

Alberta Social Studies 20-1 and 20-2 Bridging Outcomes, Skills, and Processes

Note:

- The numbering system for the coding of 20-1 and 20-2 Skills Outcomes maintains the order used in the curriculum documents for the 20-1 and 20-2 courses (Alberta Education, 2007). A list of numbered, general and specific skills is included in the Teacher's Resource for each text.
- Note in particular the differences in content of the first sets of Skills Outcomes for 20-1 and 20-2 in each category. These are the Benchmark Skills for each course.
- The Specific Values and Attitudes Outcomes are the same for 20-1 and 20-2.
- Parallel Outcomes appear beside each other on the chart, though they may not always have the same number.
- For Specific Skills and Processes and Knowledge and Understanding Outcomes, differences in the wording and/or focus of parallel Outcomes have been **underlined**.
- Outcomes that are distinctly different in the two curricula, or included in only one of the two curricula, are ***italicized***.

<i>20-1: PERSPECTIVES ON NATIONALISM</i>	<i>20-2: UNDERSTANDINGS OF NATIONALISM</i>
Overview	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 how nationalism contributes to the citizenship and identities of peoples in Canada.	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	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.	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	Key Issue
To what extent should we embrace nationalism?	To what extent should we embrace nationalism?
Key Outcome	Key Outcome
Students will understand, assess and respond to the complexities of nationalism.	Students will understand, assess and respond to the complexities of nationalism.

20-1: Benchmark Skills and Processes	20-2: Benchmark Skills and Processes
Dimensions of Thinking	
<i>critical thinking and creative thinking</i> <u>evaluate</u> ideas and information from multiple sources	<i>critical thinking and creative thinking</i> <u>analyze</u> ideas and information from multiple sources
<i>historical thinking</i> <u>analyze multiple</u> historical and contemporary perspectives within and across cultures	<i>historical thinking</i> <u>understand diverse</u> historical and contemporary perspectives within and across cultures
<i>geographic thinking</i> <u>analyze the impact of</u> physical and human geography <u>on history</u>	<i>geographic thinking</i> <u>analyze the ways in which</u> physical and human geographic <u>features influence world events</u>
<i>decision making and problem solving</i> <u>demonstrate leadership in groups to achieve</u> consensus, solve problems, formulate positions <u>and take action, if appropriate, on important issues</u>	<i>decision making and problem solving</i> <u>demonstrate skills needed</u> to reach consensus, solve problems and formulate positions
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i> demonstrate leadership <u>by initiating and employing various strategies</u> to resolve conflicts peacefully and equitably	<i>cooperation, conflict resolution and consensus building</i> demonstrate leadership <u>by persuading, compromising and negotiating</u> to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i> demonstrate leadership by engaging in actions that <u>enhance personal and community well-being</u>	<i>age-appropriate behaviour for social involvement</i> demonstrate leadership by engaging in actions that <u>will enhance the well-being of self and others in the community</u>
Research for Deliberative Inquiry	
<i>research and information</i> develop, express <u>and defend</u> an informed position on an issue	<i>research and information</i> develop and express an informed position on an issue
Communication	

