

What's the Big Idea?

Beginning with the **Program Rationale and Philosophy** on page one of the program of studies, the first ten pages of the document provide an overview of the foundations of the program. All of the grade/course levels are based on the program foundations.

The core concepts of citizenship and identity are content lenses for the *Social Studies Kindergarten to Grade 12 program of studies*.

The program reflects multiple perspectives including, for historical and constitutional reasons, Aboriginal and Francophone that contribute to Canada's evolving realities.

For the Kindergarten through Grade 9 programs, each grade is organized around a *theme* or a *big idea* that is reflected in the grade title. For the senior high school programs, each course is organized around a key issue.

Kindergarten-9 Organization

Overview

The overview and rationale on the title page for each grade expands upon the grade theme, as do the related topics for each grade. For example, Grade 2 has two topics: 2.1 Canada's Dynamic Communities and 2.2 A Community in the Past. A **general outcome (GO)** is identified for each topic as are a number of specific outcomes (SO). For instance, the general outcome for topic 2.2 A Community in the Past is "Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community."

Specific outcomes for each topic are listed in two groups: values and attitudes, and knowledge and understanding. For example, specific outcome SO 2.2.4 "Students will appreciate how connections to a community contribute to one's identity" is listed under values and attitudes, and specific outcome SO 2.2.7 "Students will examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry" is listed under knowledge and understanding.

Each specific outcome listed under knowledge and understanding includes a bulleted list of questions that serve to focus the outcome. For example, one of the questions for SO 2.2.7 is "In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)"

In some specific outcomes, examples appear in parentheses at the end of the specific outcome. When the list begins with e.g. (for example), the suggestions are not prescribed. Teachers may select examples from the list or select alternate examples. For example, five suggestions are included in SO 1.1.3 Bullet 2: "What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)." When the list begins with i.e. (that is), the examples are prescribed. For example, four topics are included in SO 6.1.2 Bullet 1: "What is

democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)" Teachers are required to cover prescribed topics in the parentheses, but if they choose to do so, they may also take up additional examples.

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course or topic, and over time from grade to grade and/or course to course. Nine skills strands appear at each grade level (e.g., S.1 critical thinking and creative thinking, S.2 historical thinking, S.3 geographic thinking).

The issues-focused, inquiry approach in the program of studies presents opportunities to address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

Selected outcomes from Alberta Education's Information and Communication Technology (ICT) program of studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the ICT program is contained within that program of studies. (http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/)

The six program strands (e.g., CC, TCC) act as content organizers to provide structure for students to acquire the values and attitudes, knowledge and understanding, and skills and processes mandated in the general and specific outcomes. Specific focus strands are identified in parentheses following the specific outcome bullets listed under knowledge and understanding. The six strands are listed at the bottom of most pages of the program of studies (Fig. 2). The strands are also included in the Social Studies Conceptual Framework (Fig. 1).

Figure 1 - Social Studies Conceptual Framework



Figure 2 - Program of Studies Strands

		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

The Big Ideas for Kindergarten to Grade 9

Kindergarten

In *Being Together*, kindergarten students explore who they are in relation to others in their world. Kindergarten emphasizes the development of a strong sense of identity, self-esteem and belonging as the foundations of active and responsible citizenship.

The Kindergarten Program Statement (Revised September 2005) identifies student expectations related to citizenship and identity and incorporates key components and outcomes found in the Social Studies Kindergarten program. (Link: http://ednet.edc.gov.ab.ca/k_12/curriculum/bySubject/kindergarten.pdf)

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Kindergarten.

In general outcome GO K.1 I Am Unique, students explore their individual uniqueness.

In general outcome GO K.2 I Belong, students focus on their roles and responsibilities as members of one or more communities.

Grade 1

In *Citizenship: Belonging and Connecting*, students examine their own identity in relationship to groups and communities and build foundations for active and responsible citizenship.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 1.

In general outcome GO 1.1 My World: Home, School and Community, students focus on belonging, connecting, and seeing themselves as part of a larger world.

In general outcome GO 1.2 Moving Forward with the Past: My Family, My History and My Community, students develop an understanding of how changes over time have influenced and impacted them and their families and communities.

Grade 2

In *Communities in Canada*, students will develop an understanding of the vastness and diversity

of Canada by examining daily life in three diverse communities in Canada (prairie, Acadian and Inuit).

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 2.

In general outcome GO 2.1 Canada's Dynamic Communities, students explore the geographical, economic, cultural and linguistic characteristics of an Inuit, Acadian and prairie community in Canada. The chosen communities allow students to investigate the immensity, and appreciate the pluralistic nature, of Canada. Students develop an understanding that although Canadians may have different cultures and backgrounds, we share a common bond of citizenship.

The inclusion of an Inuit community provides Aboriginal perspectives, introduces students to the diversity amongst Canada's Indigenous peoples and reflects the vastness of the Canadian landscape. Inclusion of an Acadian community provides perspectives on Francophone-Canadians and also reflects the vastness of the Canadian landscape.

In general outcome GO 2.2 A Community in the Past, students explore the history and uniqueness of their own communities. General outcome GO 2.2 reinforces and extends the Grade 1 general outcome in GO 1.2 Moving Forward with the Past: My Family, My History and My Community.

Grade 3

In *Connecting with the World*, the theme is global citizenship and quality of life.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 3.

