibilities in a globalizing world.)

APPENDIX 4 - A Comparison of Topics in the Current and the Proposed Social Studies 20

How does the revised program of studies for Social Studies compare with the current program?

Current Program of Studies	Grade	Proposed Grades
<p>Social Studies 20: The Growth of the Global Perspective Topic A: Development and Interaction of Nations: Nineteenth Century Europe Topic B: The Growth of the Global Perspective Interdependence for Change</p> <p>Social Studies 23: The Growth of the Global Perspective Topic A: The Development of the Modern World Topic B: Challenges in the Global Environment</p>	<p align="center">11</p>	<p>20-1 Perspectives on Nationalism Overarching Issue: <i>To what extent should we embrace globalization?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>To what extent should nation be the foundation of identity?</i> (General Outcome: Students will explore the relationships among identify, nation and nationalism.) 2. <i>To what extent should national interest be pursued?</i> (General Outcome: Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.) 3. <i>To what extent does globalization contribute to sustainable prosperity for all people?</i> (General Outcome: Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.) 4. <i>To what extent should individuals and groups in Canada embrace a national identity?</i> (General Outcome: Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.) <p>20-2 Understandings of Nationalism Overarching Issue: <i>To what extend should we embrace globalization?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>Should nation be the foundation of identity?</i> (General Outcome: Students will explore the relationships among identity, nation and nationalism.) 2. <i>Should nations pursue national interest?</i> (General Outcome: Students will understand the impacts of nationalism, ultranationalism and the pursuit of national interest.) 3. <i>Should internationalism be pursued?</i> (General Outcome: Students will assess impacts of the pursuit of internationalism in contemporary global affairs.) 4. <i>Should individuals or groups in Canada embrace a national identity?</i> (General Outcome: Students will understand the complexities of nationalism within the Canadian context.)

APPENDIX 5 - A Comparison of Topics in the Current and the Proposed Social Studies 30

How does the revised program of studies for Social Studies compare with the current program?

Current Program of Studies	Grade	Proposed Grades
<p>Social Studies 30: The Contemporary World Topic A: Political and Economic Systems Topic B: Global Interactions</p> <p>Social Studies 33: The Contemporary World Topic A: Political and Economic Systems Topic B: Global Interaction: the 20th Century and Today</p>	<p align="center">12</p>	<p>30-1 Perspectives on Ideology Overarching Issue: <i>To what extent should we embrace an ideology?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>To what extent should ideology be the foundation of identity?</i> (General Outcome: Students will explore the relationship between identity and ideology.) 2. <i>To what extent is resistance to liberalism justified?</i> (General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.) 3. <i>To what extent are the principles of liberalism viable?</i> (General Outcome: Students will assess the extent to which the principles of liberalism are viable in a contemporary world.) 4. <i>To what extent should my actions as a citizen be shaped by an ideology?</i> (General Outcome: Students will assess their rights, roles and responsibilities as citizens.) <p>30-2 Perspectives of Ideology Overarching Issue: <i>To what extent should we embrace an ideology?</i> Related Issues and General Outcomes:</p> <ol style="list-style-type: none"> 1. <i>Should ideology be the foundation of identity?</i> (General Outcome: Students will explore the relationship between identity and ideology.) 2. <i>Should nations pursue national interest?</i> (General Outcome: Students will understand the impacts of nationalism, ultranationalism and the pursuit of national interest.) 3. <i>Is resistance to liberalism justified?</i> (General Outcome: Students will understand impacts of, and reactions to, liberalism.) 4. <i>Should my actions as a citizen be shaped by an ideology?</i> (General Outcome: Students will understand their rights, roles and responsibilities as citizens.)

APPENDIX 6 – Strands of Social Studies 10-20-30

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

APPENDIX 7 - Key Issues and Outcomes for the Proposed Social Studies 10-1 and 10-2

SOCIAL STUDIES 10-1: Perspectives on Globalization

Overview

Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Rationale

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to emergent issues related to globalization. Recognizing and appreciating the influence of globalization will lead students to develop individual and collective responses to emergent issues.

Key Issue

To what extent should we embrace globalization?

Key Outcome

Students will understand, assess and respond to the complexities of globalization.

