

What your student will study in Social Studies 20-1

What the course covers

Thinking and research skills

Your student will develop critical thinking and historical thinking across all units. They will evaluate ideas and information from multiple sources. They will judge if information is valid, based on context and bias. They will predict outcomes using evidence. They will combine information from current and historical issues to build informed opinions. They will look at many historical and current viewpoints. They will assemble seemingly unrelated information to support an idea or to explain an event. They will evaluate ideas and information from multiple sources. They will synthesize information from contemporary and historical issues to develop an informed position. They will find relationships among different sources of information. They will judge if information is valid, based on context, bias, sources, objectivity, evidence, or reliability. Your student will also build critical thinking and creative thinking skills. These include checking their own assumptions and opinions. This helps them understand a topic or issue more fully. [See the curriculum: 1, 2, 3, 4.](#)

Democratic participation and citizenship

Your student will build skills in cooperation, conflict resolution, and consensus building. They will start and use strategies to resolve conflicts peacefully and fairly. They will practice persuading, compromising, and negotiating to resolve differences. They will show leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably, and by taking initiative during discussions and group work. They will recognize why multiple perspectives matter in different situations. [See the curriculum: 1, 2.](#)

Research and communication

Your student will use the research process to develop, express, and defend informed positions on issues. They will draw conclusions based on evidence. They will consult many kinds of sources, including oral histories that reflect different perspectives. They will combine arguments and evidence to form an informed opinion on a research question or issue. They will record data needed to credit sources of information. They will cite sources correctly. [See the curriculum: 1, 2, 3.](#)

Nation, nationalism, and identity

Your student will explore the relationships among identity, nation, and nationalism. They will understand that these concepts keep changing over time. They will recognize that other views on the meaning of nation exist. They will see how nationalism has shaped, and still shapes, Canada and the world. They will appreciate that understandings of identity, nation and nationalism continue to evolve. Your student will explore many expressions of nationalism. They will learn about nation and nationalism in relation to land, geography, collective identity, civic identity, ethnic identity, cultural identity, linguistic identity, political identity, spiritual identity, religious identity, and patriotic identity. They will study the relationship between nation and nation-state. They will study how nationalism develops, shaped by historical, geographic, political, economic, and social factors. They will use examples from the French Revolution and Napoleonic era, as well as modern examples. Your student will study nationalism as an identity, an internalized feeling, and a collective consciousness shared by a people. They will look at Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, and Inuit perspectives. They will judge how important it is to reconcile competing nationalist loyalties. These include Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, and Inuit perspectives. They will judge how important it is to reconcile nationalism with competing non-nationalist loyalties. These include religion, region, culture, race, ideology, and class. [See the curriculum: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.](#)

National interest and ultranationalism

Your student will assess the impacts of nationalism, ultranationalism, and the pursuit of national interest. They will understand that nations and states pursue national interest. The course looks at how the pursuit of national interest shapes policy decisions. Your student will study nationalism and ultranationalism during times of conflict. They will study the causes of the First and Second World Wars. They will study examples of nationalism and ultranationalism from those conflicts. They will study internments in Canada and conscription crises. They will study ultranationalism as a cause of genocide. Examples include the Holocaust, the 1932 to 1933 famine in Ukraine, and modern examples. Your student will judge the impacts of the pursuit of national self-determination. Examples include Québécois nationalism and the sovereignty movement, First Nations, Métis, and Inuit self-government, and modern examples. [See the curriculum: 1, 2, 3, 4.](#)

How the course is assessed

The curriculum outcomes for Social Studies 20-1 include building critical thinking skills, historical thinking skills, and research and inquiry processes. Your student will complete assignments that require them to develop informed positions on issues. They will do research using multiple sources. They will share their understanding orally, in writing, and visually. This course builds skills and processes that continue through Social Studies 30-1. These skills and processes are outcomes to reach within Social Studies 20-1.

How to support study at home

Talk through multiple perspectives. When current events or historical topics come up in conversation, ask your student to explain different viewpoints on the issue. This matches the course focus on analyzing multiple perspectives and judging the validity of different positions. Ask questions like "What might someone from a different background think about this?" or "What evidence would support that view?" [See the curriculum: 1, 2.](#)

Help your student evaluate sources. When your student researches a topic for an assignment, ask them to explain where the information comes from. Ask if the source might be biased. Discuss what makes a source reliable or unreliable. This directly supports the media literacy skills the course builds. [See the curriculum.](#)

Practice discussing and debating respectfully. Encourage your student to share their own informed viewpoint on a topic. Ask them to listen carefully to your response without interrupting. Ask them to identify points of agreement and disagreement. This builds the communication and conflict-resolution skills the course emphasizes. [See the curriculum: 1, 2.](#)

Create a research routine. Help your student organize research projects by setting deadlines for finding sources, taking notes, drafting, and revising. Suggest they use a calendar or project management tool to track progress. This supports the research process outcome. It specifically helps students develop, express, and defend an informed position on an issue. [See the curriculum.](#)

Ask your student to explain cause and effect. When discussing a historical event or current issue, ask your student what caused it. Ask what the results were. This builds historical thinking skills. [See the curriculum.](#)

Discuss identity and belonging. Ask your student what groups or communities they feel they belong to, and why. Listen to how they describe their sense of identity. This connects to the course's main focus on understanding nationalism and identity. [See the curriculum: 1, 2.](#)

Note: 34 learning outcome blocks were left out to fit the 6000-token curriculum budget for this kind of material. Use "Split into parts" to generate one document per organizing idea.