In general outcome GO 3.1 Communities in the World, students explore the factors that affect daily life and contribute to quality of life in chosen communities in India, Tunisia, Ukraine and Peru. These nations were chosen to reflect the diverse geographical, social, cultural and linguistic factors that impact quality of life in Asia, Africa, Europe and South America. As well, students develop an understanding that quality of life is not synonymous with standard of living.

Tunisia was selected to reflect a global Francophone perspective. French is used in everyday life, and the country shares a membership with Canada in La Francophonie. Tunisia also is a nation in which the majority of the population is Muslim. India's range of cultures and languages reflects diversity within a country. Peru's history and geography are rooted in the life of its Indigenous people. The Ukraine's historical and cultural contributions to Canada are especially relevant for students in Alberta.

Students also examine Canada's role in the world and our responsibilities as global citizens by exploring our country's involvement in other parts of the world. Examining quality of life in the selected communities in India, Tunisia, Ukraine and Peru allows students to understand that while peoples around the world may have various perspectives on quality of life, we are,

individually and collectively, members of a global citizenry.

Grade 4

In *Alberta: The Land, Histories and Stories*, students focus on the people, places and stories of Alberta to develop a sense of place, identity and belonging. Rather than examining regions in isolation/separately, the exploration of the various regions in Alberta emphasizes the connections of the people and their stories, in relation to the land.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 4.

In general outcome GO 4.1 Alberta: A Sense of the Land, students explore the physical geography of Alberta in order to appreciate the diversity of Alberta's geographical landscape. Students are asked to examine critically the physical geography of Alberta as well as analyze how Albertans interact with their environment.

In general outcome GO 4.2 The Stories, Histories and Peoples of Alberta, students develop an appreciation of the stories and history of Alberta and Albertans. Stories not only bring history to life, they also provide a foundation for identity and develop a sense of belonging among Albertans.

In general outcome GO 4.3, Alberta: Celebrations and Challenges, students demonstrate an understanding of the evolving cultural, economic and social changes in Alberta since 1905 and the impact of these changes on the quality of life of Albertans.

Grade 5

In *Canada: The Land, Histories and Stories*, students explore the history and geography of Canada. Exploring the vastness of Canada as well as the stories and experiences of Canadians allows students to understand and appreciate how the historical and geographical diversity of Canada impacts citizenship and identity. Rather than examining the physical geography and historical events in isolation/separately the exploration of the geography and history of Canada emphasizes connections and stories of the people, over time.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 5.

In general outcome GO 5.1, Physical Geography of Canada, students examine Canada's physical geography and environment to determine how they impact the quality of life.

In general outcome GO 5.2 Histories and Stories of Ways of Life in Canada, students appreciate the diversity of Canada's heritage as they investigate the people and stories of Canada and changing ways of life.

In general outcome GO 5.3 Canada: Shaping an Identity, students explore how historical events and factors have changed the ways of life in Canada over time and impacted citizenship and individual and collective identities.

Grade 6

In *Democracy: Action and Participation*, students explore the concept of democracy by examining municipal and provincial governments and two historical models of democracy (Ancient Athens and the Iroquois Confederacy). They will understand their rights and responsibilities and examine ways that they can be active, participating citizens today and in the future. They will broaden their understanding of democracy in Canada in order to appreciate how participatory democracy can effect change in their communities.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 6.

In general outcome GO 6.1 Citizens Participating in Decision Making, students gain a fundamental understanding of democracy. Students analyze federal legislation protecting individual and collective rights and the structure and function of local and provincial governments in Alberta.

In general outcome GO 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy, students examine democratic principles by analyzing the structure and function of the democratic system in ancient Athens and the Iroquois Confederacy.

Grade 7

In *Canada: Origins, Histories and Movements of Peoples*, students examine the histories, origins and movements of people in Canada. Students acquire an understanding of how Canada has evolved into a diverse, pluralistic society by examining pre- and post-Confederation events.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 7.

In general outcome GO 7.1 Toward Confederation, students demonstrate an appreciation of the roles of Aboriginal, French and British peoples in forging confederation by analyzing and assessing the pre-Confederation era.

In general outcome GO 7.2 Following Confederation: Canadian Expansions, students explore the political, social, economic and demographic changes that have occurred in post-Confederation times. Students will understand more about the challenges and opportunities for individuals and communities by assessing critically the role of the Métis, immigration to the west, the impact of social and political changes on identities, and the impact of urbanization and technology.

Grade 8

In *Historical Worldviews Examined*, students explore issues related to contact between societies with differing worldviews. They examine isolationism in Japan, the origins of a western worldview in Renaissance Europe, and worldviews of the Spanish and Aztecs in conflict, to understand how intercultural contact alters societies.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 8.

In general outcome GO 8.1 From Isolation to Adaptation: Japan, students analyze the effects of isolation and intercultural contact on Japanese society in the Edo and Meiji periods.

In general outcome GO 8.2 Origins of a Western Worldview: Renaissance Europe, students examine the Renaissance to understand and appreciate how a western worldview was shaped through the exchange of ideas and knowledge.

In general outcome GO 8.3 Worldviews in Conflict: The Spanish and the Aztecs, students critically assess how the Aztecs were affected by the Spanish worldview.

Grade 9

In *Canada: Opportunities and Challenges*, students investigate political and economic issues facing Canadians. Students understand how Canada's political processes impact citizenship and identity and how economic decision making in Canada and the United States impacts quality of life in these countries.

Skills and processes outcomes are to be infused within the context and exploration of the general outcomes for Grade 9.

