

Social Studies 10-1

Key Issue: *To what extent should we embrace globalization?*

Related Issue 1

To what extent should globalization shape identity?

General Outcome

Students will explore the impacts of globalization on their lives.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

◆ Knowledge and Understanding

Students will:

- 1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- 1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

Social Studies 10-1

Key Issue: *To what extent should we embrace globalization?*

Related Issue 2

To what extent should contemporary society respond to the legacies of historical globalization?

General Outcome

Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)
- 2.4 recognize and appreciate the validity of oral histories (TCC, CC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

◆ Knowledge and Understanding

Students will:

- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)
- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)

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	C	Citizenship		I	Identity		
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(continued)

- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)
- 2.12 evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC)
- 2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

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ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
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Social Studies 10-1

Key Issue: *To what extent should we embrace globalization?*

Related Issue 3

To what extent does globalization contribute to sustainable prosperity for all people?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

◆ Knowledge and Understanding

Students will:

- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

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Social Studies 10-1

Key Issue: *To what extent should we embrace globalization?*

Related Issue 4

To what extent should I, as a citizen, respond to globalization?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

◆ Knowledge and Understanding

Students will:

- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

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	C	Citizenship		I	Identity
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(continued)

- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

	C	Citizenship		I	Identity	
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Social Studies 10-2

Key Issue: *To what extent should we embrace globalization?*

Related Issue 1

Should globalization shape identity?

General Outcome

Students will explore the impacts of globalization on their lives.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

◆ Knowledge and Understanding

Students will:

- 1.4 identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- 1.9 analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC)

	C	Citizenship		I	Identity	
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Social Studies 10-2

Key Issue: *To what extent should we embrace globalization?*

Related Issue 2

Should people in Canada respond to the legacies of historical globalization?

General Outcome

Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)
- 2.4 recognize and appreciate the validity of oral histories (TCC, CC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

◆ Knowledge and Understanding

Students will:

- 2.6 identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM)
- 2.10 examine the consequences of imperialism in Canada for Aboriginal Peoples (*Indian Act*, consequences of residential schools, social impact on Indigenous peoples) (CC, TCC, I, GC)
- 2.11 analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM)
- 2.12 identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

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Social Studies 10-2

Key Issue: *To what extent should we embrace globalization?*

Related Issue 3

Does globalization contribute to sustainable prosperity for all people?

General Outcome

Students will understand economic, environmental and other impacts of globalization.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

◆ Knowledge and Understanding

Students will:

- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

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Social Studies 10-2

Key Issue: *To what extent should we embrace globalization?*

Related Issue 4

Should I, as a citizen, respond to globalization?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

◆ Knowledge and Understanding

Students will:

- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

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C	Citizenship	I	Identity
ER	Economics and Resources	LPP	The Land: Places and People
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		TCC	Time, Continuity and Change

(continued)

- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Social Studies 20-1

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 1

To what extent should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 1.3 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)

◆ Knowledge and Understanding

Students will:

- 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)
- 1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)
- 1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)

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	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

(continued)

- 1.9 analyze 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)
- 1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
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Social Studies 20-1

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 2

To what extent should national interest be pursued?

General Outcome

Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)

◆ Knowledge and Understanding

Students will:

- 2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)
- 2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
- 2.6 analyze the relationship 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, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)
- 2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
- 2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

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ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
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Social Studies 20-1

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 3

To what extent should internationalism be pursued?

General Outcome

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes

◆ **Values and Attitudes**

Students will:

- 3.1 appreciate that nations and states engage in regional and global 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)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

◆ **Knowledge and Understanding**

Students will:

- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 evaluate 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, contemporary examples) (GC, PADM, ER)
- 3.8 analyze 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)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
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Social Studies 20-1

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 4

To what extent should individuals and groups in Canada embrace a national identity?

General Outcome

Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 4.3 respect the views of others on alternative visions of national identity (I, C)

◆ Knowledge and Understanding

Students will:

- 4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
- 4.5 analyze 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 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
- 4.7 evaluate 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 evaluate 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)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
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Social Studies 20-2

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 1

Should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 1.3 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)

◆ Knowledge and Understanding

Students will:

- 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)
- 1.7 examine the relationship between nation and nation-state (TCC, PADM, C)
- 1.8 examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)

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	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
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(continued)

- 1.9 examine 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 analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People			GC	Global Connections
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Social Studies 20-2

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 2

Should nations pursue national interest?

General Outcome

Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC)

◆ Knowledge and Understanding

Students will:

- 2.4 explore the concept of national interest (PADM, I, LPP)
- 2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)
- 2.6 examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
- 2.7 examine similarities and differences between nationalism and ultranationalism (PADM, I)
- 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 examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
- 2.10 evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

Social Studies 20-2

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 3

Should internationalism be pursued?

