

## SOCIAL STUDIES AND HUMANITIES

### MANAGING PERSONAL AND FAMILY RESOURCES

#### SELF AND OTHERS

##### **Overall Expectations**

By the end of the course, students will:

- Identify the personal resources necessary to make a smooth transition from adolescence to adulthood;
- Demonstrate an understanding of the dynamics of human interaction and communication with others
- Demonstrate an understanding of the challenges involved in human interaction

#### MAKING THE TRANSITION TO ADULTHOOD

By the end of the course, students will:

- Demonstrate an understanding of the need for greater responsibility, maturity, and independence as part of the transition from adolescence to adulthood

##### **Relevant “Over to You” Activities:**

*Section 1 View DVD/Prepare Questions*

*Section 1 Create a persuasive public service announcement*

*Section 1 Develop a Survey*

*Section 4 Role Play and Decision-Making*

*Section 4 Poll*

*Section 5 Personal Reflection/ Journal Entry*

*Section 5 Public Service Announcement*

*Section 5 Role Play*

*Section 5 Debate and Perspective Taking*

*Section 5 Critical Analysis*

*Section 6 Website Investigation*

*Section 8 Discussion and Debate*

*Section 8 Journal Entry*

*Section 8 “What If” Activities*

*Section 8 Letter to the Editor*

*Section 9 Investigation*

*Section 9 Letter to the Editor*

*Section 10 Oral/Written Presentation*

*Section 10 Debate*

*Section 10 Research and Reflection on Debate*

*Section 10 Personal Reflection and Discussion*

*Section 10 Poll Opinion and Analyze*

*Section 10 Gather and Summarize Perspectives*

*Section 10 Class Debate and Personal Writing*

*Section 10 Defend a Position*

- Categorize the knowledge and skills required for making the transition;

- Demonstrate an understanding of how to apply the required knowledge and skills to build on personal strengths and address personal areas of weakness during the transition
- Describe skills that are required for the workplace  
**Relevant “Over to You” Activities:**  
*Section 1 Develop a Survey*  
*Section 2 Research and Discussion*  
*Section 4 Creating a Public Service Information Sheet/Pamphlet*  
*Section 4 Poll*  
*Section 5 Debate and Perspective Taking*  
*Section 5 Critical Analysis*  
*Section 6 Website Investigation*  
*Section 8 Discussion and Debate*  
*Section 8 Letter to the Editor*  
*Section 9 Investigation*  
*Section 9 Letter to the Editor*  
*Section 10 Expert Group*  
*Section 10 Debate*  
*Section 10 Research and Reflection on Debate*  
*Section 10 Poll Opinion and Analyse*
- Demonstrate an understanding of projecting an appropriate image in their role as adults

## INTERACTING WITH OTHERS

By the end of the course, students will:

- Identify the various interactions in which they are involved (e.g. peer, parent-child, intergenerational, employer-employee)  
**Relevant “Over to You” Activities:**  
*Section 1 Create a persuasive public service announcement*  
*Section 1 Develop a Survey*  
*Section 2 Research, Speech Writing and Presenting*  
*Section 4 Role Play and Decision-Making*  
*Section 5 Public Service Announcement*  
*Section 5 Role Play*  
*Section 5 Debate and Perspective Taking*  
*Section 8 Discussion and Debate*  
*Section 8 “What If” Activities*  
*Section 9 Research Information for Writing a Speech*  
*Section 9 Write a Speech*  
*Section 10 Debate*
- Analyse the characteristics of healthy relationships (e.g. open communication, trust, empathy, acceptance of differences) and of various types of interactions (e.g., functional, personal);  
**Relevant “Over to You” Activities:**  
*Section 1 Create a persuasive public service announcement*