<p>oral, written and visual literacy communicate effectively <u>to express a point of view</u> in a variety of situations</p> <p>media literacy assess the authority, reliability and validity of electronically accessed information</p>	<p>oral, written and visual literacy communicate effectively in a variety of situations</p> <p>media literacy assess the authority, reliability and validity of electronically accessed information</p>
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DIMENSIONS OF THINKING	
S1 Develop Skills of Critical Thinking and Creative Thinking	
20-1: skills and processes	20-2: skills and processes
S1.1 <u>evaluate</u> ideas and information from multiple sources	S1.1 <u>analyze</u> ideas and information from multiple sources
S1.2 determine relationships among multiple <u>and varied</u> sources of information	S1.2 determine relationships among multiple sources of information
S1.3 <u>assess</u> the validity of information based on context, bias, sources, objectivity, evidence or reliability	S1.3 <u>determine</u> the validity of information based on context, bias, sources, objectivity, evidence or reliability
S1.4 <u>predict</u> likely outcomes based on factual information	S1.4 <u>suggest</u> likely outcomes based on factual information
S1.5 evaluate personal assumptions and opinions <u>to develop an expanded appreciation of a topic or an issue</u>	S1.5 evaluate personal assumptions and opinions
S1.6 synthesize information from contemporary and historical issues to develop an informed position	<i>S1.6 determine the strengths and weaknesses of arguments</i>
S1.7 evaluate the logic of assumptions underlying a position	<i>S1.7 identify seemingly unrelated ideas to explain a concept or event</i>
S1.8 <u>assemble</u> seemingly unrelated information to <u>support an idea</u> or to explain an event	
S1.9 analyze current affairs from a variety of perspectives	S1.8 analyze current affairs from a variety of perspectives
	<i>S1.9 identify main ideas underlying a position or issue</i>
S2 Develop Skills of Historical Thinking	
20-1: skills and processes	20-2: skills and processes
S2.1 <u>analyze multiple</u> historical and contemporary perspectives within and across cultures	S2.1 <u>understand diverse</u> historical and contemporary perspectives within and across cultures
S2.2 analyze connections among patterns of historical change by identifying cause and effect relationships	S2.2 analyze connections among patterns of historical change by identifying cause and effect relationships
S2.3 <u>analyze similarities and differences among</u> historical narratives	S2.3 <u>compare and contrast</u> historical narratives

S2.4 <u>evaluate</u> the impact of significant historical periods and patterns of change <u>on the contemporary world</u>	S2.4 <u>identify and describe</u> the impact of significant historical periods and patterns of change <u>on society today</u>
S2.5 <u>discern</u> historical facts from historical interpretations <u>through an examination of multiple sources</u>	S2.5 <u>understand</u> the difference between historical facts and historical interpretations
S2.6 <u>identify reasons</u> underlying similarities and differences among historical narratives	S2.6 <u>compare alternative</u> historical narratives
S2.7 develop a reasoned <u>position</u> that is <u>informed by</u> historical and contemporary evidence	S2.7 develop <u>reasoned arguments supported by</u> historical and contemporary evidence
➤ S2.8 <u>demonstrate an understanding of</u> how changes in technology can benefit or harm society — <u>in the context of the present, the future and various historical time periods</u>	➤ S2.8 <u>describe</u> how changes in technology can benefit or harm society
➤ S2.9 use current, reliable information sources from around the world	➤ S2.9 use current, reliable information sources from around the world
S3 Develop Skills of Geographic Thinking	
20-1: skills and processes	20-2: skills and processes
S3.1 analyze <u>the impact of</u> physical and human geography <u>on history</u>	S3.1 <u>analyze the ways in which</u> physical and human geographic features <u>influence world events</u>
S3.2 <u>make inferences</u> and draw conclusions from maps and other geographical sources	S3.2 draw conclusions from maps and other geographic sources
S3.3 locate, gather, interpret and organize information, using historical maps	S3.3 locate, gather, interpret and organize information, using historical maps
S3.4 develop and assess geographic representations to demonstrate the impact of factors of geography on world events	
S3.5 assess the impact of human activities on the land and the environment	S3.4 assess the impact of human activities on the land and the environment
S3.6 <i>assess how human interaction impacts geopolitical realities</i>	
➤ S3.7 use current, reliable information sources from around the world, including online atlases	➤ S3.5 use current, reliable information sources from around the world, including online atlases
S4 Demonstrate Skills of Decision Making and Problem Solving	
20-1: skills and processes	20-2: skills and processes
S4.1 <u>demonstrate leadership in groups to achieve</u> consensus, solve problems, formulate positions <u>and take action, if appropriate, on</u>	S4.1 <u>demonstrate skills needed to reach</u> consensus, solve problems

