

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
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