In general outcome GO 9.1 Issues for Canadians: Governance and Rights, students examine the structure of Canada's political system and the role citizens and organizations play in Canada's justice system. Students also critically assess the impact of the Charter of Rights and Freedoms, the increased demand for recognition of collective rights, and the impact of policies related to immigration issues.

In general outcome GO 9.2 Issues for Canadians: Economic Systems in Canada and the United States, students investigate the principles and practices of market and mixed economies. Students also address issues related to consumerism and quality of life as well as assess the relationship between political and economic systems.

SCOPE AND SEQUENCE (Kindergarten-9)

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of
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Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	Being Together K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	Citizenship: Belonging and Connecting 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.

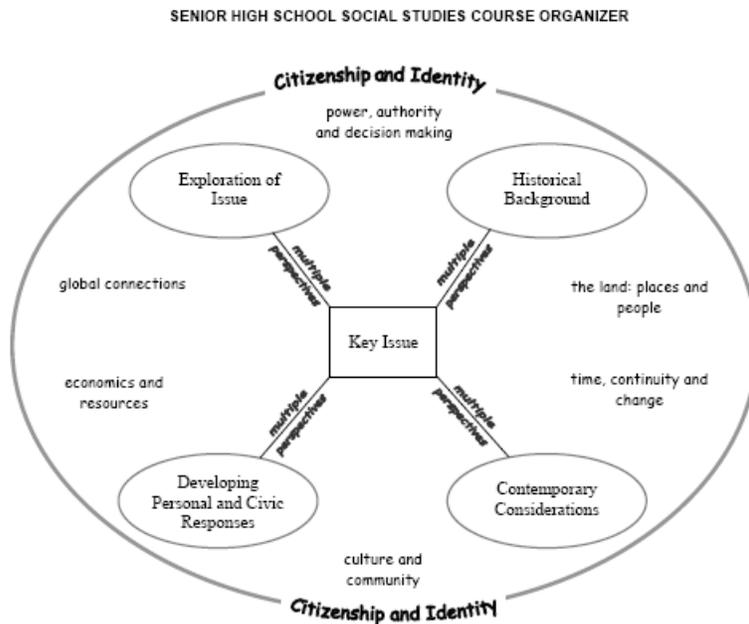
(continued)

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Five	Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.

Six	Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.
Seven	Canada: Origins, Histories and Movement of People 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

Senior High School Organization

Overview



The course organizer acts as the conceptual framework for all of the high school social studies programs. At the centre of the organizer is one **key issue**, which is the focus for each course. Through the examination of **multiple perspectives** on the issues, students explore four **related issues**.

Although there is no mandated sequence in taking up the four related issues (RI), each course begins with a related issue dedicated to the exploration of the issue (RI 1), continues with an issue that examines the historical background of the issue (RI 2), incorporates an issue that focuses on contemporary considerations (RI 3), and finishes with an issue that asks students to develop personal and civic responses (RI 4).

The core concepts of **citizenship and identity** situated on the outer ring of the organizer form the basis for skills and processes outcomes in the program of studies.

The six program **strands** found within the outer circle act as content organizers for the values and attitudes, knowledge and understanding, and skills and processes mandated in the general and specific outcomes. The six strands and their abbreviations are listed at the bottom of most pages of the program of studies (Fig. 2). The six strands are also found in the Social Studies Conceptual Framework (Fig. 1).

Figure 1:



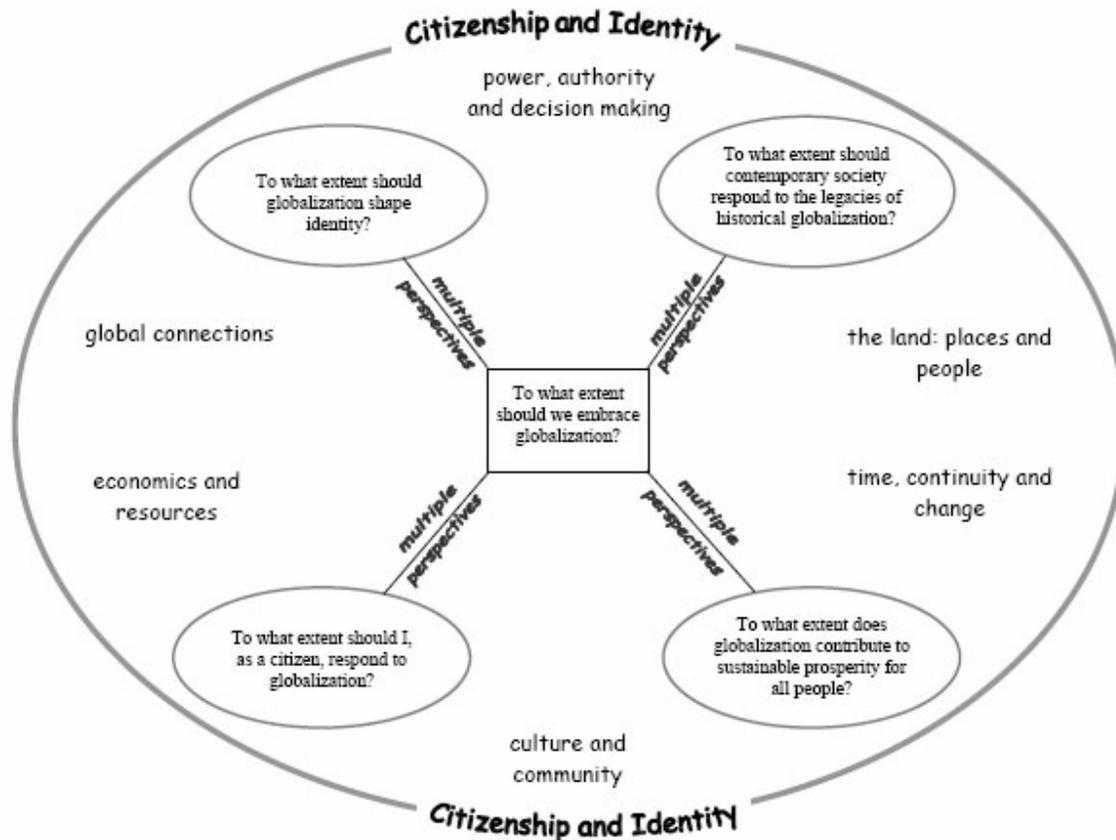
Figure 2:

	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	

In the program of studies, each grade is organized around a key issue and a key outcome that is common to both -1 and -2 sequences. For example, the Grade 10 course is organized around the key issue "To what extent should we embrace globalization?" This issue is reflected in the title of Social Studies 10-1, *Perspectives on Globalization*, and in the title of Social Studies 10-2, *Living in a Globalizing World*. The key outcome for both courses is the same: "Students will understand, assess and respond to the complexities of globalization."

Grade 10 Key Issues

SOCIAL STUDIES 10-1 COURSE ORGANIZER



In order to address the key issue and key outcome for each of 10-1 and 10-2 courses, students will address four related issues (RI) and general outcomes (GO).

For example, in 10-1 students will address four related issues, one of which is RI 4: "To what extent should I, as a citizen, respond to globalization?" The general outcome for this related issue is "Students will assess their roles and responsibilities in a globalizing world."

In 10-2, students also address four related issues, all of which are very similar to those issues in 10-1. However, the 10-2 issues are somewhat different. For example, RI 4 is "Should I, as a citizen, respond to globalization?" The general outcome for 10-2 is: "Students will examine their roles and responsibilities in a globalizing world."

Specific outcomes (SO) are listed in two groups: values and attitudes, and knowledge and understanding. Specific strands are identified in parentheses following each specific outcome. For example, in 10-2, under values and attitudes, SO 4.3 is "Students will accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)." Under knowledge and understanding, SO 4.4 is "Students will explore various understandings of quality of life (GC)."

In some specific outcomes, prescribed examples appear in parentheses at the end of the specific outcome. For example, six prescribed examples are included in 10-2 SO 4.8: "Students will examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)." Teachers are required to cover prescribed topics in the parentheses, but if they choose to do so, they may also take up additional examples.

About 10-1 and 10-2

Globalization is the common theme of 10-1 *Perspectives on Globalization* and 10-2 *Living in a Globalizing World*. Both sequences ask students to address the same key issue: "To what extent should we embrace globalization?" Both sequences include the same key outcome: "Students will understand, assess and respond to the complexities of globalization."

Social Studies 10-1

Students in 10-1 will explore multiple perspectives on the impacts of globalization on the lands, cultures, economies, human rights and quality of life of peoples in Canada and around the world. Students are required to address four related issues and general outcomes to address the key issue "To what extent should we embrace globalization?".

In related issue RI 1, students examine "To what extent should globalization shape identity?" General outcome GO 1 requires students to explore the impacts of globalization on their lives. Students explore understandings of globalization as well as analyze the opportunities and challenges presented by globalization to individual and collective identities.

In related issue RI 2, students examine "To what extent should contemporary society respond to the legacies of historical globalization?" General outcome GO 2 requires students to assess the impacts of historical globalization on Indigenous and non-Indigenous peoples. Students explore the impacts of historical globalization and imperialism in order to evaluate attempts to address their consequences on Indigenous peoples.

In related issue RI 3, students explore "To what extent does globalization contribute to sustainable prosperity for all people?" General outcome GO 3 asks students to assess economic, environmental and other contemporary impacts of globalization. Through an examination of the understandings and foundations of contemporary globalization, students will explore the economic and environmental challenges and opportunities presented by globalization.

In related issue RI 4, students examine "To what extent should I, as a citizen, respond to globalization?" In general outcome GO 4, students assess their roles and responsibilities in a globalizing world. As students analyze the impacts of globalization, they evaluate the roles of individuals and organizations in addressing the opportunities and challenges of globalization. They are also required to develop strategies to demonstrate active and responsible global citizenship.

Social Studies 10-2

Students explore historical aspects as well as the impacts of globalization on lands, cultures, human rights and quality of life of peoples in Canada and in the world. Focusing on the effects of globalization in Canada, students are required to address four related issues and general outcomes on the key issue "To what extent should we embrace globalization?"

In related issue RI 1, students examine the question "Should globalization shape identity?" In general outcome GO 1 students explore the impacts of globalization on their lives. Students examine their understandings of globalization as well as analyze the opportunities and challenges presented by globalization to individual and collective identities within a Canadian context.

