CURRICULUM MAPS FOR GRADE 12

CONTENTS:

Subject:	Religion			Grade:	12	
Unit:		Title:	In Search of the Good			
Topic:						

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Part A: Mapping the ethical experience		Task:	Virtue:	Value:
	To identify experiences as ethical or moral			
	To apply ethical theories to situate their experiences as ethical or moral			
	To begin to develop an awareness of themselves as ethical persons			
	To explore the nature of human action			
	To discern the importance of what we do in the formation of the self			
	To appreciate the self as a source of action			
	To explore the good manifested in the values that shape us			
	To understand the three dimensions of conscience			
	To understand the formation of conscience			
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Part A: Guided by the light of revelation		Task:	Virtue:	Value:
	To understand the self-revelation of God by interpreting Exodus and the prophetic call narratives			
	To understand our ethical and moral stance as a response to the revelation of God's commitment in covenant			
	To appreciate that being touched by God is our identity and calls us to a way of life			
	To understand the ethical and moral implications of the kingdom of God			
	To understand our response to God as a responsibility to the other			
	To appreciate Christ as the norm of Christian morality			
	To understand the Church as the sacrament of God's love in history			
	To examine the historical unfolding of the Church's moral thinking			
	To reflect on the role of the Church today as a community of moral and ethical discourse			
	To appreciate the Church as a source for our moral formation			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Part B: Discovering the good life				
	To explore the human search for happiness			
	To reflect on the role of the other in the good life			
	To appreciate the institutional framework of the good life			
	To understand the function of norms in promoting and protecting the good life			
	To understand natural law as foundational for ethics and moral living			
	To understand the process of moral decision making			
	To understand happiness in the light of Revelation			
	To explore our vocation to happiness			
	To appreciate the ethical life as lived in praise and thanksgiving			
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Gifted with freedom		Task:	Virtue:	Value:
	To understand the connection between human freedom and personal identity			
	To explore patterns of ethical development			
	To appreciate the finite nature of human freedom			
	To survey political theories of freedom			
	To analyze the influences that affect ethical choices in Western culture			
	To discern right action within contemporary society			
	To understand St. Paul's concept of freedom			
	To recognize in the gift of freedom an invitation to give generously of ourselves			
	To appreciate the gift dimension of life			
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Proclaiming justice and mercy		Task:	Virtue:	Value:
	To explore different interpretations of justice			
	To apply principles of economic justice to society			
	To appreciate the relationship between justice and love as reflected in our faith tradition			
	To understand our ethical and moral stance in response to God's generosity of creation			
	To explore principles of ecological stewardship			
	To appreciate political action for ecological stewardship			
	To explore the reality of sin			
	To understand the need for and the difficulty off forgiveness			
	To appreciate the gift and promise of God's pardon			

Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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Building a civilization of love		Task:	Virtue:	Value:
	To reflect on the conjugal nature of marriage			
	To explore the social dimension of marriage			
	To appreciate the religious significance of marriage, particularly its sacramental nature			
	To understand the family as the primary environment for the ethical and moral formation of the person			
	To examine the family's contribution to the common good			
	To celebrate the religious dimension of the family			
	To explore the relationship between morality and politics			
	To appreciate the diversity and unity of political society			
	To claim the Christian call to participate in political life			

Subject:	**English Language Arts**		Grade:	**30-1**
Unit:		**Title:**		
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	**Virtue:**	**Value:**
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GENERAL OUTCOME 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover possibilities				
1.1.1 Form tentative understandings, interpretations and positions		**Task:**	**Virtue:**	**Value:**
	draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions [for example, record initial thoughts, feelings and observations about a novel in a dialogue journal]			
	modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas, observations and opinions; and identify areas for further inquiry or research			
1.1.2 Experiment with language, image and structure		**Task:**	**Virtue:**	**Value:**
	explain how experiments with language, image and structure improve personal craft and increase effectiveness as a text creator [for example, use a writer's journal or idea folder on a computer to collect ideas, newspaper articles and first writing attempts; rework this information into stories, poems or articles; and share with teachers and peers to receive feedback]			
	experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation]			
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1.2 Extend awareness		**Task:**	**Virtue:**	**Value:**
1.2.1 Consider new perspectives				
	select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]			
	recognize and assess the strengths and limitations of various perspectives on a theme, issue or topic, and identify aspects for further consideration when exploring and responding to texts			
	analyze and evaluate how various topics and themes, text forms, text types and text creators influence own and others' understandings, attitudes and aspirations			
1.2.2 Express preferences, and expand interests		**Task:**	**Virtue:**	**Value:**
	reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading			