General Outcome

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes

◆ **Values and Attitudes**

Students will:

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (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)

◆ **Knowledge and Understanding**

Students will:

- 3.4 examine 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)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze 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 examine 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)

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Social Studies 20-2

Key Issue: *To what extent should we embrace nationalism?*

Related Issue 4

Should individuals and groups in Canada embrace a national identity?

General Outcome

Students will understand the complexities of nationalism within the Canadian context.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)
- 4.3 respect the views of others on alternative visions of national identity (I, C)

◆ Knowledge and Understanding

Students will:

- 4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
- 4.5 examine 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 identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
- 4.7 explore 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 analyze 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)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

Social Studies 30-1

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 1

To what extent should ideology be the foundation of identity?

General Outcome

Students will explore the relationship between identity and ideology.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, TCC, I)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

◆ Knowledge and Understanding

Students will:

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 1.4 examine historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, LPP)
- 1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism) (TCC, PADM, LPP)
- 1.7 analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C)
- 1.8 analyze collectivism as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 analyze the dynamic between individualism and common good in contemporary societies (PADM, ER, C)
- 1.10 evaluate the extent to which personal identity should be shaped by ideologies (I, C)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

Social Studies 30-1

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 2

To what extent is resistance to liberalism justified?

General Outcome

Students will assess impacts of, and reactions to, principles of liberalism.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 2.1 appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM)
- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)
- 2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)

◆ Knowledge and Understanding

Students will:

- 2.4 explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP)
- 2.5 examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC)
- 2.6 analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)
- 2.7 analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC)
- 2.8 analyze the evolution of modern liberalism as a response to classical liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism) (PADM, ER, TCC)
- 2.9 evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.10 analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements) (PADM, TCC, LPP)
- 2.11 analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC)

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	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

(continued)

2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP)

2.13 evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

Social Studies 30-1

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 3

To what extent are the principles of liberalism viable?

General Outcome

Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 3.1 appreciate various perspectives regarding the viability of the principles of liberalism (PADM, ER)
- 3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)

◆ Knowledge and Understanding

Students will:

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)
- 3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER)
- 3.7 analyze why the practices of governments may not reflect principles of liberalism (PADM, ER, C)
- 3.8 evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation) (PADM, C, CC)
- 3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) (PADM, ER, LPP)

ER	Economics and Resources	C	Citizenship	LPP	The Land: Places and People	I	Identity	GC	Global Connections
CC	Culture and Community			PADM	Power, Authority and Decision Making			TCC	Time, Continuity and Change

Social Studies 30-1

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 4

To what extent should my actions as a citizen be shaped by an ideology?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

◆ Knowledge and Understanding

Students will:

- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

Social Studies 30-2

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 1

Should ideology be the foundation of identity?

General Outcome

Students will explore the relationship between identity and ideology.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

◆ Knowledge and Understanding

Students will:

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 1.4 identify historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, CC)
- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion) (TCC, PADM, LPP)
- 1.7 examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C)
- 1.8 examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)
- 1.10 analyze the extent to which personal identity should be shaped by ideologies (I, C)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

Social Studies 30-2

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 2

Is resistance to liberalism justified?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 2.1 appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM)
- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)
- 2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)

◆ Knowledge and Understanding

Students will:

- 2.4 explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP)
- 2.5 explore the relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill) (PADM, ER, TCC)
- 2.6 examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)
- 2.7 examine ideologies that developed in response to liberalism (socialism, Marxism) (PADM, ER, TCC)
- 2.8 examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism) (PADM, ER, TCC)
- 2.9 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.10 examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements) (TCC, PADM, ER)
- 2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC)

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	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

(continued)

2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism) (PADM, ER, LPP)

2.13 evaluate the extent to which resistance to liberalism is justified (PADM, ER, GC)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

Social Studies 30-2

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 3

Are the values of liberalism viable?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 3.1 appreciate various perspectives regarding the viability of the values of liberalism (PADM, ER)
- 3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)

◆ Knowledge and Understanding

Students will:

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)
- 3.6 examine why government practices may not reflect values of liberalism (Canada, contemporary examples) (PADM, ER)
- 3.7 explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation) (PADM, C, CC)
- 3.8 evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship) (PADM, ER, LPP)

C	Citizenship	I	Identity
ER	Economics and Resources	LPP	The Land: Places and People
CC	Culture and Community	PADM	Power, Authority and Decision Making
		GC	Global Connections
		TCC	Time, Continuity and Change

Social Studies 30-2

Key Issue: *To what extent should we embrace an ideology?*

Related Issue 4

Should my actions as a citizen be shaped by an ideology?

General Outcome

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

Specific Outcomes

◆ Values and Attitudes

Students will:

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

◆ Knowledge and Understanding

Students will:

- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People			GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making			TCC	Time, Continuity and Change