- Section 1 Develop a Survey*
- Section 1 Research and Read Aloud*
- Section 4 Role Play and Decision-Making*
- Section 5 Personal Reflection/ Journal Entry*
- Section 5 Public Service Announcement*
- Section 5 Role Play*
- Section 8 Discussion and Debate*
- Section 5 Debate and Perspective Taking*
- Section 8 Journal Entry*
- Section 8 “What If” Activities*
- Section 10 Personal Reflection and Discussion*
- Identify ways to improve the quality of interpersonal relations (spending time together, listening, sharing ideas, and beliefs)
- Relevant “Over to You” Activities:**
- Section 1 Create a persuasive public service announcement*
- Section 1 Develop a Survey*
- Section 5 Personal Reflection/ Journal Entry*
- Section 5 Public Service Announcement*
- Section 5 Debate and Perspective Taking*
- Section 8 Journal Entry*
- Section 8 “What If” Activities*
- Section 10 Research and Reflection on Debate*
- Section 10 Personal Reflection and Discussion*

## COMMUNICATING WITH OTHERS

By the end of this course, students will:

- Identify the components of spoken communication (e.g., choice of vocabulary, tone of voice, volume, speech rhythm);
- Relevant “Over to You” Activities:**
- Section 1 Create a persuasive public service announcement*
- Section 1 Develop a Survey*
- Section 2 Research, Speech Writing and Presenting*
- Section 4 Role Play and Decision-Making*
- Section 4 Poll*
- Section 5 Public Service Announcement*
- Section 5 Role Play*
- Section 5 Debate and Perspective Taking*
- Section 5 Critical Analysis*
- Section 8 Discussion and Debate*
- Section 9 Research Information for Writing a Speech*
- Section 9 Write a Speech*
- Section 10 Debate*
- Section 10 Research and Reflection on Debate*

- Section 10 Poll Opinion and Analyse*

  - Identify the components of non-verbal communication (e.g., body language, eye contact, personal space, image projection);

**Relevant “Over to You” Activities:**

*Section 2 Adjudicate a Speech*
- Describe techniques for communicating effectively (e.g., active listening, maintaining open body language, taking turns in conversation, expressing anger appropriately);

**Relevant “Over to You” Activities:**

*Section 2 Adjudicate a Speech*

*Section 4 Role Play and Decision-Making*

*Section 4 Creating a Public Service Information Sheet/Pamphlet*

*Section 5 Role Play*

*Section 5 Debate and Perspective Taking*

*Section 8 Discussion and Debate*

*Section 8 Letter to the Editor*

*Section 9 Investigation*

*Section 9 Letter to the Editor*

*Section 9 Write a Speech*

*Section 10 Oral/Written Presentation*

*Section 10 Create an Inspirational Poster*

*Section 10 Debate*

*Section 10 Research and Reflection on Debate*

*Section 10 Class Debate and Personal Writing*

*Section 10 Defend a Position*
- Identify instances of the three basic styles of communication: passive, aggressive, assertive;
  - Demonstrate an understanding of the role of “I messages” in communication with others.

**Relevant “Over to You” Activities:**

*Section 1 Create a persuasive public service announcement*

*Section 2 Research, Speech Writing and Presenting*

*Section 4 Role Play and Decision-Making*

*Section 5 Personal Reflection/ Journal Entry*

*Section 5 Public Service Announcement*

*Section 5 Role Play*

*Section 5 Debate and Perspective Taking*

*Section 5 Critical Analysis*

*Section 8 Discussion and Debate*

*Section 8 Journal Entry*

*Section 8 “What If” Activities*

*Section 8 Letter to the Editor*

*Section 9 Investigation*

*Section 9 Letter to the Editor*

*Section 9 Research Information for Writing a Speech*

*Section 9 Write a Speech*

*Section 10 Oral/Written Presentation*  
*Section 10 Debate*  
*Section 10 Research and Reflection on Debate*  
*Section 10 Personal Reflection and Discussion*

## **UNDERSTANDING THE CHALLENGES IN HUMAN INTERACTION**

By the end of this course, students will:

- Analyse what leads to challenging personal interactions (e.g., jealousy, perceived unfair treatment, bullying) and how they are manifested in personal relationships, the workplace, and the marketplace (e.g., name-calling, exclusion, displays of temper);
- Analyse the effects of living and working in a threatening environment;
- Demonstrate an understanding and correct use of techniques for dealing with conflict;

**Relevant “Over to You” Activities:**

*Section 5 Debate and Perspective Taking*

*Section 5 Critical Analysis*

*Section 8 Discussion and Debate*

*Section 8 “What If” Activities*

*Section 10 Debate*

*Section 10 Research and Reflection on Debate*

- Explain strategies for coping with issues relating to personal and public safety.