<u>important issues</u>	and formulate positions
S4.2 <u>develop inquiry strategies</u> to make decisions and solve problems	S4.2 <u>use inquiry processes</u> to make decisions and solve problems
S4.3 <u>generate and apply new ideas</u> and strategies to contribute to decision making and problem solving	S4.3 <u>apply ideas</u> and strategies to contribute to decision making and problem solving
➤ S4.4 describe a plan of action to use technology to solve a problem	➤ S4.4 describe a plan of action to use technology to solve a problem
➤ S4.5 use appropriate tools and materials to accomplish a plan of action	➤ S4.5 use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE	
S5 Demonstrate Skills of Cooperation, Conflict Resolution and Consensus Building	
20-1: skills and processes	20-2: skills and processes
S5.1 demonstrate leadership <u>by initiating and employing various strategies</u> to resolve conflicts <u>peacefully and equitably</u>	S5.1 demonstrate leadership by <u>persuading, compromising and negotiating</u> to resolve conflicts and differences
<i>S5.2 participate in persuading, compromising and negotiating to resolve conflicts and differences</i>	
	<i>S5.2 make meaningful contributions to discussion and group work</i>
S5.3 <u>interpret patterns of</u> behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding	S5.3 <u>identify</u> behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
<i>S5.4 demonstrate leadership during discussions and group work</i>	
S5.5 <u>respect</u> the points of view and perspectives of others	S5.4 <u>consider</u> the points of view and perspectives of others
	<i>S5.5 identify and use a variety of strategies to resolve conflicts peacefully and equitably</i>
S5.6 <u>collaborate</u> in groups to solve problems	S5.6 <u>demonstrate cooperativeness</u> in groups to solve problems
S6 Develop Age-Appropriate Behaviour for Social Involvement as Responsible Citizens Contributing to Their Community	
20-1: skills and processes	20-2: skills and processes
S6.1 demonstrate leadership by engaging in actions that enhance <u>personal and community well-being</u>	S6.1 demonstrate leadership by engaging in actions that will enhance <u>the well-being of self and others in the community</u>
S6.2 acknowledge the importance of multiple perspectives in a variety of situations	<i>S6.2 promote and respect the contributions of team members when working as a team</i>

	<i>S6.3 cooperate with others for the well-being of the community</i>
RESEARCH FOR DELIBERATIVE INQUIRY	
S7 Apply the Research Process	
20-1: skills and processes	20-2: skills and processes
S7.1 develop, express <u>and defend</u> an informed position on an issue	S7.1 develop and express an informed position on an issue
<i>S7.2 reflect on changes of points of view or opinion based on information gathered and research conducted</i>	
S7.3 <u>draw pertinent</u> conclusions based on evidence <u>derived</u> from research	S7.2 develop conclusions based on evidence <u>gathered</u> through research <u>of a wide variety of sources</u>
S7.4 <u>demonstrate proficiency in the use</u> of research tools and <u>strategies</u> to investigate issues	S7.3 <u>use</u> research tools and <u>methods</u> to investigate issues
S7.5 consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues	S7.4 consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
<i>S7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</i>	
S7.7 <u>develop, refine and apply</u> questions to address an issue	S7.5 <u>revise</u> questions on an issue as new information becomes <u>available</u>
S7.8 select <u>and analyze</u> relevant information when conducting research	S7.6 select relevant information when conducting research
➤ S7.9 plan and perform <u>complex</u> searches, using digital sources	➤ S7.9 plan and perform searches, using digital sources
➤ S7.10 use calendars, time management or project management software to assist in organizing the research process	➤ S7.8 use calendars, time management or project management software to assist in organizing the research process
➤ S7.11 generate <u>new</u> understandings of issues by using some form of technology to facilitate the process	➤ S7.10 generate understandings of issues by using some form of technology to facilitate the process
➤ <i>S7.12 record relevant data for acknowledging sources of information, and cite sources correctly</i>	
➤ S7.13 respect ownership and integrity of information	S7.7 cite sources correctly to respect the ownership and integrity of information
COMMUNICATION	
S8 Demonstrate Skills of Oral, Written and Visual Literacy	
20-1: skills and processes	20-2: skills and processes
S8.1 communicate effectively <u>to express a point of view</u> in a variety of	S8.1 communicate effectively in a variety of situations

