

Alberta Curriculum Outcomes Across Grade Levels in Social Studies as Related to the SPIRIT of Vimy Project

Social Studies 5

5.2 Histories and Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

Specific Outcomes

Values and Attitudes

Students will:

5.2.1 appreciate the complexity of identity in the Canadian context:

recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)

5.3 Canada: Shaping an Identity

General Outcome

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes

Values and Attitudes

Students will:

5.3.1 appreciate how changes impact citizenship and identity:

recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)

Knowledge and Understanding *Students will:*

5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:

- How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP)

Social Studies 6

6.1 Citizens Participating in Decision Making

General Outcome

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Outcomes

Values and Attitudes

Students will:

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)

Social Studies 7

7.2 Following Confederation: Canadian Expansions

General Outcome

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes

Values and Attitudes

Students will:

7.2.2 recognize the positive and negative consequences of political decisions (PADM)

Social Studies 9

9.1 Issues for Canadians: Governance and Rights

General Outcome

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Specific Outcomes

Values and Attitudes

Students will:

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

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:*

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

Social Studies 10-2

Key Issue: To what extent should we embrace globalization?

Related Issue 1: Should globalization shape identity?

General Outcome

Values and Attitudes *Students will:*

1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

Knowledge and Understanding

Students will:

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

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)

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:

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

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)

4.7 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)

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)

Knowledge and Understanding

Students will:

- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
- 1.8 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)

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)

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)

2.7 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)

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)

3.8 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)

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)

4.9 develop personal and collective visions of national identity (I, C)

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)

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)
- 1.8 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)
- 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)

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)

2.8 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)

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:

3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)

Knowledge and Understanding

Students will:

3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

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)
- 4.9 develop personal and collective visions of national identity (I, C)