

# Position Paper 101

Social Studies 10-1/20-1/30-1

# General Outline

- A position paper is an essay in which you **take up a position or a STANCE...** so you **pick a SIDE**
- **However, this does not mean it's an OPINION paper...**
- It's a paper in which **you decide the position you are taking...** and back it up with **EVIDENCE (historical, contemporary, facts, etc)**
- An entire paper were you are trying to PROVE your POSITION
- NOT tell the reader your opinion

# Format

- Introduction Paragraph
- Body #1
- Body #2
- Body #3
- Conclusion

# Introduction (Source Analysis and Answer)

- Be clear in your answer – Is the source correct or incorrect?
- Breakdown the source
- Explain any key terms or language used in the source
- Introduce your argument
- Discuss the perspective(s) reflected in the source

# Paragraph 2/3/4 (Argument/Evidence/Examples)

- Explain in detail your argument
- Provide evidence to support your argument
- Provide detailed examples, historical, and/or contemporary information to support your argument
- Relate your argument back to the source
- Use SS key terms to enhance your argument
  
- DO x 3!

# Rubric

- Take a look at the rubric presented to you. This is the rubric used to mark PP's at the diploma level. It's used also at the 10-20-30 level's in class.
- Take a few minutes and look at the categories. How are they similar to a source analysis rubric? How are they different?
- Highlight the keys words in each category i.e. what will differentiate the level you are at. What's the different between a satisfactory and proficient?
- **KEEP THIS!** Confused about why you only got an 11/20? Understand the weighting of each category!

## Introduction

## Throughout

## Body Paragraphs

## Throughout

	<b>ANALYSIS OF THE SOURCE</b>	<b>ARGUMENTATION</b>	<b>EVIDENCE</b>	<b>COMMUNICATION</b>
<b>Excellent</b> <b>E</b>	The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.	The position established is convincingly supported by judiciously chosen and developed argument(s). The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.	Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.	The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.
<b>Proficient</b> <b>Pf</b>	The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.	The position established is persuasively supported by purposefully chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.	Evidence is specific and purposeful. Evidence may contain some minor errors. A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.	The writing is clear and purposefully organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.
<b>Satisfactory</b> <b>S</b>	The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated.	The position established is generally supported by appropriately chosen and developed argument(s). The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.	Evidence is conventional and straightforward. The evidence may contain minor errors and a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.	The writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There may be occasional lapses in control and minor errors; however, the communication remains generally clear.

## Introduction

## Throughout

## Body Paragraphs

## Throughout

	ANALYSIS OF THE SOURCE	ARGUMENTATION	EVIDENCE	COMMUNICATION
<b>Excellent</b> <b>E</b>	The analysis of the source is <u>insightful</u> and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.	The position established is <u>convincingly</u> supported by <u>judiciously</u> chosen and developed argument(s). The argumentation is <u>consistent and compelling</u> , demonstrating an <u>insightful</u> understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is <u>perceptively</u> developed.	Evidence is sophisticated and <u>deliberately chosen</u> . The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.	The writing is <u>fluent, skillfully structured</u> and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.
<b>Proficient</b> <b>Pf</b>	The analysis of the source is <u>capable and adept</u> ; a sound understanding of the ideological perspective(s) is demonstrated.	The position established is <u>persuasively</u> supported by purposefully chosen and developed argument(s). The argumentation is <u>logical and capably</u> developed, demonstrating a <u>sound</u> understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is <u>clearly</u> developed.	Evidence is <u>specific and purposeful</u> . Evidence may contain some minor errors. A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.	The writing is <u>clear and purposefully</u> organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.
<b>Satisfactory</b> <b>S</b>	The analysis of the source is <u>conventional</u> and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated.	The position established is <u>generally supported</u> by <u>appropriately</u> chosen and developed argument(s). The argumentation is <u>straightforward</u> and <u>conventional</u> , demonstrating an <u>adequate</u> understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is <u>generally</u> developed.	Evidence is conventional and <u>straightforward</u> . The evidence may contain minor errors and a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.	The writing is <u>straightforward and functionally organized</u> . Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There may be occasional lapses in control and minor errors; however, the communication remains generally clear.