		Task:	Virtue:	Value:
	inventories, and examine the role marketing plays in shaping popular culture]			
	cultivate appreciation for a variety of genres, texts, text creators and texts in translation from other countries [for example, providing specific examples, choose a universal theme; create a list of works of literature, movies, songs, videos and art; and discuss why some works are timeless]			
1.2.3	**Set personal goals for language growth**	**Task:**	**Virtue:**	**Value:**
	appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth [for example, assess growth in writing by using a writing portfolio and portfolio reflections]			
	set goals and draw from a repertoire of effective strategies for language growth in relation to aspirations for the future [such as post-secondary learning and potential careers]			
	identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow			
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GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively				
2.1 Construct meaning from text and context				
2.1.1	**Discern and analyze context**	**Task:**	**Virtue:**	**Value:**
	explain the text creator's purpose, including implicit purpose when applicable; describe whether or not the purpose was achieved [for example, describe an author's use of juxtaposition to develop a contradictory impression of a character]; and assess the suitability of a text to the target audience			
	analyze elements or causes present in the communication situation surrounding a text that contribute to the creation of the text [for example, whether a text creator is communicating as an individual or as a member of a particular group]			
	explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives [for example, an audience can appreciate how historical and societal forces present in the context in which a text is set can affect the style, diction and point of view chosen by the text creator]			
	identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text			
2.1.2	**Understand and interpret content**	**Task:**	**Virtue:**	**Value:**
	use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]			
	analyze the relationships among controlling ideas, supporting ideas and supporting details in a variety of texts			

		Task:	Virtue:	Value:
	assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative			
	analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme			
	relate a text creator's tone and register to the moral and ethical stance explicitly or implicitly communicated by a text			
	assess the contributions of figurative language, symbol, imagery and allusion to the meaning and significance of texts; and appreciate the text creator's craft			
	assess the contributions that visual and aural elements make to the meaning of texts			
	assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message			
2.1.3	**Engage prior knowledge**	**Task:**	**Virtue:**	**Value:**
	reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed			
	assess prior knowledge of contexts, content and text forms; and explain how it contributes to new understandings			
	identify variations and departures from the conventional use of rhetorical devices, textual elements and structures in texts; and describe the purpose and effect of such variations and departures			
	classify the genre/form of new texts according to attributes of genres/forms previously studied			
2.1.4	**Use reference strategies and reference technologies**	**Task:**	**Virtue:**	**Value:**
	use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]			
	create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]			
2.2	***Understand and appreciate textual forms, elements and techniques***			
2.2.1	**Relate form, structure and medium to purpose, audience and content**	**Task:**	**Virtue:**	**Value:**
	analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience			
	assess the potential influence of various audience factors on a text creator's choice of form and medium			
	apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure			
	assess the medium of a presentation in terms of its appropriateness to purpose and content and its effect on audience [for example, the use of unamplified voice, printed			

		Task:	Virtue:	Value:
	handouts and computer generated slides]			
2.2.2 Relate elements, devices and techniques to created effects		**Task:**	**Virtue:**	**Value:**
	assess the contributions of rhetorical devices and stylistic techniques to the clarity and coherence of print and nonprint texts, and assess the various means by which devices and techniques are used to emphasize aspects or portions of a text			
	assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice			
	analyze the use of irony and satire to create effects in print and nonprint texts [for example, dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response]			
	assess the use of musical devices, figures of speech and sensory details to create effects in a variety of print and nonprint texts			
	explain the contribution of motif and symbol to controlling idea and theme			
	analyze the various elements of effective presentation, and assess the effects created [for example, colour to create symbolism or mood, and gestures to enhance clarity]			
	assess the use of persuasive techniques and their effects on audience [for example, assess the use of commercial endorsements and negative advertisement campaigns, which may convince or offend]			
2.3 Respond to a variety of print and nonprint texts				
2.3.1 Connect self, text, culture and milieu		**Task:**	**Virtue:**	**Value:**
	identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion			
	form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant			
	assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others			
	respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts			
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts		**Task:**	**Virtue:**	**Value:**
	identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]			
	assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence			
	analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]			
	analyze and assess character and characterization in terms of			