## CHALLENGE AND CHANGE IN SOCIETY, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

### SOCIAL CHANGE

#### Overall Expectations

By the end of this course, students will:

- Appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;
- Describe key features of major theories from anthropology, psychology, and sociology that focus on change;
- Analyze patterns of technological change from the perspectives of anthropology, psychology, and sociology.

### SOCIAL TRENDS

#### Overall Expectations

By the end of this course, students will:

- Appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom, fertility and fecundity, and the life cycle;
- Assess the importance of demography as a tool for studying social trends;
- Demonstrate an understanding of the social forces that influence and shape trends.

**Relevant "Over to You" activities:**

*Section 10: Poll Opinion and Analyze*

### SOCIAL CHALLENGES

#### Overall Expectations

By the end of this course, students will:

- Appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;

**Relevant "Over to You" activities:**

*Section 1: View DVD/Prepare Questions*

*Section 1: Create a Persuasive Public Service Announcement*

*Section 1: Develop a Survey*

*Section 4: Role Play and Decision-Making*

*Section 4: Poll*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

*Section 8: Discussion and Debate*

*Section 8: Journal Entry*  
*Section 8: Letter to the Editor*  
*Section 9: Letter to the Editor*  
*Section 10: Oral/Written Presentation*  
*Section 10: Expert Group*  
*Section 10: Debate*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyze*

- Demonstrate an understanding of the social forces that shape such challenges.

**Relevant "Over to You" activities:**

*Section 4: Role Play and Decision-Making*  
*Section 5: Personal Reflection/Journal Entry*  
*Section 5: Debate and Perspective Taking*  
*Section 5: Critical Analysis*  
*Section 8: Letter to the Editor*  
*Section 10: Create an Inspirational Poster*  
*Section 10: Poll Opinion and Analyze*

## **Specific Expectations**

### ***Health and Wellness***

By the end of this course, students will:

- Analyze social practices leading to health-impairing behaviours from the perspective of at least two of anthropology, psychology, and sociology;  
**Relevant "Over to You" Activities:**  
*Section 4: Role Play and Decision-Making*  
*Section 4: Creating a Public Service Information Sheet/ Pamphlet*  
*Section 4: Poll*  
*Section 10: Poll Opinion and Analyze*
- Discuss cultural, psychological, and sociological barriers to accessing health care;  
**Relevant "Over to You" Activities:**  
*Section 1: Create a Persuasive Public Service Announcement*  
*Section 8: Letter to the Editor*  
*Section 10: Oral/Written Presentation*  
*Section 10: Expert Group*  
*Section 10: Debate*  
*Section 10: Research and Reflection on Debate*
- Demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);  
**Relevant "Over to You" Activities:**  
*Section 1: View DVD/Prepare Questions*  
*Section 1: Develop a Survey*  
*Section 1: Research and Read Aloud*  
*Section 2: Research, Speech Writing and Presenting*  
*Section 2: Adjudicate a Speech*

*Section 4: Role Play and Decision-Making*  
*Section 4: Creating a Public Service Information Sheet/ Pamphlet*  
*Section 4: Poll*  
*Section 5: Debate and Perspective Taking*  
*Section 5: Critical Analysis*  
*Section 8: Discussion and Debate*  
*Section 8: Journal Entry*  
*Section 8: "What If" Activities*  
*Section 8: Letter to the Editor*  
*Section 9: Letter to the Editor*  
*Section 10: Oral/Written Presentation*  
*Section 10: Expert Group*  
*Section 10: Debate*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Personal Reflection and Discussion*  
*Section 10: Poll Opinion and Analyze*  
*Section 10: Gather and Summarize Perspectives*  
*Section 10: Class Debate and Personal Writing*  
*Section 10: Defend a Position*

- Evaluate the impact of changing social mores on the well-being of Canadians.