situations	
S8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue	S8.2 engage in respectful discussion
S8.3 ask respectful and relevant questions of others to clarify viewpoints	S8.4 ask respectful and relevant questions of others to clarify viewpoints on an issue
	<i>S8.3 use a variety of oral, visual and print sources to present informed positions on issues</i>
<i>S8.4 listen respectfully to others</i>	
	<i>S8.5 make respectful and reasoned comments on the topic of discussion</i>
➤ S8.6 apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues	➤ S8.7 employ technologies to adapt information for context (situation, audience and purpose)
➤ <i>S8.7 use appropriate presentation software to demonstrate personal understandings</i>	
➤ S8.8 compose, revise and edit text	➤ S8.6 <u>use technology</u> to compose, revise and edit text
➤ <i>S8.9 apply general principles of graphic layout and design to a document in process</i>	
➤ <i>S8.10 understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)</i>	
➤ <i>S8.11 apply principles of graphic design to enhance meaning and engage audiences</i>	
S9 Develop Skills of Media Literacy	
20-1: skills and processes	20-2: skills and processes
➤ S9.1 assess the authority, reliability and validity of electronically accessed information	➤ S9.1 assess the authority, reliability and validity of electronically accessed information
➤ S9.2 <u>evaluate</u> the validity of various points of view presented in the media	➤ S9.2 <u>analyze</u> the validity of various points of view in media messages
➤ S9.3 <u>appraise</u> information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence	➤ S9.3 <u>analyze</u> information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence

➤ S9.4 analyze the impact of various forms of media, <u>identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</u>	➤ S9.4 analyze the impact of various forms of media
➤ S9.5 demonstrate discriminatory selection of electronically accessed information <u>that is relevant to a particular topic</u>	➤ S9.5 demonstrate discriminatory selection of electronically accessed information

20-1: Perspectives on Nationalism <i>Related Issue 1</i>	20-2: Understandings of Nationalism <i>Related Issue 1</i>
Related Issue 1. <u>To what extent</u> should nation be the foundation of identity?	Related Issue 1. <u>Should</u> nation be the foundation of identity?
General Outcome 1. Students will explore the relationships among identity, nation and nationalism.	General Outcome 1. Students will explore the relationships among identity, nation and nationalism.
Values and Attitudes	
20-1: skills and processes	20-2: skills and processes
1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)	1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
1.2 appreciate the existence of alternative views on the meaning of nation (I, C)	1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)	1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)	1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)
Knowledge and Understanding	
20-1: skills and processes	20-2: skills and processes
1.5 explore a range of expressions of nationalism (I, C)	1.5 explore a range of expressions of nationalism (I, C)
1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)	1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
1.7 <u>analyze</u> the relationship between nation and nation-state (TCC, PADM, C)	1.7 <u>examine</u> the relationship between nation and nation-state (TCC, PADM, C)
1.8 <u>analyze</u> how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution	1.8 <u>examine</u> how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French

20-1: Perspectives on Nationalism <i>Related Issue 1</i>	20-2: Understandings of Nationalism <i>Related Issue 1</i>
and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)	Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)
1.9 <u>analyze</u> nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)	1.9 <u>examine</u> nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
1.10 <u>evaluate</u> the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, <u>civic nationalism in Canada</u> , Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)	1.10 <u>analyze</u> the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, <u>ethnic nationalism in Canada</u> , Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
1.11 <u>evaluate</u> the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)	1.11 <u>analyze</u> the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

20-1: Perspectives on Nationalism <i>Related Issue 2</i>	20-2: Understandings of Nationalism <i>Related Issue 2</i>
Related Issue 2. <u>To what extent</u> should national interest be pursued?	Related Issue 2. <u>Should</u> nations pursue national interest?
General Outcome 2. Students will <u>assess</u> impacts of nationalism, ultranationalism and the pursuit of national interest.	General Outcome 2. Students will <u>understand</u> impacts of nationalism, ultranationalism and the pursuit of national interest.
Values and Attitudes	
20-1: skills and processes	20-2: skills and processes
2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)	2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)
2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)	2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)
2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)	2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)
Knowledge and Understanding	
20-1: skills and processes	20-2: skills and processes
2.4 explore the relationship between nationalism and the pursuit of	2.4 explore the concept of national interest (PADM, I, LPP)

