



Political Studies 12

Course Outline

Course Overview

When people think of the word “politics,” they might think of politicians in suits yelling at each other, talking over each other, insulting each other, and just generally being a bunch of big overpaid babies. Or they might think of a leader who was able to make a difference in the world. When we talk about politics, we are talking about governments and laws and debates and politics is about politicians and leaders and the impact they have on the world, both negative and positive, but at its heart, politics is about power. In society, power can be used to create great things and enact change and make society a better place to live in, but it can also be abused leading to oppression or tyranny, or even death. So, we need to be careful who gets the power. And who gets to decide who gets the power? You do! That’s what this course is about. Students learn how to talk about politics in a way that is constructive rather than destructive, and about different ways that societies can be governed so that they can use the power they have to make their society more right, more just, and more whole.

Course Content and Suggested Timelines

Each unit is divided into several lessons. Each lesson is designed to take approximately 60-90 minutes, though this will vary depending on student ability and the nature of the lesson assignments. Unit Assessments will take additional time and will vary from student to student. For the course pacing guide, it is recommended to allow for four weeks per unit.

1. **Unit 1: The Role of Government Unit Summary** This unit is designed to allow the students to consider the nature of society, their vision for a better society, and the role that government plays in society. Various roles that governments play in society are considered, and students are asked to creatively envision the world fifty years in the future. (Suggested time: 4 weeks)
2. **Unit 2: Introduction to Political Ideologies** This unit introduces the political spectrum and the most common political ideologies in North America. The goal is to allow students to have a basic understanding of the foundational beliefs of right- and left-wing political thinkers. (Suggested time: 4 weeks)
3. **Unit 3: Political Polarization and Media** The purpose of this unit is to help students to navigate the current climate of political polarization and disinformation in the media. Civil discourse is presented as a preferable option to hyper-partisanship. Students are given tools to recognize bias in the media and to identify whether conspiracies or conspiracy theories they hear are likely to be true or false. (Suggested time: 4 weeks)

4. **Unit 4: Elections, Governing, and Political Power** This unit traces a narrative through the process of an election being called, a political campaign, elections, and then governance. With a focus on the Canadian political system, it examines how political parties attempt to persuade people to vote for them, and then, once they have been elected, how the systems of government work to get things done. Various electoral systems are examined. The question of how minority voices can be heard in a majority-rule system is also addressed. Students complete an essay in which they examine the political power of a minority group. (Suggested time: 4 weeks)
5. **Unit 5: Local, Regional, National, and International Politics** The purpose of this unit is for students to gain an appreciation for the role that each level of government plays in the life of their country. Students will examine the various levels of government, starting with local government and expanding to international politics. Students look at present-day issues in all of the different levels of government, with the hopes that they will find issues that they themselves are passionate about. The unit assignment gives students an opportunity to get involved in a political issue that is important to them, and it has a practical component to it. (Suggested time: 4 weeks)
6. **Unit 6: Final Assessments** Final Project: Country Study Project Summary Students are asked to study the political institutions and outcomes for a particular country. (Suggested time: 4 weeks)

Course Materials

Reading and viewing materials are provided electronically within the course. Students are required to do outside research for some projects.

To review the Core Competencies and the curriculum please visit:

<https://curriculum.gov.bc.ca/competencies> or [Building Student Success - B.C. Curriculum](#)

Assessment Information

Quizzes	5% of course mark
Lesson Assignments	40% of course mark
Unit Assessments	20% of course mark
Final Project	15%
Invigilated tests (unit 2 test and final exam)	20% of course mark

There are five units in Political Studies 12. Each of the five units has between seven and ten lessons, with a Unit Assessment at the end of the unit. A variety of quizzes, video games, and smaller assignments are given in each lesson in order to aid learning and provide opportunities for the students to interact with the material. Each unit concludes with a larger Unit Assessment, although there are two-unit Assessments in Unit 5. Students can request to revise assignments where they have scored less than 50%. This excludes the final exam and is on a case-by-case basis.

When Students are not Meeting the Learning Outcomes/Falling Behind

While Ebus is self-paced, you are expected to stay actively engaged in the course. Meaning weekly progress at the minimum. If you fall behind and do not hand in an assignment for four or more weeks (without notifying me with a plan) you will receive reminder emails until you catch back up. Students may be contacted via phone as well, if deemed necessary.

This process escalates with each reminder email sent to the point where we must decide about you continuing in the course. Your parents will be contacted as will the administration at that point. If you do not meet the outcomes of the course, you will receive a completion plan, and your parents will be contacted to discuss your plan for completing the course.

Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working on the course, the student may be given an alternate completion date.

Inactivity and Communication

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of two weeks or longer will receive an online gentle reminder email to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of eight consecutive weeks or longer, has received three online reminders and has not responded to communications from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Expectations

- Adhere to the Ebus Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review of weekly progress reports

Reporting to Parents:

There are 3 term learning updates that can be downloaded from the student dashboard. A notice will go out when these learning updates are available.

Most weeks that Ebus is in session, the teacher will send out a progress report showing the student's progress.

Contacting Your Teacher:

Your teacher will be available Monday through Friday, during regular school hours. If you are having trouble with any concepts, please contact your teacher right away!

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