**Relevant "Over to You" activities:**

*Section 4: Role Play and Decision-Making*  
*Section 4: Creating a Public Service Information Sheet/ Pamphlet*  
*Section 4: Poll*  
*Section 5: Personal Reflection/Journal Entry*  
*Section 5: Create a Profile of Heroism*  
*Section 5: Debate and Perspective Taking*  
*Section 5: Critical Analysis*  
*Section 10: Debate*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyze*  
*Section 10: Gather and Summarize Perspectives*  
*Section 10: Defend a Position*

**Challenges Facing Canadians in a Global Context**

By the end of this course, students will:

- Demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians;
- Analyze, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);

**Relevant "Over to You" Activities:**



*Section 1: View DVD/Prepare Questions*

*Section 2: Research and Discussion*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

- Evaluate, from a psychological perspective, the role of perception in Canadians' understanding of themselves, their families, and their local and global communities.

**Relevant "Over to You" Activities:**

*Section 1: Develop a Survey*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Debate and Perspective Taking*

*Section 8: Discussion and Debate*

*Section 8: "What If" Activities*

*Section 9: Investigation*

*Section 9: Write a Speech*

## **Research and Inquiry Skills**

### **Overall Expectations**

By the end of this course, students will:

- Define and correctly use anthropological, psychological, and sociological terms and concepts;
- Demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;
- Demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;
- Demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;

**Relevant "Over to You" Activities:**

*Section 1: Develop a Survey*

*Section 2: Research, Speech Writing and Presenting*

*Section 2: Research and Discussion*

*Section 4: Poll*

*Section 5: Public Service Announcement*

*Section 6: Website Investigation*

*Section 9: Investigation*

*Section 9: Research Information for Writing a Speech*

*Section 10: Oral/Written Presentation*

*Section 10: Expert Group*

*Section 10: Gather and Summarize Perspectives*

*Section 10: Defend a Position*

- Communicate the results of their inquiries effectively.

**Relevant "Over to You" Activities:**

*Section 1: Develop a Survey*

*Section 2: Research, Speech Writing and Presenting*

*Section 2: Research and Discussion*

*Section 4: Poll*

*Section 5: Public Service Announcement*

*Section 6: Website Investigation*

*Section 9: Research Information for Writing a Speech*

*Section 10: Oral/Writ10 Presentation*

*Section 10: Create an Inspirational Poster*

*Section 10: Defend a Position*

## **PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12, UNIVERSITY PREPARATION**

### **METAPHYSICS**

#### **Overall Expectations**

By the end of this course, students will:

- Summarize the main questions, concepts, and theories of metaphysics;
- Evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses;
- Demonstrate the relevance of metaphysical questions and theories to everyday life;
- Illustrate how metaphysical theories are presupposed in other subjects.

### **LOGIC AND THE PHILOSOPHY OF SCIENCE**

#### **Overall Expectations**

By the end of this course, students will:

- Identify the main questions in formal and informal logic, and in the philosophy of science;
- Apply logical and critical thinking skills in practical contexts, and in detecting logical fallacies;
- Demonstrate an understanding of how philosophical questions apply to disciplines such as physics, mathematics, and psychology;
- Evaluate the strengths and weaknesses of the responses to some questions of natural and social sciences defended by some of the major philosophers and schools of philosophy, and defend their own responses.

### **EPISTEMOLOGY**

#### **Overall Expectations**

By the end of this course, students will:

- Identify the main questions, concepts, and theories of epistemology;
- Evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by some major philosophers and schools of philosophy, and defend their own responses;
- Demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life;
- Explain how different epistemological theories apply to subject areas such as psychology.

