



Social Studies Course Outline- Gr. 12

Mrs. Przybylski - Rm 164

The Social Studies program for grade 12 is complex and includes a variety of concepts, ideas, issues, events and personalities for students to engage with and learn about while determining key perspectives and understandings of ideology and liberalism. Using a variety of resources, students will investigate, analyze and evaluate government policies and actions as well as develop individual and collective responses to contemporary, national and global issues.

My goal is to help students strengthen their existing skill as well as add new ones in preparation for their Social 30-1 and 30-2 diploma.

Success is a two-way street!!

Active participation, consistent work habits and taking responsibility for your conduct are key to your success in this class. If you put dedication and effort into each of these areas, you should achieve good marks and understanding of knowledge and skills. Think outside the box and do not hesitate to ask questions. Exploring a new idea inevitably always leads to increased

knowledge. Your success is up to you! I can only help you achieve it if you are willing to put in the work. Extra help is always available to you should you need it.

Minimum Requirements & Outcomes

SOCIAL STUDIES 30-1: Perspectives on Ideology

Overview

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Key Issue

To what extent should we embrace an ideology?

Key Outcome

Students will understand, assess and respond to the complexities of ideologies.

Related Issues

1. *To what extent should ideology be the foundation of identity?*

Students will explore the relationship between identity and ideology.

2. *To what extent is resistance to liberalism justified?*

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

3. *To what extent are the principles of liberalism viable?*

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

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

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

SOCIAL STUDIES 30-2: Understandings of Ideologies

Overview

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. <i>Should ideology be the foundation of identity?</i>	Students will explore the relationship between identity and ideology.
2. <i>Is resistance to liberalism justified?</i>	Students will understand impacts of, and reactions to, liberalism.
3. <i>Are the values of liberalism viable?</i>	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. <i>Should my actions as a citizen be shaped by an ideology?</i>	Students will understand their rights, roles and responsibilities as citizens.

Course Structure and Delivery

The timeline of our course will follow the guide as below. Please note that this timeline is subject to change (any of which will be discussed and advised with notice to students) and is simply a guideline for us to follow throughout the semester. I am reserving time in the case that certain units may take longer or shorter than expected.

UNITS	DATE	COURSE WORK
Intro to Identity and Ideology	Sept. 3 – Sept. 6	<ul style="list-style-type: none"> -Explore the concept of embracing ideologies -Determining the definition of ideology -The power and influence of an ideology
<p style="text-align: center;">Related Issue 1: Thinking about identity and ideology & Ideologies of Individualism & Collectivism</p>	Sept. 9 – Sept. 30	<ul style="list-style-type: none"> -Examine and explore the question of <i>‘to what extent should ideology be the foundation of identity?’</i> (30-1) and <i>‘should ideology be the foundation of identity?’</i> (30-2) -Identity composition -Determining individual and collective approaches -Determining the interrelation between ideology and identity -Examining sources, expressions and principles of individualism and collectivism
<p style="text-align: center;">Related Issue 2: The Origin and Growth of Liberalism</p>	Oct. 1 – Oct. 31	<ul style="list-style-type: none"> -Examine and explore the justification of resistance to liberalism and its subsequent consequences -Responses to and rejections of liberalism (Totalitarianism & Communism) -Understanding the evolution of liberalism from classical to modern
<p style="text-align: center;">Related Issue 3: The Viability of Liberalism</p>	Nov. 1 – Nov. 29	<ul style="list-style-type: none"> -Analyze and assess if the values of liberalism are viable (30-2) and to what extent the principles of liberalism are viable (30-1) -Determine the outcomes of imposing liberalism in a global sense -Determine how liberalism is reflected in political and economic systems

		-Liberal democracy in a Canadian setting -Explore contemporary liberal and democratic principles
Related Issue 4: Ideology and Citizenship	Dec. 2 – Dec. 20	-Explore how our actions as a citizen are shaped by an ideology -Determine how rights, roles and responsibilities as a citizen are influenced by identity and ideology
Diploma Preparation	Jan. 6 – Jan. 27	-Preparation for Part A (Jan 14) and Part B (Jan 27)

Delivery will be through a variety of different instructional methods and strategies including direct teaching, cooperative learning, independent learning, brainstorming, small and large group collaborations, group discussions, inquiry based research assignments, reflections on source analysis, technological means including the use of SMARTboards, videos and online tools.

Assessment Items

Assessments will be used to determine what students can demonstrate, understand, know, and can do after learning concepts from the Alberta Program of Studies Social Studies curriculum. These will be based on the following:

Evaluation	30-1 & 30-2
Research & Analysis Tasks	20%
Tests	30%
Written Assignments	30%
Projects	20%

Final Marks: Course work- 70% Diploma Exam- 30%

Should any of these weightings change, students will be given due notice and appropriate reasoning. Students will be given notice and a due date for take home assessments. Should circumstances arise that affect a student's ability to complete or hand in the assessment by the due date, **a phone call or a signed note from a parent/guardian is required stating a reasonable excuse.** Should you know that a due date conflicts with something, please speak to me ASAP so arrangements can be made. The same procedures apply to any in class assessment

tasks that students miss. Students will be expected to sit any missed tests or quizzes the first day that they are back in the school building.