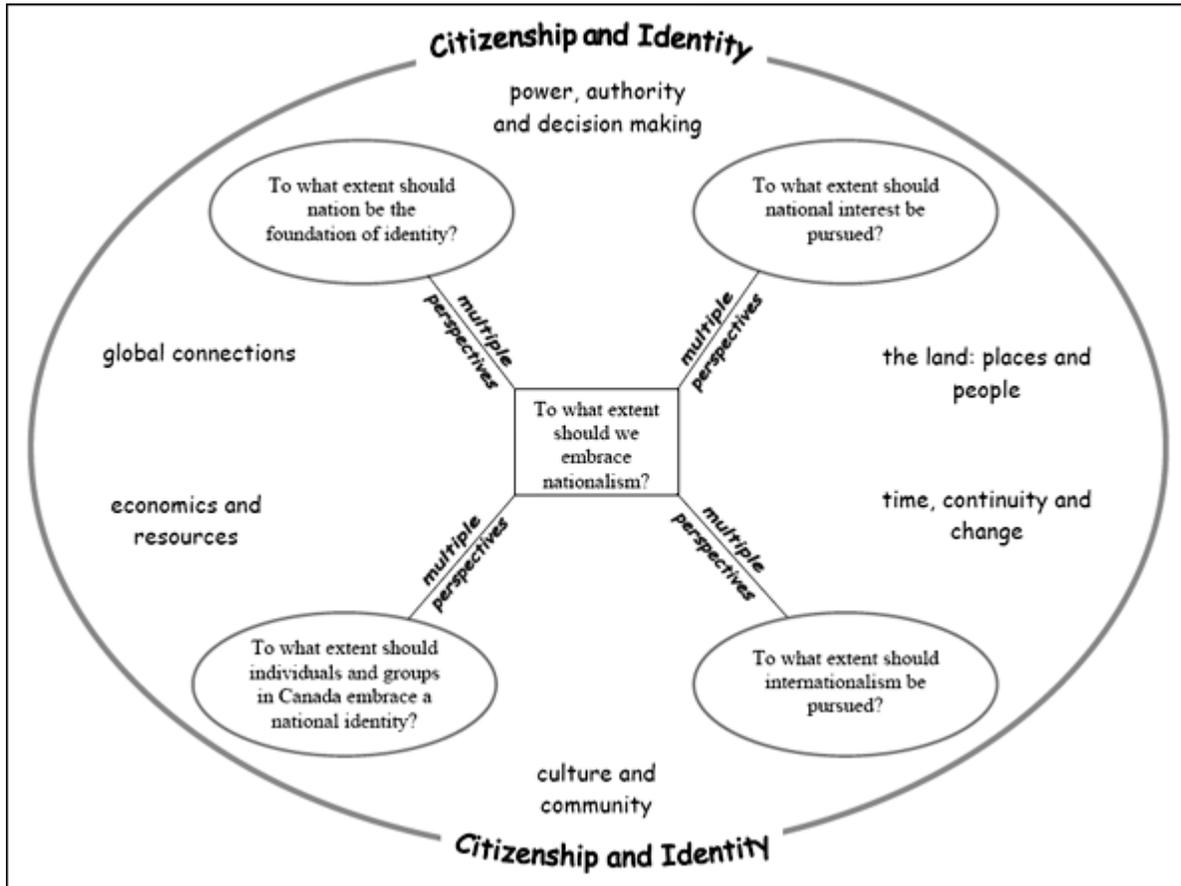
In related issue RI 2, students consider the question "Should people in Canada respond to the legacies of historical globalization?" In general outcome GO 2, students attempt to understand the effects of historical globalization on Indigenous and non-Indigenous peoples. Students explore the history and foundations of globalization in order to identify and analyze the impacts of historical globalization and imperialism on Indigenous peoples in Canada.

In related issue RI 3, students examine the question "Does globalization contribute to sustainable prosperity for all people?" In general outcome GO 3, students understand economic, environmental and other contemporary impacts of globalization. To identify factors contributing to the expansion of globalization, students examine the economic and environmental challenges and opportunities presented by globalization.

In related issue RI4, students consider the question "Should I, as a citizen, respond to globalization?" In general outcome GO 4, students address their roles as citizens as they are asked to examine their roles and responsibilities in a globalizing world. Students examine the impacts of globalization on women, children and youth, individuals and communities as well as analyze how individuals and organizations can address the opportunities and challenges presented by globalization.

Grade 11 Key Issues

Nationalism is the theme of the two sequences in Grade 11: *Perspectives on Nationalism* in 20-1 and *Understandings of Nationalism* in 20-2. For both sequences the key issue is "To what extent should we embrace nationalism?" and the key outcome is "Students will understand, assess and respond to the complexities of nationalism."



Social Studies 20-1

Students in 20-1 will explore the complexities and origins of nationalism by investigating the impacts of nationalism on regional, international and global relations. Students are required to address four related issues and general outcomes in order to address the key issue "To what extent should we embrace nationalism?"

Related Issue 1: To what extent should nation be the foundation of identity?

General Outcome 1 requires students to "explore the relationships among identity, nation and nationalism" (GO 1). Students will explore various expressions and understandings of nation and nationalism by analyzing the development of nationalism and by evaluating the importance of nation in light of other contending nationalist and non-nationalist loyalties.

Related Issue 2: To what extent should national interest be pursued?

General Outcome 2 requires students to "assess the impacts of nationalism, ultra nationalism and the pursuit of national interest" (GO 2). Students will analyze the relationship between nationalism and the pursuit of national interest as well as the relationship between nationalism and ultra nationalism in times of conflict.