## ETHICS

### Overall Expectations

By the end of this course, students will:

- Demonstrate an understanding of the main questions, concepts, and theories of ethics;

**Relevant "Over to You" Activities:**

*Section 1: Develop a Survey*

*Section 4: Role Play and Decision-Making*

*Section 4: Poll*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

*Section 8: Discussion and Debate*

*Section 10: Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Poll Opinion and Analyze*

*Section 10: Gather and Summarize Perspectives*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

- Evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses;
- Illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;

**Relevant "Over to You" activities:**

*Section 4: Role Play and Decision-Making*

*Section 4: Creating a Public Service Information Sheet/ Pamphlet*

*Section 4: Poll*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

*Section 8: Discussion and Debate*

*Section 9: Letter to the Editor*

*Section 10: Create an Inspirational Poster*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Poll Opinion and Analyze*

*Section 10: Gather and Summarize Perspectives*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

- Demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.

## **SOCIAL AND POLITICAL PHILOSOPHY**

### **Overall Expectations**

By the end of this course, students will:

- Demonstrate an understanding of the main questions, concepts and theories of social and political philosophy;
  - Evaluate the strengths and weaknesses of the responses to the main questions of social and political philosophy defended by some major philosophers and schools of philosophy, and defend their own responses;
  - Identify instances of theories of social and political philosophy that are presuppositions in everyday life;
- Relevant "Over to You" activities:**  
*Section 4: Poll*  
*Section 5: Debate and Perspective Taking*
- Demonstrate the relevance of social and political philosophy to other subjects.

## **AESTHETICS**

### **Overall Expectations**

By the end of this course, students will:

- Demonstrate an understanding of the main questions, concepts, and theories of aesthetics;
- Evaluate the strengths and weaknesses of responses to some of the main questions of aesthetics defended by some major philosophers, and defend their own responses;
- Illustrate the relevance of aesthetics to other subjects.

## **RESEARCH AND INQUIRY SKILLS**

### **Overall Expectations**

By the end of this course, students will:

- Correctly use the terminology of philosophy;
- Identify the main areas of philosophy, and analyze philosophical arguments within them;
- Demonstrate an understanding of the unique character of philosophical questions;
- Effectively use a variety of print and electronic sources and telecommunications tools in research;
- Effectively communicate the results of their inquiries.

# WORLD RELIGIONS: BELIEFS, ISSUES AND RELIGIOUS TRADITIONS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

## RELIGIOUS BELIEFS

### Overall Expectations

By the end of this course, students will:

- Summarize the major historical influences and events on the development of religions;
- Analyze the similarities and differences between the central beliefs of various religions

#### Relevant “Over to You” Activities

*Section 8: Discussion and Debate*

- Analyze and describe the connection between human experience and sacred writings and oral teachings;
- Demonstrate how practice, ritual, and symbolism are external representations of the beliefs and principles of religion.

### Specific Expectations

#### *Systems of Belief*

- Identify common problems and questions associated with the search for spiritual meaning;

#### Relevant “Over to You” Activities

*Section 1: View DVD/Prepare Questions*

*Section 1: Write a Poem, Reflection or Scene*

*Section 1: Research and Read Aloud*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Photo Analysis and Interpretative Art Project*

*Section 3: Personal Reflection and Philosophical Inquiry*

*Section 4: Analysis, Script Writing and Role Play*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Create a Profile of Heroism*

*Section 5: Role Play*

*Section 8: Journal Entry*

*Section 8: “What If” Activities*

*Section 9: Write a Speech*

*Section 9: Create Inspirational Posters*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

## RELIGION AND DAILY LIFE

### Overall Expectations

By the end of this course, students will:

- Demonstrate an understanding of religions whose beliefs and practices accommodate a range of commitment, from strict observance to liberal compromise;
- Explain the impact of religious prejudices associated with, and misconceptions about, various religions beliefs, and traditions;
- Explain how religious beliefs, or lack of them, can affect the ways in which individuals relate to others and address issues in daily life in Canada;

#### Relevant ‘Over to You’ Activities

*Section 1 Develop a Survey*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Photo Analysis and Interpretative Art Project*

*Section 3: Personal Reflection and Philosophical Inquiry*

*Section 4: Role Play and Decision Making*

*Section 4: Analysis, Script Writing and Role Play*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Create a Profile of Heroism*