Class Attendance

Class attendance is extremely important as we cover a large range of information and tasks in one block. If you must be away from class, please let me know prior if possible so we can minimize the amount of catch up work you will have when you return to class. **If you choose to skip class without a reasonable excuse or parental permission, you will be left to catch up on your own. Should this occur more than 3 times in the semester, you will be required to make up the class time missed after school before any tasks/assessments will be marked and released.** For those of you involved in school based sports, please let me know of your schedules wherever possible so we can work around these dates as best as we can.

Class Marks

Class marks will be updated through our PowerSchool marks system which can be accessed by students and parents through our school's webpage. Marks will be updated regularly to keep students and parents informed on academic performance. Updates will occur **on the day an assessment/test is returned to students, at the conclusion of each unit in the course outline and prior to progress reports/report cards being sent home.** The regularity of this means that students will always have the opportunity to see where improvements need to be made or to track how their hard work has been benefitting them.

Personal Devices

Personal devices **are permitted to be brought into class** as long as the following stipulations are met:

- Devices are to be set to silent
- Students are not permitted to engage with their devices unless instructed by the teacher
- Device privileges will be revoked if students cannot follow these stipulations and they will no longer be permitted in the classroom

Diploma Dates and Information

Part A: Written - Tuesday, January 14th 2020

Part B: Multiple Choice – Monday, January 27th 2020

Assessment Standards and Practices for Social Studies 30–1

Weightings	The diploma examination mark constitutes 30% of a student’s final mark while the school-awarded mark constitutes 70% of a student’s final mark in Social Studies 30-1.	
Examination Format and Weightings	The Social Studies 30–1 Diploma Examination is made up of two parts: Part A: Written Response (50%) and Part B: Multiple Choice (50%) .	
<i>Part A: Written Response</i> Assignments, Scoring Categories, and Weightings	<p style="text-align: center;">Assignment I: Source Interpretation (20%)</p> <ul style="list-style-type: none"> • Interpretation of Sources 12% • Relationships 6% • Communication 2% 	<p style="text-align: center;">Assignment II: Position Paper (30%)</p> <ul style="list-style-type: none"> • Analysis of Source 6% • Argumentation 8% • Evidence 8% • Communication 8%
<i>Part B: Multiple Choice</i>	The <i>Part B: Multiple Choice</i> component, consisting of 60 multiple-choice questions, is an assessment of students’ ability to apply their knowledge and understanding as well as skills and processes achieved in the <i>Alberta Social Studies Kindergarten to Grade 12 Program of Studies</i> . A detailed description of the <i>Part B: Multiple Choice</i> blueprint can be found on page 23.	
Examination Writing Time Allowed	<p>6 hours is allowed for students to complete the <i>Part A: Written Response</i> component.</p> <p>5 hours is allowed for students to complete the <i>Part B: Multiple Choice</i> component.</p>	

Assessment Standards and Practices for Social Studies 30–2

Weightings	The diploma examination mark constitutes 30% of the student’s final mark and the school-awarded mark constitutes 70% of a student’s final mark in Social Studies 30–2.
Examination Format and Weightings	The Social Studies 30–2 Diploma Examination is made up of two parts: Part A: Written Response (50%) and Part B: Multiple Choice (50%) .
Part A: Written Response Assignments, Scoring Categories, and Weightings	Assignment I – Understanding and Evaluating Key Course Concepts (10%) <ul style="list-style-type: none"> • Explanations and Support 8% • Communication 2%
	Assignment II – Interpretation of Sources and Defending a Position (20%) <ul style="list-style-type: none"> • Interpretation of Sources 8% • Defence of Position 8% • Communication 4%
	Assignment III – Exploring an Issue and Defending a Position (20%) <ul style="list-style-type: none"> • Exploration and Analysis 8% • Defence of Position 8% • Communication 4%
Part B: Multiple Choice	The <i>Part B: Multiple Choice</i> component, consisting of 60 multiple-choice questions, is an assessment of students’ abilities to apply their knowledge, understanding, and skills, as well as the processes identified in the <i>Alberta Social Studies Kindergarten to Grade 12 Program of Studies</i> . A detailed description of the Part B blueprint can be found on page 29.
Examination Writing Time Allowed	<p>5 hours is allowed for students to complete the <i>Part A: Written Response</i> component.</p> <p>5 hours is allowed for students to complete the <i>Part B: Multiple Choice</i> component.</p>

Classroom Expectations

As a member of my classroom, I have a few expectations and guidelines to outline that each student will be expected to adhere to.

- Respect each other. This goes for people and property. I have a zero tolerance policy when it comes to bullying and issues related to it will be seriously dealt with.
- When I am speaking, you are listening. You will have the opportunity to speak to me or discuss class work with your peers after I have outlined the lesson.
- I expect each and every student to work to the best of their ability and complete daily class work in a timely manner.
- If you need it, ASK FOR HELP! I am here to help you in any way that I can. If you need additional help or would like me to go over something you are working on, please ask me.
- You will use GAIN/FLEX time productively to catch up on missed work or work that you need extra help with.
- You will come to class prepared with all of the correct tools and materials needed.

Remind

Remind is a great way for students and parents to stay connected with me and what is going on in our classroom. It allows students to send me a message from their personal devices (or email) when they require clarification or support with their work when they are not at school. I encourage all students to sign up to my Remind classes so they can access the extra support as well as reminders for the busy school year.