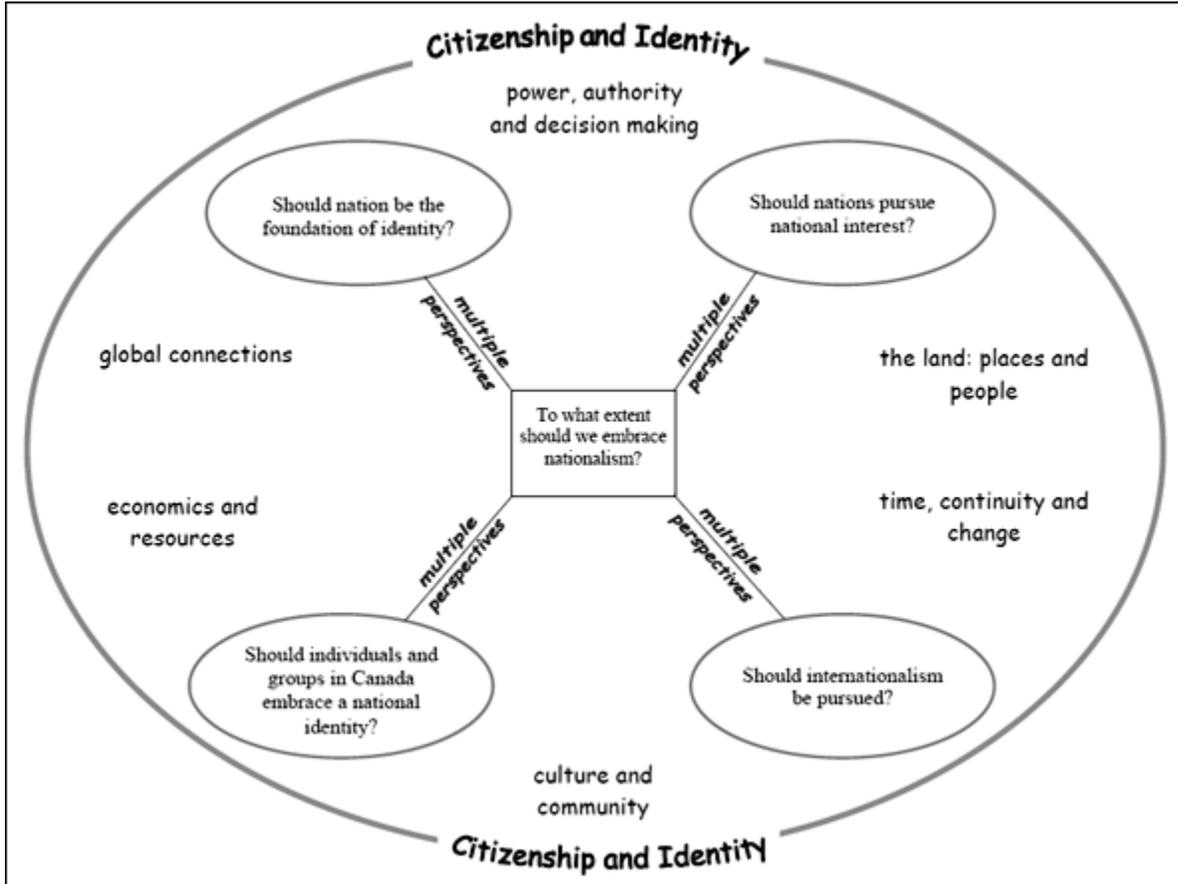
Related Issue 3: To what extent should internationalism be pursued?

General Outcome 3 requires students to "assess the impacts of the pursuit of internationalism in contemporary global affairs" (GO 3). Through an examination of the pursuit of internationalism, students will analyze the impacts of internationalism. They also will evaluate the extent to which nationalism should be sacrificed in the interest of internationalism.

Related Issue 4: To what extent should individuals and groups in Canada embrace a national identity?

General Outcome 4 requires students to "assess strategies for negotiating the complexities of nationalism within the Canadian context " (GO 4). Students will explore multiple perspectives on national identity in Canada. They also will evaluate various perspectives of future visions of Canada in order to develop personal and collective visions of national identity.

Social Studies 20-2



Students in 20-2 will examine historical and contemporary understandings of nationalism. They also will examine nationalism, ultra nationalism, and internationalism from multiple perspectives. Students are required to address four related issues and general outcomes in 20-2 as they address the key issue "To what extent should we embrace nationalism?"

Related Issue 1: Should nation be the foundation of identity?

General Outcome 1 requires students to "explore the relationship among identity, nation and nationalism" (GO 1). Students will explore various expressions and understandings of nation and nationalism by examining the development of nationalism. They also will analyze the importance of nation in light of other contending loyalties.

Related Issue 2: Should nations pursue national interest?

General Outcome 2 requires students to "understand the impacts of nationalism, ultra nationalism and the pursuit of national interest" (GO 2). Students will examine the relationship between nationalism and the pursuit of national interest. They also will analyze nationalism and ultra nationalism in times of conflict.

Related Issue 3: Should internationalism be pursued?