		Task:	Virtue:	Value:
	consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]			
	analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience			
	assess the significance of a text's theme or controlling idea, and the adequacy, relevance and ffectiveness of its supporting details, examples or illustrations, and content in general			
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts		**Task:**	**Virtue:**	**Value:**
	use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms			
	appreciate the craft of the text creator and the shape and substance of literature and other texts			
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GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information				
3.1 Determine inquiry or research requirements				
3.1.1 Focus on purpose and presentation form		**Task:**	**Virtue:**	**Value:**
	modify selected strategies as needed to refine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation			
	describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable[such as a narrative, report, diary entry or biography]			
	refine the purpose of inquiry or research by limiting or expanding the topic as appropriate			
3.1.2 Plan inquiry or research, and identify information needs and sources		**Task:**	**Virtue:**	**Value:**
	reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]			
	select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian]			
	determine the breadth and depth of prior knowledge, and formulate questions to determine and categorize information needs and to guide the collection of required information [for example, a chart to demonstrate what is already known and what needs to be learned]			
	identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information [for example, whether or not a survey or interview will be useful]			

		Task:	Virtue:	Value:
	develop and draw from a repertoire of effective strategies and technologies for gathering, generating and recording information			
3.2.1	**Select, record and organize information**	**Task:**	**Virtue:**	**Value:**
	reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed			
	select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD–ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias]			
	record information accurately and completely; and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism]			
	organize information logically [such as by question, by category, by chronology or by cause and effect			
	observe guidelines for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; respect copyright; and observe rules for citing Internet sources, following correct procedures to avoid plagiarism]			
3.2.2	**Evaluate sources, and assess information**	**Task:**	**Virtue:**	**Value:**
	reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias			
	assess information sources for appropriateness to purpose, audience and presentation form			
	assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose			
	identify and describe possible biases of sources, and describe the possible effects of such biases on the credibility of information [for example, examine the credibility of the author or organization, the proportion of verifiable facts to generalizations, or the sponsor/ author/purpose/date of a Web site]			
3.2.3	**Form generalizations and conclusions**	**Task:**	**Virtue:**	**Value:**
	form generalizations by integrating new information with prior knowledge			
	draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation			
	support generalizations and conclusions sufficiently with relevant and consistent detail			
3.2.4	**Review inquiry or research process and findings**	**Task:**	**Virtue:**	**Value:**
	reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]			
	identify strategies to improve future inquiry or research, and			

		Task:	Virtue:	Value:
	monitor the effectiveness of these strategies			
	review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any			
	seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments			

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GENERAL OUTCOME 4   Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

4.1   Develop and present a variety of print and nonprint texts

4.1.1 **Assess text creation context**		Task:	Virtue:	Value:
	reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]			
	assess the results of text creation in terms of the intended purpose and whether or not the target audience was engaged [for example, assess the effectiveness of a job application letter in terms of whether or not the potential employer read the résumé]			
	analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text			
	assess whether or not the strategies used to deal with the expectations and constraints of a communication situation were effective [for example, distribute a formal evaluation form to the audience at the end of a meeting, to assess whether or not the strategy of providing time in small-group discussions resolved the issue of lack of time for all audience members to ask questions and express opinions]			
4.1.2 **Consider and address form, structure and medium**		Task:	Virtue:	Value:
	select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text]			
	use a variety of complex structures consistent with form, content and purpose when creating texts; and explain reasons for choices [for example, use frames in a storyboard, including dialogue as appropriate to review organization, and explain why these complex structures are an effective way to create a video text]			
	select an effective medium appropriate to content and context; and explain the interplay of medium, context and content [for example, select a medium like television, and assess the interplay of medium, context and content by examining the			

		Task:	Virtue:	Value:
	role that investigative reporters play in reporting world events in a timely and interesting manner]			
	understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]			
	depart from the conventions of oral, print, visual and multimedia texts, as appropriate to purpose, audience and situation [for example, employ the conventions of fiction when creating factual narrative to fulfill purpose and create audience effects]; and assess the impact on text creation			
4.1.3 Develop content		**Task:**	**Virtue:**	**Value:**
	take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging			
	recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation			
	establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect			
	develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]			
	develop appropriate, relevant and sufficient content to support a controlling idea or unifying effect [for example, relate supporting details, examples and illustrations to a controlling idea when creating a critical/ analytical response to literature			
	develop content consistent with form and appropriate to context [for example, link questions and answers when reporting the results of an interview]			
	incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play			
4.1.4 Use production, publication and presentation strategies and technologies consistent with context		**Task:**	**Virtue:**	**Value:**
	meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation			
	adapt presentation strategies to suit changes in purpose, audience and situation [for example, use close physical proximity, eye contact and other body language strategies effectively to regain audience attention following an interruption]			
	develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and			