*Section 5: Public Service Announcement*

*Section 5: Role Play*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

*Section 8: Discussion and Debate*

*Section 8: Journal Entry*

*Section 8: Letter to the Editor*

*Section 9: Letter to the Editor*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Gather and Summarise Perspectives*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

- Analyse the role of practices and rituals in the daily lives of believers from various religions traditions;
- Apply critical-thinking and problem-solving skills to personal situations, work situations and social issues as they relate to the religious traditions or principals of various groups;

#### Relevant ‘Over to You’ Activities

*Section 1 Develop a Survey*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Photo Analysis and Interpretative Art Project*

*Section 3: Personal Reflection and Philosophical Inquiry*

*Section 4: Role Play and Decision Making*

*Section 4: Analysis, Script Writing and Role Play*

- Section 5: Personal Reflection/Journal Entry*
- Section 5: Create a Profile of Heroism*
- Section 5: Public Service Announcement*
- Section 5: Role Play*
- Section 5: Debate and Perspective Taking*
- Section 5: Critical Analysis*
- Section 8: Discussion and Debate*
- Section 8: Letter to the Editor*
- Section 9: Letter to the Editor*
- Section 10: Debate*
- Section 10: Research and Reflection on Debate*
- Section 10: Personal Reflection and Discussion*
- Section 10: Poll, Opinion and Analyse*
- Section 10: Gather and Summarise Perspectives*
- Section 10: Class Debate and Personal Writing*
- Section 10: Defend a Position*
- Analyse two or more of the global effects of religion.

### **Specific Expectations**

#### ***Spectrum of Beliefs***

- Analyse the influence of concepts of morality and ethics in various religions traditions.

#### **Relevant “Over to You” Activities**

- Section 5: Public Service Announcement*
- Section 5: Role Play*
- Section 5: Debate and Perspective Taking*
- Section 5: Critical Analysis*
- Section 8: Discussion and Debate*
- Section 8: Journal Entry*
- Section 8: “What If” Activities*
- Section 8: Letter to the Editor*
- Section 8: Write an Autographical or Biographical Article*
- Section 9: Letter to the Editor*
- Section 9: Write a Speech*
- Section 9: Create Inspirational Posters*
- Section 10: Debate*
- Section 10: Research and Reflection on Debate*
- Section 10: Personal Reflection and Discussion*
- Section 10: Gather and Summarise Perspectives*
- Section 10: Class Debate and Personal Writing*
- Section 10: Defend a Position*



### ***Beliefs, Prejudices and Misconceptions***

- Identify some areas in which relationships between people of different beliefs, traditions, and practices can create conflict.

#### **Relevant “Over to You” Activities**

*Section 4: Role Play and Decision Making*

*Section 5: Role Play*

*Section 8: Discussion and Debate*

*Section 8: “What If” Activities*

*Section 8: Letter to the Editor*

*Section 9: Letter to the Editor*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Gather and Summarise Perspectives*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

## **RELIGION AND THE HUMAN EXPERIENCE**

### **Overall Expectations:**

By the end of this course, students will:

- Identify the function of religion in human experience;

#### **Relevant “Over to You” Activities**

*Section 8: Discussion and Debate*

- Demonstrate an ability to recognize prejudices associate with, and misconceptions about various religions, beliefs, and traditions;

#### **Relevant “Over to You” Activities**

*Section 8: Discussion and Debate*

- Analyse the significance of religion or other belief systems in the lives of various historical figures;
- Speculate on the present and future roles of religion

### **Specific Expectations**

#### ***Significant Figures***

By the end of this course, students will:

- Describe how significant individuals have been motivated by the belief systems ?? to influence events, create movements, and challenge the status quo of their day

#### **Relevant “Over to You” Activities**

*Section 5: Public Service Announcement*

### ***Present and Future Roles of Religion***

- Demonstrate an understanding of the influence of religion on individuals and society;

#### **Relevant “Over to You” Activities**

*Section 1: Research and Read Aloud*

*Section 4: Analysis, Script Writing and Role Play*

*Section 5: Public Service Announcement*

*Section 5: Role Play*

*Section 5: Debate and Perspective Taking*

*Section 5: Critical Analysis*

*Section 8: Discussion and Debate*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