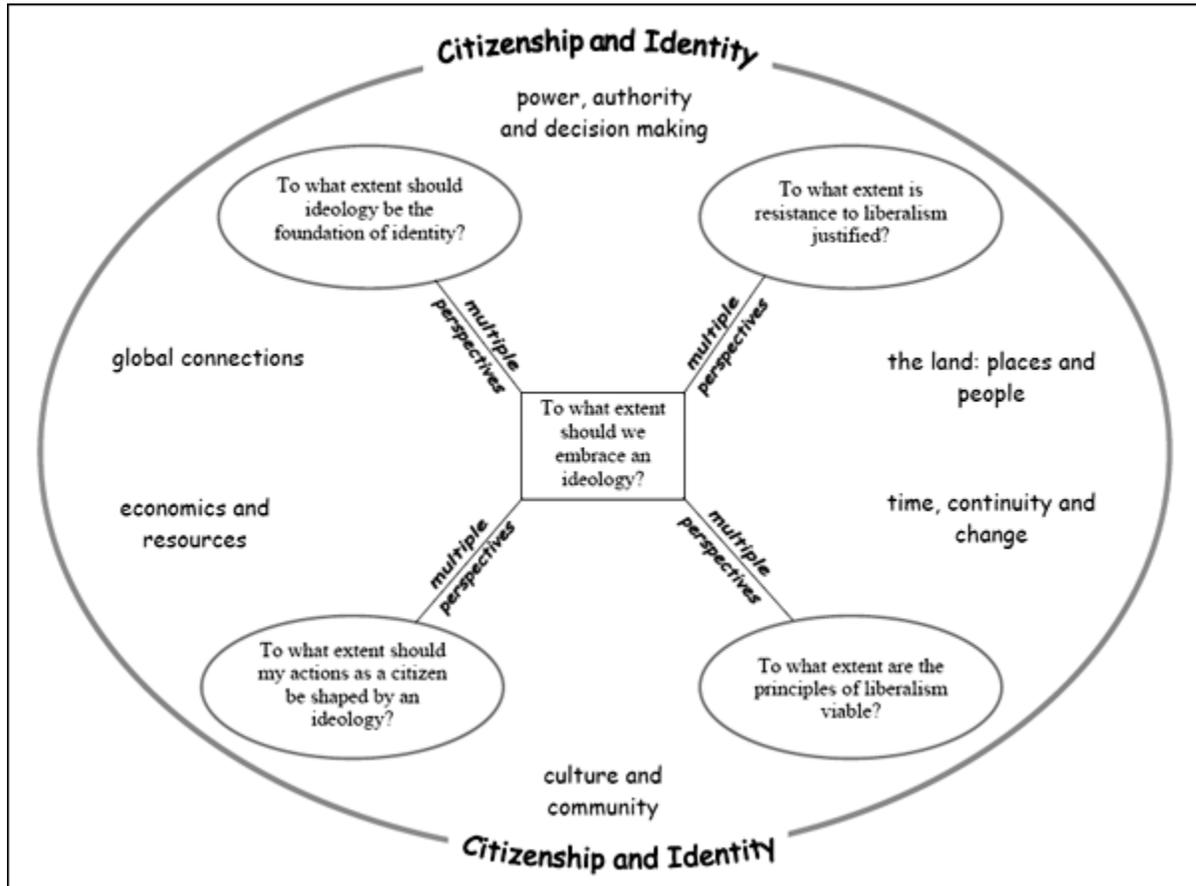
General Outcome 3 requires students to "assess impacts of the pursuit of internationalism in contemporary global affairs" (GO 3). By examining the pursuit of internationalism, students will examine the impacts of internationalism. They also will evaluate the extent to which nationalism should be sacrificed in the interest of internationalism.

Related Issue 4: Should individuals and groups in Canada embrace a national identity?

General Outcome 4 requires students to "understand the complexities of nationalism within the Canadian context" (GO 4). Students will explore multiple perspectives on national identity in Canada. They also will analyze various future visions of Canada in order to develop personal and collective visions of national identity.

Grade 12

Ideology is the theme of the two sequences in Grade 12: *Perspectives on Ideology* in 30-1 and *Understandings of Ideology* in 30-2. For both sequences the key issue is "To what extent should we embrace an ideology?" and the key outcome is "Students will understand, assess and respond to the complexities of ideologies."



Social Studies 30-1

Students in 30-1 will explore the complexities and origins of ideologies by investigating the principles of classical and modern liberalism. Students are required to address four related issues and general outcomes to address the 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 1 requires students to "explore the relationship between identity and ideology" (GO 1). Students will examine the themes, values and characteristics of ideologies. Students also will analyze individualism and collectivism as foundations of identity.

Related Issue 2: To what extent is resistance to liberalism justified?

General Outcome 2 requires students to "assess impacts of, and reactions to, principles of liberalism" (GO 2). Students will analyze the impacts of classical liberal thought and ideological reaction to it. Students also will analyze how ideological conflict shaped international relations in the postwar world.