		Task:	Virtue:	Value:
	stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation			
	create rapport with an audience, by selecting from a repertoire of effective strategies [for example, use humour to open a presentation and set a positive tone with the audience]			
4.2 _Improve thoughtfulness, effectiveness and correctness of communication_				
4.2.1 Enhance thought and understanding and support and detail		Task:	Virtue:	Value:
	assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose			
	review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development			
	assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]			
	assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature			
4.2.2 Enhance organization		Task:	Virtue:	Value:
	make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience [for example, the rhetorical question or anecdote used to begin a speech, or the establishing shot of a video]			
	assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]			
	assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience			
	apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts			
4.2.3 Consider and address matters of choice		Task:	Virtue:	Value:
	reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices			
	assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects			
	assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects			

		Task:	Virtue:	Value:
	explain how stylistic techniques and rhetorical devices are used to create intended effects			
	develop a repertoire of stylistic choices that contribute to personal voice			
4.2.4	**Edit text for matters of correctness**	**Task:**	**Virtue:**	**Value:**
	use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]			
	know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics			
	know and be able to apply spelling conventions consistently and independently			
	understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech			
	assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense			
	use unconventional punctuation, spelling and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate]			
	assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structure]			
	pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices			
	assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]			

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GENERAL OUTCOME 5	**Students will listen, speak, read, write, view and represent to respect, support and collaborate with others**			
5.1	*Respect others and strengthen community*			
5.1.1	**Use language and image to show respect and consideration**	**Task:**	**Virtue:**	**Value:**
	monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for example, use euphemism and body language appropriately and sensitively]			
	explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, parody or journalistic bias in print, visual and multimedia texts]			
	analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
	analyze behavioural expectations of a communication			

		Task:	Virtue:	Value:
	situation, explain how verbal and nonverbal communication contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals [for example, use empathetic listening skills when working in groups, and be aware of body language]			
	differentiate between constructive criticism and ridicule, and between irony and sarcasm [for example, seek clarification by asking questions]			
	explain, when applicable, how a specific text demonstrates that the parameters of public tolerance regarding the use of language and image have changed over time			
5.1.2 Appreciate diversity of expression, opinion and perspective		Task:	Virtue:	Value:
	appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed			
	explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours			
	analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions [such as those deriving from ideology or social status]			
5.1.3 Recognize accomplishments and events		Task:	Virtue:	Value:
	use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"]			
	describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to build community [for example, heritage day; wall of honour or photography exhibit; and naming ceremonies, religious ceremonies and prayers of First Nations and Aboriginal peoples]			
5.2 Work within a group				
5.2.1 Cooperate with others, and contribute to group processes		Task:	Virtue:	Value:
	set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate			
	reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals			
	ensure that a team's purpose and objectives are clear			
5.2.2 Understand and evaluate group processes		Task:	Virtue:	Value:
	develop and use criteria to monitor and assess group processes [such as division of labour and time management]			
	analyze and explain the interplay among the roles adopted by			

	group members; and lead or support, when appropriate, motivating a group for high performance			
	use and appreciate various means to facilitate completion of group projects			
	understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate			
	identify, analyze and assess the collaborative processes used by individuals whose careers involve the development and production of literary texts [such as the collaborative relationships of author, illustrator, editor and publisher and of playwright, actor, producer and director]			

Subject:	**English Language Arts**		Grade:	**30-2**
Unit:		Title:		
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	**Virtue:**	**Value:**
///				
GENERAL OUTCOME 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover possibilities				
1.1.1 Form tentative understandings, interpretations and positions		**Task:**	**Virtue:**	**Value:**
	draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions [for example, record initial thoughts, feelings and observations about a novel in a dialogue journal]			
	modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas, observations and opinions; and identify areas for further inquiry or research			
1.1.2 Experiment with language, image and structure		**Task:**	**Virtue:**	**Value:**
	experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences [for example, present the same information to two different audiences, and make appropriate changes to the content to suit the audiences			
	experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation]			
///				
1.2 Extend awareness		**Task:**	**Virtue:**	**Value:**
1.2.1 Consider new perspectives				
	select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]			
	compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts [for example, pro–con charts, alternative Internet search engines, comparison tables and think–pair–share charts]			
	analyze and evaluate how various topics and themes, text forms, text types and text creators influence own and others' understandings, attitudes and aspirations			
1.2.2 Express preferences, and expand interests		**Task:**	**Virtue:**	**Value:**
	reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading			