- Explain how the “religious impulse” can be expressed outside formal religion;

#### **Relevant “Over to You” Activities**

*Section 1: Write a Poem, Reflection or Scene*

*Section 5: Personal Reflection/Journal Entry*

*Section 5: Create a Profile of Heroism*

*Section 5: Public Service Announcement*

*Section 5: Role Play*

*Section 5: Debate and Perspective Taking*

*Section 6: Emotional Analysis and Exploration*

*Section 8: Discussion and Debate*

*Section 8: “What If” Activities*

*Section 8: Write an Autographical or Biographical Article*

*Section 9: Write a Speech*

*Section 9: Create Inspirational Posters*

*Section 10: Debate*

*Section 10: Research and Reflection on Debate*

*Section 10: Personal Reflection and Discussion*

*Section 10: Class Debate and Personal Writing*

*Section 10: Defend a Position*

## **RESEARCH AND INQUIRY SKILLS**

### **Overall Expectations**

By the end, of this course students will:

- Use appropriate theories and analyses of religion in preparing an independent study;
- Distinguish between fact and opinion, belief and religion, and theory and practice, as they apply to the study of religion;

- Identify the implications of different research methodologies in the study of religion;
- Employ at least one of the following research methodologies in an independent study: opinion survey, demographic study, in-depth interview, database research, exploration of primary sources;

**Relevant ‘Over to You’ Activities**

*Section 1: Research Radio Assignment*

*Section 1: Research and Read Aloud*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Research and Discussion*

*Section 3: Research Planning*

*Section 3: Research Planning and Action*

*Section 3: Research Presentation*

*Section 4: Poll*

*Section 5: Online Research and Key Message Writing*

*Section 5: Scientific Presentation*

*Section 6: Research and Interview*

*Section 7: Research Paper*

*Section 9: Research and Presentation*

*Section 9: Research Information for Writing a Speech*

*Section 10: Oral Presentation*

*Section 10: Research and Reflection on Debate*

*Section 10: Poll Opinion and Analyse*

- Communicate the results of these inquiries effectively;

**Relevant ‘Over to You’ Activities**

*Section 1: Research Radio Assignment*

*Section 1: Research and Read Aloud*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Research and Discussion*

*Section 3: Research Planning*

*Section 3: Research Planning and Action*

*Section 3: Research Presentation*

*Section 4: Poll*

*Section 5: Online Research and Key Message Writing*

*Section 5: Scientific Presentation*

*Section 6: Research and Interview*

*Section 7: Research Paper*

*Section 9: Research and Presentation*

*Section 9: Research Information for Writing a Speech*

*Section 10: Oral Presentation*

*Section 10: Research and Reflection on Debate*

*Section 10: Poll Opinion and Analyse*

- Demonstrate effective collaborative group skills.

**Relevant ‘Over to You’ Activities**

*Section 1: Research Radio Assignment*

*Section 2: Research Speech Writing and Presenting*

*Section 2: Research and Discussion*  
*Section 3: Research Planning*  
*Section 3: Research Planning and Action*  
*Section 3: Research Presentation*  
*Section 4: Poll*  
*Section 5: Online Research and Key Message Writing*  
*Section 5: Scientific Presentation*  
*Section 6: Research and Interview*  
*Section 7: Research Paper*  
*Section 9: Research and Presentation*  
*Section 9: Research Information for Writing a Speech*  
*Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyse*

## **Specific Expectations**

### ***Using Research and Inquiry Skills***

By the end, of this course students will:

- Explore and employ primary and secondary research material appropriately completing an assignment;  
*Relevant ‘Over to You’ Activities*  
*Section 2: Research Speech Writing and Presenting*  
*Section 2: Research and Discussion*  
*Section 3: Research Planning*  
*Section 3: Research Planning and Action*  
*Section 3: Research Presentation*  
*Section 5: Online Research and Key Message Writing*  
*Section 5: Scientific Presentation*  
*Section 6: Research and Interview*  
*Section 7: Research Paper*  
*Section 9: Research and Presentation*  
*Section 9: Research Information for Writing a Speech*  
*Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*
- Demonstrate an ability to organize, interpret and evaluate the validity of information gathered through research;  
**Relevant “Over to You” Activities**  
*Section 1: Research Radio Assignment*  
*Section 2: Research Speech Writing and Presenting*  
*Section 2: Research and Discussion*  
*Section 3: Research Planning*  
*Section 3: Research Planning and Action*  
*Section 3: Research Presentation*  
*Section 4: Poll*  
*Section 5: Online Research and Key Message Writing*

- Section 5: Scientific Presentation*
- Section 6: Research and Interview*
- Section 7: Research Paper*
- Section 9: Research and Presentation*
- Section 9: Research Information for Writing a Speech*
- Section 10: Oral Presentation*
- Section 10: Research and Reflection on Debate*
- Section 10: Poll Opinion and Analyse*
- Use the Internet and other viable technologies as topics in the study of religion, and in establishing appropriate communication with people of different faiths, as identified by the teacher.

**Relevant “Over to You” Activities**

- Section 2: Research Speech Writing and Presenting*
- Section 2: Research and Discussion*
- Section 3: Research Planning*
- Section 3: Research Planning and Action*
- Section 3: Research Presentation*
- Section 4: Poll*
- Section 5: Online Research and Key Message Writing*
- Section 5: Scientific Presentation*
- Section 6: Research and Interview*
- Section 7: Research Paper*
- Section 9: Research and Presentation*
- Section 9: Research Information for Writing a Speech*
- Section 10: Oral Presentation*
- Section 10: Research and Reflection on Debate*
- Section 10: Poll Opinion and Analyse*

**Communicating Results**

By the end, of this course students will:

- Record information and key ideas from their research, and document sources accurately, using correct forms of notation;

**Relevant “Over to You” Activities**

- Section 1: Research Radio Assignment*
- Section 2: Research Speech Writing and Presenting*
- Section 2: Research and Discussion*
- Section 3: Research Planning*
- Section 3: Research Planning and Action*
- Section 3: Research Presentation*
- Section 4: Poll*
- Section 5: Online Research and Key Message Writing*
- Section 5: Scientific Presentation*
- Section 6: Research and Interview*
- Section 7: Research Paper*
- Section 9: Research and Presentation*
- Section 9: Research Information for Writing a Speech*

- Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyse*
- Effectively communicate the results of their inquiries, using a variety of methods and forms (e.g. graphs, charts, diagrams, oral presentations, written reports, essay, newspaper-style articles, videos);  
**Relevant ‘Over To You’ Activities**  
*Section 2: Research Speech Writing and Presenting*  
*Section 2: Research and Discussion*  
*Section 3: Research Planning*  
*Section 3: Research Planning and Action*  
*Section 3: Research Presentation*  
*Section 4: Poll*  
*Section 5: Online Research and Key Message Writing*  
*Section 5: Scientific Presentation*  
*Section 6: Research and Interview*  
*Section 7: Research Paper*  
*Section 9: Research and Presentation*  
*Section 9: Research Information for Writing a Speech*  
*Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyse*
  - Defend a thesis, using appropriate style, structure, argument and documentation;  
**Relevant ‘Over To You’ Activities**  
*Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*
  - Use communications technology appropriately to produce and disseminate the results of their research.  
**Relevant ‘Over to You’ Activities**  
*Section 1: Research Radio Assignment*  
*Section 2: Research Speech Writing and Presenting*  
*Section 2: Research and Discussion*  
*Section 3: Research Planning*  
*Section 3: Research Planning and Action*  
*Section 3: Research Presentation*  
*Section 4: Poll*  
*Section 5: Online Research and Key Message Writing*  
*Section 5: Scientific Presentation*  
*Section 6: Research and Interview*  
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*Section 9: Research and Presentation*  
*Section 9: Research Information for Writing a Speech*  
*Section 10: Oral Presentation*  
*Section 10: Research and Reflection on Debate*  
*Section 10: Poll Opinion and Analyse*

