

St. Albert Catholic High School
Social Studies 20-2 Course Outline

RATIONAL AND OVERVIEW

In Social Studies 20-2, 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, ultra-nationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

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.

The Primary Text

Understanding Nationalism by Robert Gardner et. al. (McGraw-Hill 2008).

Course Content

The central question for the Social 20-2 curriculum is:

To What Extent Should we Embrace Nationalism?

Student learning will be guided by four related questions:

1. **Should nation be the foundation of identity?** Students will explore the relationships among identity, nation and nationalism.
2. **Should national interest be pursued?** Students will understand the impacts of nationalism, ultranationalism and the pursuit of national interest.
3. **Should internationalism be pursued?** Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
4. **Should individuals and groups in Canada embrace a national identity?** Students will understand the complexities of nationalism within the Canadian context.

Skills and Processes

- Critical and Creative Thinking: Analyze ideas and information from multiple sources
- Historical Thinking: Understand multiple historical and contemporary perspectives within and across cultures.
- Geographic Thinking: analyze the ways in which physical and human geographic features influence world events
- Decision Making and problem Solving: Demonstrate skills needed to reach consensus, solve problems, formulate positions
- Research and Deliberative Inquiry: Develop, express an informed position on an issue
- Media Literacy: assess the authority, reliability and validity of electronically assessed information

Assessment: Social Studies 20-1

1. Term work 80%:
 - Exams and quizzes
 - Oral, visual, electronic, written presentations based on research
 - Written response and essays
 - Written analysis of historical and contemporary sources and recognition of bias and point of view
 - Debates and/or formal discussions, role plays, simulations
1. Final Assessment 20%
 - Multiple Choice
 - Written Response

Attendance and Personal Responsibility:

- **Respect towards other classmates, the teacher assistants and teacher is a must – no exceptions.** Rude or inappropriate behavior / language will be dealt with immediately – involving parents, grade coordinators and/or administration.
- **There are to be no listening devices of any kind to be used during class time.** – this includes cell phones, MP3 players and iPods. Teachers may confiscate a particular device for the duration of that class. Administration may be involved if the problem persists.
- **Students are expected to be on-time and prepared (pen / pencil / paper etc.). Students should have a binder with dividers for notes, assignments and quizzes which have been returned for study purposes.**
- Class time to complete assignments is a privilege therefore must not be wasted.
- Any student away from class for a legitimate reason should have a parent or guardian contact the school to inform them of the absence.
- Each student is responsible for any material covered while away and must have two fellow students they can contact when they are away to assist them in getting caught up and to give them any materials they missed. If a student is away for part of the day for an appointment of some kind and misses the class **they must meet with the teacher to hand in any assignments and find out about work missed.**
- Reasonable allowances will be made for students suffering from serious illness or confronted with unexpected family circumstances.
- If a student does not complete high stakes evaluation, a major exam or major assignment they **may be awarded an incomplete mark for the course** and will have to complete that portion of the evaluation the following semester.
- Personal problems affecting attendance and academic performance: Any personal problems of a confidential nature can be dealt with through counseling services in the school or through an administrator or another teacher that you feel comfortable talking to or parental notification to the school. In these cases your confidentiality will be respected and the teacher will simply be told that there is a legitimate special circumstances that justify you being given special consideration.