	inventories, and examine the role marketing plays in shaping popular culture]			
	expand interests in a range of genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences [for example, various versions of the same text]			
1.2.3 **Set personal goals for language growth**		**Task:**	**Virtue:**	**Value:**
	appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth [for example, assess growth in writing by using a writing portfolio and portfolio reflections]			
	set goals and employ strategies for language growth in relation to formal and informal personal communications and community involvement [for example, auditioning for a play or applying to be a volunteer]			
	identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow			
///				
GENERAL OUTCOME 2 **Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively**				
2.1 *Construct meaning from text and context*				
2.1.1 **Discern and analyze context**		**Task:**	**Virtue:**	**Value:**
	explain the text creator's purpose, and assess the suitability of the text to the target audience in terms of the text creator's purpose [for example, assess the suitability of a feature film targeted to a young adult audience in terms of appropriateness of content]			
	analyze elements present in the communication situation surrounding a text that contribute to the creation of the text [for example, whether a text creator is communicating as an individual or as a member of a particular group]			
	explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created			
	identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text			

2.1.2 **Understand and interpret content**		**Task:**	**Virtue:**	**Value:**
	use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]			
	describe the relationships between a text's controlling idea and its supporting ideas and supporting details			
	explain how plot, character and setting contribute to the development of theme, when studying a narrative			
	explain the personality traits, roles, relationships, motivations,			

	attitudes and values of characters developed/persons presented in works of literature and other texts		
	relate a text creator's tone to the moral and ethical stance communicated by a text, when appropriate		
	identify figurative language, symbol, imagery and allusions in a text; interpret these devices in terms of the meaning of a text; assess the contributions made to the meaning of texts by using these devices; and appreciate the text creator's craft		
	recognize visual and aural elements in texts, and explain how these elements add meaning to texts		
	assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message		
2.1.3 Engage prior knowledge		**Task: Virtue: Value:**	
	reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed		
	explain how prior knowledge of contexts, content and text forms contributes to new understandings		
	explain how prior understanding of textual elements, like theme, in previously studied texts can assist in understanding new texts		
2.1.4 Use reference strategies and reference technologies			
	use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]		
	create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]		
2.2 *Understand and appreciate textual forms, elements and techniques*			
2.2.1 Relate form, structure and medium to purpose, audience and content		**Task: Virtue: Value:**	
	describe how some forms are more appropriate than others to achieve a particular purpose with an intended audience		
	explain how various audience factors may have influenced a text creator's choice of form and medium		
	apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure		
	assess whether or not the medium chosen for a presentation is appropriate for the intended purpose, content and audience [for example, the use of unamplified voice, printed handouts and computer generated slides]		

2.2.2 Relate elements, devices and techniques to created effects	Task:	Virtue:	Value:
demonstrate that the use of rhetorical devices and stylistic techniques in print and nonprint texts can create clarity, coherence and emphasis [for example, parallel structure, precise language]			
describe how textual elements that are effective in the creation of atmosphere are also effective in terms of tone and voice [for example, setting, music, lighting, diction, syntax and image]			
explain how irony is used in print and nonprint texts to create audience effects [for example, dramatic irony to create suspense and verbal irony to create humour			
explain how figures of speech, sensory details and musical devices are used to create effects in a variety of print and nonprint texts			
explain the contribution of symbol to theme			
analyze the various elements of effective presentations, and assess the effects created			
assess the effects of persuasive techniques on audience [for example, assess advertisement campaigns like those found in teen magazines that may encourage unhealthy body images in teens]			

2.3   Respond to a variety of print and nonprint texts

2.3.1 Connect self, text, culture and milieu	Task:	Virtue:	Value:
identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion			
respond personally and analytically to ideas developed in literature and other texts			
explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others			
respond personally and critically to cultural and societal influences presented in Canadian and international texts			

2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts	Task:	Virtue:	Value:
identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]			
assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence			
analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]			
analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or			

		Task:	Virtue:	Value:
	values]			
	analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience			
	assess the significance of a text's theme or controlling idea, and the effectiveness of the content in terms of adequate and relevant supporting details, examples or illustrations			
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts		Task:	Virtue:	Value:
	recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts			
	describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response			
///				
GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information				
3.1 Determine inquiry or research requirements				
3.1.1 Focus on purpose and presentation form		Task:	Virtue:	Value:
	select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation			
	describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable[such as a narrative, report, diary entry or biography]			
	refine the purpose of inquiry or research by limiting or expanding the topic as appropriate			
3.1.2 Plan inquiry or research, and identify information needs and sources		Task:	Virtue:	Value:
	reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]			
	select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian]			
	assess the breadth and depth of prior knowledge, and refine questions to further satisfy information needs and to guide the collection of new information			
	identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information [for example, whether or not a survey or interview will be useful]			
	develop and draw from a repertoire of effective strategies and technologies for gathering, generating and recording information			