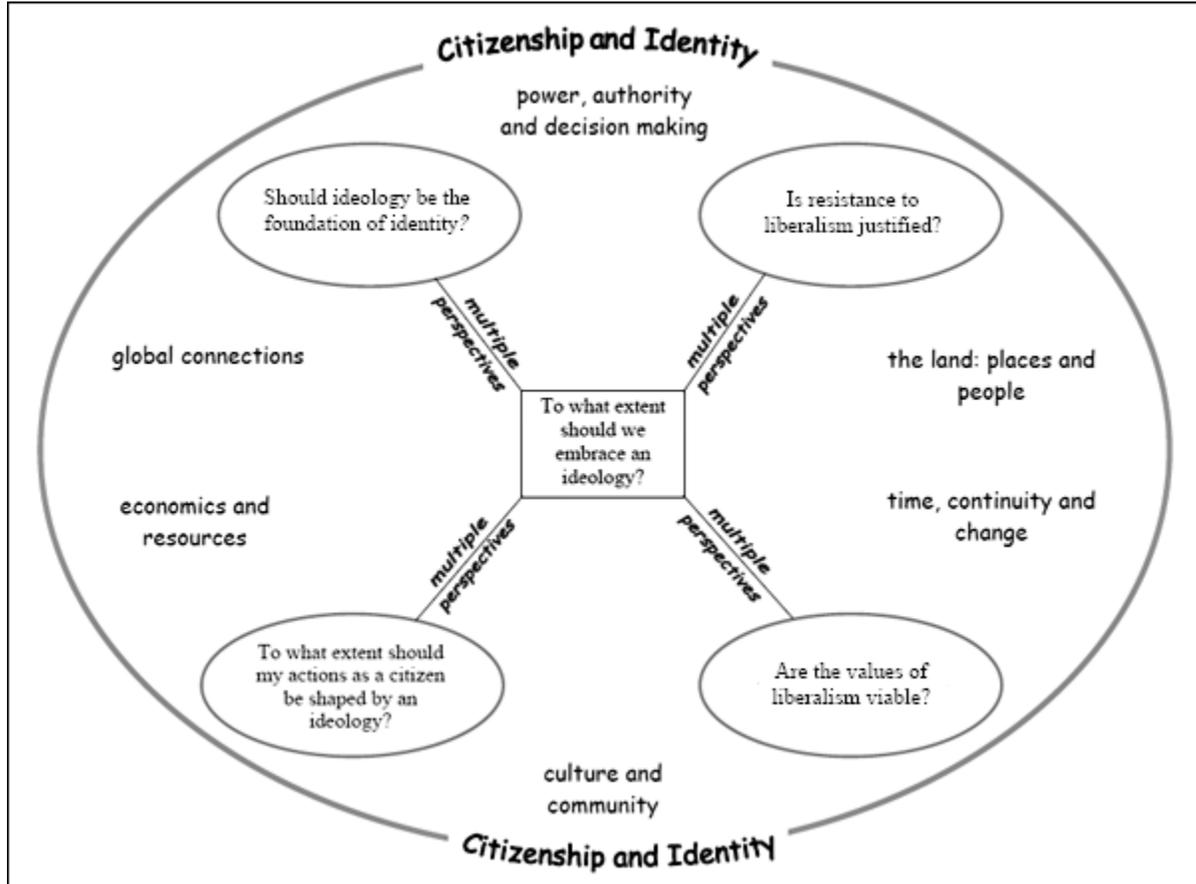
Related Issue 3: To what extent are the principles of liberalism viable?

General Outcome 3 requires students to "assess the extent to which the principles of liberalism are viable in a contemporary world" (GO 3). Students will analyze the extent to which political and economic systems reflect the principles of liberalism. They also will evaluate the viability of the principles of liberalism in the context of contemporary issues.

Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?

General Outcome 4 requires students to "assess their rights, roles and responsibilities as citizens" (GO 4). As students explore how ideology shapes individual and collective citizenship, they will analyze perspectives on the rights, roles and responsibilities of individuals in a democratic society. Finally, students will develop strategies to demonstrate leadership in addressing contemporary issues. They also will explore opportunities to demonstrate active and responsible citizenship.

Social Studies 30-2



Students in 30-2 will examine origins and beliefs about competing ideologies by exploring the relationships among individualism, liberalism, common good and collectivism. They also will analyze the viability of liberalism in historical and contemporary contexts. Students are required to address four related issues and general outcomes in order to address the key issue "To what extent should we embrace an ideology?"

Related Issue 1: Should ideology be the foundation of identity?

General Outcome 1 requires students to "explore the relationship between identity and ideology" (GO 1). Students will examine the themes and characteristics of ideologies. They also will examine individualism and collectivism as foundations of identity.

Related Issue 2: Is resistance to liberalism justified?

General Outcome 2 requires students to "understand impacts of, and reactions to liberalism" (GO 2). Students will explore the values and impacts of historical and contemporary liberal thought and reactions to it. They also will examine how ideological conflict shaped international relations in the postwar world.

Related Issue 3: Are the principles of liberalism viable?

General Outcome 3 requires students to "understand the extent to which the values of liberalism are viable in a contemporary world" (GO 3). Students will examine the extent to which political and economic systems reflect the values of liberalism. They also will analyze and evaluate the viability of the principles of liberalism in the context of contemporary issues.

Related Issue 4: Should my actions as a citizen be shaped by an ideology?

General Outcome 4 requires students to "understand their rights, roles and responsibilities as citizens" (GO 4). As students explore how ideology shapes individual and collective citizenship, they will examine perspectives on the rights, roles and responsibilities of individuals in a democratic society. Finally, students will develop strategies to demonstrate leadership in addressing contemporary issues. They also will explore opportunities to demonstrate active and responsible citizenship.

SCOPE AND SEQUENCE (Senior High)

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Senior	High School Course Titles	Linkages and Sequencing
10-1 10-2	Perspectives on Globalization Living in a Globalizing World	Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life.
20-1 20-2	Perspectives on Nationalism Understandings of Nationalism	Grade 11 explores the complexities of nationalism in Canadian and international contexts and includes study of the origins of nationalism and the influence of nationalism on regional, international and global relations.
30-1 30-2	Perspectives on Ideology Understandings of Ideologies	Grade 12 explores the origins and complexities of ideologies. Students will investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

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