Related Issues

1. *To what extent should globalization shape identity?*
2. *To what extent should contemporary society respond to the legacies of historical globalization?*
3. *To what extent does globalization contribute to sustainable prosperity for all people?*
4. *To what extent should I, as a citizen, respond to globalization?*

General Outcomes

Students will explore the impacts of globalization on their lives.

Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

Students will assess economic, environmental and other contemporary impacts of globalization.

Students will assess their roles and responsibilities in a globalizing world.

SOCIAL STUDIES 10-2: Living in a Globalizing World

Overview

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Rationale

By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

Key Issue

Should we embrace globalization?

Key Outcome

Students will understand, assess and respond to the complexities of globalization.

Related Issues

1. *Should globalization shape identity?*
2. *Should people in Canada respond to the legacies of historical globalization?*
3. *Does globalization contribute to sustainable prosperity for all people?*
4. *Should I, as a citizen, respond to globalization?*

General Outcomes

- Students will explore the impacts of globalization on their lives.
- Students will understand the effects of historical globalization on indigenous and nonindigenous peoples.
- Students will understand economic, environmental and other impacts of globalization.
- Students will examine their roles and responsibilities in a globalizing world.

APPENDIX 8 - Key Issues and Outcomes for the Proposed Social Studies 20-1 and 20-2

SOCIAL STUDIES 20-1: Perspectives on Nationalism

Overview

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 of how nationalism contributes to the citizenship and identities of peoples in Canada.

Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving 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.

Key Issue

To what extent should we embrace nationalism ?

Related Issues

1. *To what extent should nation be the foundation of identity?*
2. *To what extent should national interest be pursued?*
3. *To what extent should internationalism be pursued?*
4. *To what extent should individuals and groups in Canada embrace a national identity?*

Key Outcome

Students will understand, assess and respond to the complexities of nationalism .

General Outcomes

- Students will explore the relationships among identity, nation and nationalism.
- Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
- Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
- Students will assess strategies for negotiating the complexities within the Canadian context.

SOCIAL STUDIES 20-2: Understandings of Nationalism

Overview

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Rationale

As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian context as nationalism continues to shape visions of identity and nation. Understanding the significance of nationalism contributes to an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.

Key Issue

To what extent should we embrace nationalism ?

Related Issues

1. *Should nation be the foundation of identity?*
2. *Should nations pursue national interest?*
3. *Should internationalism be pursued?*
4. *Should individuals and groups in Canada embrace a national identity?*

Key Outcome

Students will understand, assess and respond to the complexities of nationalism .

General Outcomes

- Students will explore the relationships among identity, nation and nationalism.
- Students will understand the impacts of nationalism, ultranationalism and the pursuit of national interest.
- Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
- Students will understand the complexities of nationalism within the Canadian context.

APPENDIX 9 - Key Issues and Outcomes for the Proposed Social Studies 30-1 and 30-2

SOCIAL STUDIES 30-1: Perspectives on Ideology

Overview

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Key Issue

To what extent should we embrace an ideology?

Related Issues

1. *To what extent should ideology be the foundation of identity?*
2. *To what extent is resistance to liberalism justified?*
3. *To what extent are the principles of liberalism viable?*
4. *To what extent should my actions as a citizen be shaped as an ideology?*

Key Outcome

Students will understand, assess and respond to the complexities of ideologies.

General Outcomes

- Students will explore the relationship between identity and ideology.
- Students will assess impacts of, and reactions to, principles of liberalism.
- Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
- Students will assess their rights, roles and responsibilities as citizens.

SOCIAL STUDIES 30-2: Understandings of Ideologies

Overview

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

Key Issue

To what extent should we embrace an ideology?

Related Issues

1. *Should ideology be the foundation of identity?*
2. *Is resistance to liberalism justified?*
3. *Are the values of liberalism viable?*
4. *Should my actions as a citizen be shaped by an ideology?*

Key Outcome

Students will understand, assess and respond to the complexities of ideologies.

General Outcomes

Students will explore the relationship between identity and ideology.

Students will understand impacts of, and reactions to, liberalism.

Students will understand the extent to which the values of liberalism are viable in a contemporary world.

Students will understand their rights, roles and responsibilities as citizens.