3.2.1 Select, record and organize information	Task:	Virtue:	Value:
reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed			
select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD–ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias]			
record information accurately and completely; and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism]			
organize information logically [such as by question, by category, by chronology or by cause and effect			
observe guidelines for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; respect copyright; and observe rules for citing Internet sources, following correct procedures to avoid plagiarism]			
3.2.2 Evaluate sources, and assess information	**Task:**	**Virtue:**	**Value:**
reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias			
assess information sources for appropriateness to purpose, audience and presentation form			
assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose			
identify and describe possible biases of sources, and describe the possible effects of such biases on the credibility of information [for example, examine the credibility of the author or organization, the proportion of verifiable facts to generalizations, or the sponsor/ author/purpose/date of a Web site]			
3.2.3 Form generalizations and conclusions	**Task:**	**Virtue:**	**Value:**
distinguish between support and generalization, and provide support for generalizations and conclusions			
draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation			
support generalizations and conclusions sufficiently with relevant and consistent detail			

3.2.4 Review inquiry or research process and findings	**Task:**	**Virtue:**	**Value:**
reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]			
identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies			
review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any			
seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments			

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GENERAL OUTCOME 4   Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

4.1 Develop and present a variety of print and nonprint texts			
4.1.1 Assess text creation context	**Task:**	**Virtue:**	**Value:**
reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]			
describe the purpose and target audience, and select from a repertoire of strategies to accomplish the purpose and engage the audience [for example, one purpose of a job application letter may be to persuade the employer to read the résumé; address the letter to the potential employer, using the correct name and title, and explain in the letter that you have the required skills and talents for the job]			
analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text			
explain how strategies were used to address the expectations and constraints of a communication situation [for example, explain how strategies like limiting note taking to include only key words and meeting with a classmate to share notes and fill in ideas together after a lecture may address the expectations and constraints of a learning situation requiring strong listening and note-taking skills]			
4.1.2 Consider and address form, structure and medium	**Task:**	**Virtue:**	**Value:**
select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text			
use a variety of complex structures consistent with form,			

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		Task:	Virtue:	Value:
	content and purpose when creating texts [for example, use frames in a storyboard, including dialogue as appropriate, to review organization when creating a video]			
	select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]			
	understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]			
4.1.3 Develop content		**Task:**	**Virtue:**	**Value:**
	take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging			
	recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation			
	establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect			
	develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]			
	develop content to support a controlling idea or to produce a unifying effect [for example, use a graphic organizer such as an inverted pyramid to analyze a television broadcast of a newsworthy event, to understand the structure of news stories and to identify a media theme to explore]			
	develop content consistent with form and appropriate to context [for example, link questions and answers when reporting the results of an interview]			
	incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]			
4.1.4 Use production, publication and presentation strategies and technologies consistent with context		**Task:**	**Virtue:**	**Value:**
	meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure]			
	develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD–ROMs, DVDs, audiotaped interviews and			

		Task:	Virtue:	Value:
	handouts]			
	develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation			
	experiment with various strategies to create rapport between the presenter and the audience [for example, use personal anecdotes and examples, ask questions to involve the audience, and use engaging body language]			

4.2 Improve thoughtfulness, effectiveness and correctness of communication

4.2.1 Enhance thought and understanding and support and detail		Task:	Virtue:	Value:
	assess the appropriateness and significance of the controlling idea or desired unifying effect of a text in progress; and modify the controlling idea or desired unifying effect as appropriate to meet the requirements of purpose, audience and situation			
	review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development			
	assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]			
4.2.2 Enhance organization		Task:	Virtue:	Value:
	make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience [for example, the rhetorical question or anecdote used to begin a speech, or the establishing shot of a video]			
	assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]			
	assess the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to strengthen its intended effect on audience			
	apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts			
	assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]			
4.2.3 Consider and address matters of choice		Task:	Virtue:	Value:
	evaluate the use of vocabulary words and stylistic choices for effectiveness, and expand vocabulary and repertoire of stylistic			

