**SOCIAL STUDIES 20-2**





**Understandings of Nationalism**

**COURSE OBJECTIVES AND OUTLINE**

Fort Saskatchewan High School

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**HIGH SCHOOL SOCIAL STUDIES GENERAL OBJECTIVES**

(Taken directly from the Social Studies Program of Studies.)

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. To reach these objectives, students will be working in the following areas:

**Benchmark Skills and Processes**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-2

**Thinking Aspects:**

In this category students are asked to demonstrate their proficiency in

* Critical and creative thinking
* Historical thinking
* Geographic thinking
* Decision making and problem solving

**Communication:**

In this category students are asked to demonstrate their proficiency in

* + Oral, visual and written literacy
	+ Media literacy

**Inquiry:**

In this category students are asked to demonstrate their proficiency in

* + Using the inquiry method to deliberately investigate Related Issue One (Identity), Two (Historical) , Three (Contemporary) and Four (Citizenship)
	+ Gathering of information through research to support opinions
	+ Demonstrating deep understanding of multiple perspectives on issues

**IN SOCIAL STUDIES 20-2 YOU WILL LEARN ABOUT**

 ***“UNDERSTANDINGS OF NATIONALISM”***

**Throughout Social Studies 20-2 the single key issue/outcome and the four related issues that will be studied are:**

***Key Issue: Key Outcome:***

To what extent should we embrace nationalism? Students will understand, assess and respond to the complexities of nationalism

***Related Issues: General Outcomes:***

1. Should nation be the foundation of identity? Students will explore the relationship among identity,

 nation and nationalism.

2. Should nations pursue national interest? Students will access 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 Students will assess understand the complexities of

 embrace a national identity? nationalism within the Canadian context.

**IMPLEMENTING THE OBJECTIVES**

**Current Events:**

Current events discussions will be incorporated into daily activities. Students will be expected to actively seek out information on news related items from such sources as newspaper, television, internet or radio.

**Assignments:**

Assignments may include a variety of projects such as textbook reading questions, group projects, presentations, essays, current events projects, debates, and research based activities. Students will be given some in-class time to work (if time is used effectively) but should expect homework assignments as well. If a summative assessment is not turned in on the expected due date – an alternate assignment **may** be assigned at that time. Exceptions will be made, but only if a note from your parents/doctor is turned into the teacher. This alternate assignment will be due within two weeks. If it is not turned in within the agreed upon time period, you **may** be awarded a zero.

**Exams:**

Students will be learning effective exam writing skills. Students will be tested on the related issues and general outcomes, using a wide variety of testing techniques. Multiple choice, essay format, short answer, matching, true and false type questions may be found on quizzes and exams throughout the semester. If you are away during an exam you **must** make up that missed exam. If a missed exam is not written within a reasonable timeframe, you may be awarded a zero.

**Resources:**

• Assigned textbook: ***Understanding Nationalism*** *(Hoogeveen)*

• Research resources including: maps, magazines, newspapers, films, internet, etc.

**Supplies required:**

• Binder, dividers, lined paper, blank paper, highlighter, pens, pencils, ruler, eraser, etc.

**TEACHERS DO NOT GIVE GRADES, YOU EARN THEM.**

***HERE’S HOW:***

**Term** Marks will include: **Final** Mark includes:

Thinking Aspects Term Work

Communication Final Assessment

Inquiry

\* All major assignments will be completed under the direct supervision of the teacher. If, for any reason, ANY aspect of the assignment is completed outside of this supervision, the teacher has the sole discretion to OMIT the assignment. In these situations, the teacher also has the discretion to replace the assignment with an alternate one.

\* All types of summative assessments will be important in determining your final grade. However, in order to facilitate your success in these areas, numerous formative assessments will be used. **All** assessments count, some for marks and some for feedback.

**Social 20-2 Summative Assessment Plan**

**Unit One:**

 Inquiry Presentation: *Canadian Identity Magazine Spread*

Unit Assessment: In-Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Analysis

**Unit Two:**

Inquiry Project: *Genocide Project*

Unit Assessment: In-Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Analysis

**Unit Three:**

 Inquiry Project: *Internationalism: Us or Them?*

Unit Assessment: Unit Exam - Multiple Choice & Written

**Unit Four:**

Inquiry Presentation: *Multimedia Unit Presentations*

GENERAL INFORMATION REGARDING

**PARTICIPATION, WORK ETHIC, ATTITUDE**

As all learning is process oriented, students’ attitudes, work ethic, and participation levels are evaluated and/or recorded. Here are some examples of what I am expecting from you:

● Attending - providing notes so absences may be “excused”

● Following all classroom rules (refer to rules and expectations sheet)

● Participating in class discussions / question and answer sessions

● Participating in small group activities and warm-ups

● Following instructions

● Working productively during class time

● Completing assignments

● Working co-operatively with others

● Respecting the rights of others (including the teacher) to speak or participate

● Putting in a concerted effort toward all activities / assignments

● Coming to class prepared to work (and on time)

● Remaining open-minded to and respecting others’ opinions

● Displaying a generally positive attitude toward the course and classmates

● Remembering that everyone has a right to learn and be heard



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