To what extent should we embrace an ideology?
Students will understand, assess and respond to the complexities of ideologies.

**Academic Program:**
The Academic Program is the foundational stream of skills and knowledge development for students who are intent on pursuing a post secondary education as it leads to the 30-1 Alberta Learning Diploma. Students are expected to diligently pursue and demonstrate their learning of the key issue and related issues with teacher led instruction and the completion of teacher led tasks.

Students are to challenge their academic skills by demonstrating an in depth understanding of the Alberta Learning Social Studies 30 curriculum. The requirements of the curriculum will be met by demonstrating insight and understanding of current issues and events that face all citizens of today. As global citizens students will need to be aware and open to the historical developments and the events that have led us to our study of the issues facing all people of the modern world. This skill development facilitates student growth in the Information and Communication Technology (ICT) outcomes as prescribed by the program of studies for Alberta students.

**Basic Resource:**
*Perspectives on Ideology* (Oxford University Press, 2009)

**Additional resources:**
- *Global Forces of the Twentieth Century* (Nelson, 2003)

**Course 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.

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.

**Unit 1: Origins of Liberalism**

**Key Issues:**
- What is an ideology and should it be the foundation of identity?
- To what extent are the principles of liberalism viable?
- To what extent is resistance to liberalism justifiable?
Unit 2: Response to Liberalism

Key Issues:
- To what extent is resistance to liberalism justified?
- To what extent are the principles of liberalism viable?

Unit 3: Modern Challenges to liberalism

Key Issues:
- To what extent is resistance to liberalism justified?
- To what extent are the principles of liberalism viable?
- To what extent should my actions as a citizen be shaped by an ideology?

Assessment:

Students will need to demonstrate evaluation & judgment of media materials, reference materials and academic thought to develop their own perspective. They will need to demonstrate their understanding in extended essay format, evaluate ideas and information from multiple sources and source-based multiple choice questions. Summative evaluation as well as formative or developmental assessment will take place while working independently or in groups during class time. All marks are cumulative. Absences will affect the full year grade unless a parent/guardian has contacted the teacher prior to exams or due dates of assignments. It is expected that students complete their assigned readings, responses and reflections on issues of study as they are assigned.

Marks:  
- Ideology Examinations: 50%
- Ideology Writing Assignments: 40%
- Ideology Projects: 10%

Students will have a marking guide explained to them as well as models for assessment (where available) so that the nature of the task and its outcome are known. A wide range of assessment information is used in the development of a student’s final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade. If they have an excused absence they should ensure that assignments and tasks are completed. Contacting a classmate or the teacher is the student’s responsibility.

The Power School Grade Book Codes:

The following may appear for a student in a task in a course:

1. A numeric value
2. Late – this indicates that the assignment is has not been turned in on time. Late penalties may apply.
3. Exempt – this is used for all items that are not to be included in that student’s grade calculation. (see disclaimer) No change to course grade will result.
4. Missing – The student has missed an assessment BUT has the opportunity to complete the required work. The work will be evaluated when submitted according to a timeline set up in consultation between the student and the teacher. Teacher has a duty to inform parents if the timeline is not being met. THIS CODE WILL CALCULATE AS A ZERO UNTIL THE CODE HAS BEEN REPLACED WITH A NUMERIC VALUE.