		Task:	Virtue:	Value:
	choices as appropriate			
	assess the appropriateness and effectiveness of diction [such as appropriateness of tone], and revise word choice as needed to create intended effects			
	assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects			
	apply understanding of stylistic techniques and rhetorical devices when creating and revising print and nonprint texts [for example, use imagery to create pathos, empathy and humour]			
	develop a repertoire of stylistic choices that contribute to personal voice			
4.2.4 Edit text for matters of correctness		**Task:**	**Virtue:**	**Value:**
	use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]			
	know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics [for example, keep a personal editing checklist as a style guide for writing]			
	know and be able to apply spelling conventions independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules			
	know and be able to identify parts of speech in own and others' texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun–antecedent agreement			
	know and be able to identify parts of the sentence in own and others' texts, including subject, verb, direct object and indirect object			
	detect and correct common sentence faults—run-on sentence and unintended sentence fragment			
	develop the use of common sentence structures—simple, compound, complex and compound-complex			
	pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices			
	assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]			
	explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction			

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GENERAL OUTCOME 5   Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

5.1   Respect others and strengthen community

5.1.1 Use language and image to show respect and consideration		**Task:**	**Virtue:**	**Value:**
	monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for			

		Task:	Virtue:	Value:
	example, use euphemism and body language appropriately and sensitively]			
	explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, parody or journalistic bias in print, visual and multimedia texts]			
	analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
	analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals [for example, use empathetic listening skills when working in groups, and be aware of body language]			
	accept, offer and appreciate the value of constructive criticism [for example, use writing to respond to constructive criticism, and accept and provide feedback in a constructive and considerate manner]			
	analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations			
5.1.2 Appreciate diversity of expression, opinion and perspective		**Task:**	**Virtue:**	**Value:**
	appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed			
	explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours			
	analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions [such as those deriving from ideology or social status]			
5.1.3 Recognize accomplishments and events		**Task:**	**Virtue:**	**Value:**
	use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"]			
	describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to build community [for example, heritage day; wall of honour or photography exhibit; and naming ceremonies, religious ceremonies and prayers of First Nations and Aboriginal peoples]			
5.2 Work within a group				
5.2.1 Cooperate with others, and contribute to group processes		**Task:**	**Virtue:**	**Value:**
	set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as			

		Task:	Virtue:	Value:
	appropriate			
	reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals			
	ensure that a team's purpose and objectives are clear			
5.2.2	**Understand and evaluate group processes**	**Task:**	**Virtue:**	**Value:**
	develop and use criteria to monitor and assess group processes [such as division of labour and time management]			
	analyze and explain the interplay among the roles adopted by group members; and lead or support, when appropriate, motivating a group for high performance			
	use and appreciate various means to facilitate completion of group projects			
	understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate			
	identify, analyze and assess the collaborative processes used by individuals whose careers involve the development and production of literary texts [such as the collaborative relationships of author, illustrator, editor and publisher and of playwright, actor, producer and director]			

Subject:	Social Studies		Grade:	30
Unit:	Topic A	Title:	THE CONTEMPORARY WORLD	
Topic:	Political and Economic Systems			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
///				
CRITICAL AND CREATIVE THINKING GOALS				
	• analyze and compare features and underlying principles of political and economic systems • assess why political and economic systems differ in theory and practice • defend their choice of the most desirable and effective features of selected political and economic systems • suggest changes that political and economic systems could incorporate to better serve the needs and interests of individuals and society			
Examples of Issues		Task:	Virtue:	Value:
	• To what extent should political decision making be restricted to a particular group in society? • To what extent should political and economic systems emphasize the collective good or individual interests? • Should a government intervene in an economic system to protect the interests of society? • To what extent should minority rights be protected in society? Should there be limits on the rights of the majority			
Examples of Questions		Task:	Virtue:	Value:
	• How are the rights and responsibilities of the individual provided for in various political and economic systems? • What features of the Canadian political and economic system allow individuals to participate in decision making? • What similarities and differences exist between ideological theory and practice in various political and economic systems? • How do political and economic systems adapt to meet the challenges of changing circumstances? • In what ways does the Canadian government intervene in the Canadian economic system			
///				

THEME I: POLITICAL AND ECONOMIC SYSTEMS IN THEORY *Students will be expected to understand that:*			
ideologies contain beliefs and ideas about human nature and are used to explain and justify political and economic systems	**Task:**	**Virtue:**	**Value:**
Identify the principle features of: • liberalism • conservatism • socialism • capitalism • fascism • communism • anarchism			
political systems are organized to allocate political power that involves the authority to make and to implement decisions in society	**Task:**	**Virtue:**	**Value:**
Examine the role of the following in the allocation of power and the organization and operation of political systems: • constitution executive power legislative power judicial power • structure of government federal unitary • laws, rules and regulations as they apply to: political parties voters systems of representation interest groups media dissemination of information limits on dissent role of the military, police, civil service			
political systems may be organized in a democratic manner	**Task:**	**Virtue:**	**Value:**