20-1: Perspectives on Nationalism <i>Related Issue 2</i>	20-2: Understandings of Nationalism <i>Related Issue 2</i>
national interest (PADM, I, LPP)	
2.5 <u>analyze</u> how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)	2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)
2.6 <u>analyze the relationship</u> between nationalism and ultranationalism (PADM, I)	2.7 <u>examine similarities and differences</u> between nationalism and ultranationalism (PADM, I)
2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, <u>ultranationalism in Japan</u> , internments in Canada, conscription crises) (PADM, TCC, GC, LPP)	2.6 <u>examine</u> how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
2.8 <u>analyze</u> ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)	2.8 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)
2.9 <u>analyze</u> impacts of the pursuit of national self-determination (<u>successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples</u>) (PADM, TCC, ER, LPP)	2.9 <u>examine</u> ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
	2.10 <u>evaluate</u> impacts of the pursuit of national self-determination (<u>Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples</u>) (PADM, TCC, ER, LPP)

20-1: Perspectives on Nationalism <i>Related Issue 3</i>	20-2: Understandings of Nationalism <i>Related Issue 3</i>
Related Issue 3: <u>To what extent</u> should internationalism be pursued?	Related Issue 3. <u>Should</u> internationalism be pursued?
General Outcome 3. Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	General Outcome. Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
Values and Attitudes	
20-1: skills and processes	20-2: skills and processes
3.1 appreciate that nations and states engage in regional and global	3.1 appreciate that nations and states engage in regional and global

20-1: Perspectives on Nationalism <i>Related Issue 3</i>	20-2: Understandings of Nationalism <i>Related Issue 3</i>
affairs for a variety of reasons (GC, C, PADM)	affairs for a variety of reasons (GC, C, PADM)
3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)	3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)	3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
Knowledge and Understanding	
3.4 <u>analyze</u> the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)	3.4 <u>examine</u> the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
3.5 explore understandings of internationalism (GC, PADM)	3.5 explore understandings of internationalism (GC, PADM)
3.6 <u>analyze</u> how internationalism can be promoted <u>through</u> foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)	3.6 <u>examine</u> how internationalism can be promoted <u>by</u> foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
3.7 <u>evaluate</u> the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, <u>contemporary examples</u>) (GC, PADM, ER)	3.7 <u>analyze</u> the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
3.8 <u>analyze</u> impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)	3.8 <u>examine</u> impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)	3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

20-1: Perspectives on Nationalism <i>Related Issue 4</i>	20-2: Understandings of Nationalism <i>Related Issue 4</i>
Related Issue 4. <u>To what extent</u> should individuals and groups in Canada embrace a national identity?	Related Issue 4. <u>Should</u> individuals and groups in Canada embrace a national identity?
General Outcome 4. Students will <u>assess strategies for negotiating</u> the complexities of nationalism within the Canadian context.	General Outcome 4. Students will <u>understand</u> the complexities of nationalism within the Canadian context.
Values and Attitudes	
20-1: skills and processes	20-2: skills and processes

20-1: Perspectives on Nationalism <i>Related Issue 4</i>	20-2: Understandings of Nationalism <i>Related Issue 4</i>
4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)	4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)	4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
4.3 respect the views of others on alternative visions of national identity (I, C)	4.3 respect the views of others on alternative visions of national identity (I, C)
4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)	4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
4.5 <u>analyze</u> methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)	4.5 <u>examine</u> methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)
4.6 <u>examine</u> historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Louis Riel, <u>Sir Clifford Sifton</u> , <u>Henri Bourassa</u> , French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)	4.6 <u>identify</u> historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
4.7 <u>evaluate</u> the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)	4.7 <u>explore</u> the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)
4.8 <u>evaluate</u> various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)	4.8 <u>analyze</u> various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)
4.9 develop personal and collective visions of national identity (I, C)	4.9 develop personal and collective visions of national identity (I, C)