# Practice Source

**FLT is beneficial.**

***To what extent should we embrace the perspective reflected in the source?***

# Practice Source

**What if...**  
I pulled some statistics off of PowerSchool  
to solidify and backup my argument  
I asked my friends what they thought

**I know that...**  
-> you have to sign up at  
least an hour before, but  
it's best to sign up at the  
beginning of the week  
during connection block  
and teachers give you  
time to do that

= Flexible Learning Time

**FLT is beneficial.**

I agree because....

- > you can get work done
- > you can ask for help
- > you can work on projects

**I remember when...**  
I had hockey 3 nights a week and was never able  
To use my evenings to get work done. It really  
Helped me stay on top of stuff

When I didn't understand how to write a PP because  
I had a hard time concentrating so I when to Ms. Gill's FLT  
and we went through it one-on-one

= favorable or advantageous;  
resulting in good.

***To what extent should we embrace the perspective reflected in the source?***

# Practice Source Planning

- Introduction Paragraph
  - What is FLT? Give some background information.
  - State your position: **agree** or disagree? Because... reason 1, 2, and 3
- Body #1
  - Reason 1: It allows students to get extra help from their teachers, outside of class time. Explain in detail. Provide an example of a time where you were able to do this.
- Body #2
  - Reason 2: It allows students to spend time during the school day catching up on course work, because of the amount of extra-curriculars most have. Explain in detail. Provide an example of a time where it allowed you to use this time. Do you have any stats on this? How many students are involved in extra curriculars and how much after school time is spent on them?
- Body #3
  - Reason 3: It allows time for collaboration between students who might not be able to meet outside of school hours. Provide reasons for why collaboration is important.
- Conclusion
  - What did you tell me? Assume the reader is very forgetful, and remind them of all of your arguments again.
  - Remember, summarize not repeat!

# Analysis of the Source

- Satisfactory = FLT is a block during the day that students get time to work on homework.
- Proficient = Flexible Learning Time (FLT) is a regular block in the school day where students sign up for one of their current teachers, go to that classroom, and use their time how they best see fit.
- Excellent = Flexible Learning Time (FLT) is a regular block in the school day where students choose one of their current teachers, sign up for that classroom (ahead of time), and use their time in whichever way they best see fit contributing to meeting their needs that day. FLT was introduced because... FLT occurs on...

# Argumentation

- Satisfactory = FLT is beneficial and students should use it wisely if they are worried about getting work done.
- Proficient = FLT is beneficial because it creates flexible opportunities for students to meet their academic needs.
- Excellent = FLT is beneficial because it creates flexible opportunities for all students to get the assistance and guidance they require to meet their goals. FLT is centered on student choice, therefore creating an environment where students can become independent and be accountable for their own success.

# Evidence

- Satisfactory = FLT works because students marks are going up and they are less stressed out.
- Proficient = FLT is working because the reports pulled off of PowerSchool indicate that --% of the student population ... The Wellness Centre has also shared that there are less students coming to them stressed out about their coursework.
- Excellent = There are multiple indicators highlighting the benefits of FLT. The attendance reports pulled from PowerSchool indicate that... The Wellness Center shared that... Parents have outlined that... Student conversations prove that... Academic reports...

# Communication

- Satisfactory = FLT is beneficial because it gives students time to catch up on work.
- Proficient = FLT is beneficial because it allows for students to get extra help from their teachers, catch up on homework that might be missed due to extra curriculars, and collaborate with others.
- Excellent = FLT is beneficial because it embeds time into the school day during which students can get extra help and clarification from their teachers, get a head start on homework for the evening they might miss due to extracurriculars, and allows them to collaborate with peers on group projects without the difficulties that might arise from arranging rides.