**SOCIAL STUDIES 20-1**





**Perspectives on Nationalism**

**COURSE OBJECTIVES AND OUTLINE**

Fort Saskatchewan High School

Mr. B. Edwards

**(****brendan.edwards@eips.ca****)**

**HIGH SCHOOL SOCIAL STUDIES GENERAL OBJECTIVES**

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

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism or regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples. 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 30-1:

**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 20-1 YOU WILL LEARN ABOUT**

 **“PERSPECTIVES ON NATIONALISM”**

**Throughout Social Studies 20-1 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. To what extent should nation be the foundation Students will explore the relationship among identity,

 of identity? nation and nationalism.

2. To what extent should national interest be Students will access the impacts of nationalism,

 pursued? ultranationalism and the pursuit of national interest.

3. To what extent should internationalism be Students will assess impacts of the pursuit of

 pursued? internationalism in contemporary global affairs.

4. To what extent should individuals and groups Students will assess strategies for negotiating the

 in Canada embrace a national identity? complexities of 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: ***Exploring Nationalism*** *(Hoogeveen, McDevitt and Scully)*

• 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 - 30% Term Work - 65%

Communication - 30% Final Assessment - 35%

Inquiry - 5%

\* 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 20-1 Summative Assessment Plan**

**Unit’s One through Four:** *Social 20-1 Book Report* – Due: May 24th

**Unit One:**

 Inquiry Presentation: *Nations Without a Nation*

Unit Assessment: In-Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Analysis

**Unit Two:**

Inquiry Project: *Nationalistic Investigative Report*

Unit Assessment: In-Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Analysis

Unit Assessment: In-Class Persuasive Essay

**Unit Three:**

 Inquiry Project: *Water Project*

Inquiry Project: *Internationalism Portfolio*

Unit Assessment: In-Class Persuasive Essay

Unit Assessment: Unit Exam - Multiple Choice

**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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