Briefly identify the major types, characteristics and features of democratic systems:
• types
  direct/representative
  parliamentary
  presidential
• characteristics/features
  majority rule
  citizenship participation
  accountability of government to the people
  minority rights
  guarantee of individual rights and freedoms
  opposition
  limits on dissent
  provision for changes to the system
  political parties
  electoral systems			

political systems may be organized in a dictatorial manner	**Task:**	**Virtue:**	**Value:**
Briefly identify the major types, characteristics			

	and features of dictatorship:
	• types
	    autocracy
	    oligarchy
	    majority
	    tyranny
	    minority tyranny
	    absolute monarchy
	    military dictatorship
	• characteristics/features
	    authoritarian
	    totalitarian
	    use of force
	    control of media
	    controlled participation
	    limits on dissent
	    lack of accountability
	    provision for changes to the system
	    indoctrination
	    direction of popular discontent			

economic systems are organized to deal with the production and distribution of goods and services in society		**Task:**	**Virtue:**	**Value:**

	Examine the basic economic questions that must be answered in any economic system:
	• what to produce?
	    limits choices/opportunity
	    costs
	• how to produce?
	    land/labour/capital
	• how to distribute?
	    allocation of goods/services
	• who makes the decisions about the allocation of resources, methods of production and the distribution of goods and services			

economic systems may be based on the principles of private enterprise		**Task:**	**Virtue:**	**Value:**
	Identify the major characteristics of a private enterprise system: • private property • competition • individual incentive • invisible hand • supply and demand • how the basic economic questions are answered		.	

economic systems may be based on principles of public enterprise	**Task:**	**Virtue:**	**Value:**
Identify the major characteristics of a public enterprise system: • collective property • cooperation • group incentive • central planning • how the basic economic questions are answered			

THEME II: POLITICAL AND ECONOMIC SYSTEMS IN PRACTICE *Students will be expected to understand that:*

in practice, political and economic systems differ from theory	**Task:**	**Virtue:**	**Value:**
Use Canada, the United States of America, the Soviet Union, Nazi Germany and Sweden as examples to show how ideas and ideologies are used in practice Refer to other current examples to illustrate how systems differ from theory			

political and economic systems adapt to new ideas and changing circumstances	**Task:**	**Virtue:**	**Value:**

Briefly examine political and economic changes in:
• Canada
    role of government
    monetary policy
    fiscal policy
• the United States of America
    Great Depression
    New Deal
    Keynesian economics/
    demand-side economics
    Reaganomics/supply-side conomics
• the Soviet Union
    under the leadership of Lenin and Stalin
    under the leadership of Gorbachev
    (glasnost and perestroika)
• an economy in transition; e.g.: Russia, China
• Sweden
    welfare state
		.	

political leaders achieve, exercise and maintain power in different ways in democracies and dictatorships	**Task:**	**Virtue:**	**Value:**

Examine how political power was achieved, exercised and maintained in democracies and dictatorships:
• Canada; e.g.:
    responsible government
• the United States of America;
    e.g.:separation of powers
• the Soviet Union;
    e.g.: the Russian Revolution and the role of the Communist Party			

		Task:	Virtue:	Value:
	• Nazi Germany; e.g.: the role of Hitler and the Nazi Party			
the role of the individual in society is affected by the emphasis placed on collective good or individualism		**Task:**	**Virtue:**	**Value:**
	Briefly consider the role of laws, rules and regulations, and basic rights, as well as responsibilities of the individual in: • Canada • the United States of America • the Soviet Union • Sweden • Nazi Germany			.
new issues and ideas challenge traditional political and economic beliefs and practices		**Task:**	**Virtue:**	**Value:**
	Identify recent issues that illustrate the need for change and adaptation in existing political and economic arrangements. These may involve issues drawn from: • environmental concerns • changing economic conditions • changing ideological perspectives			

Skill Objectives				
Process Skills		**Task:**	**Virtue:**	**Value:**
	• access and use appropriate sources of information • synthesize information and ideas • determine underlying assumptions of a statement or position • formulate and evaluate alternative conclusions, solutions and decisions • logically defend a position on an issue or a problem			
Communication Skills		**Task:**	**Virtue:**	**Value:**
	• develop a thesis and support it in a well-written essay • express ideas and information by constructing graphs, charts, concept maps and timelines • effectively defend a point of view, orally or in writing			

Participation Skills		**Task:**	**Virtue:**	**Value:**
	• work effectively with others in a group setting to reach consensus or compromise • assume appropriate leadership and support roles • use a variety of skills in an appropriate manner—exhibit confidence in own ideas and work, but present them in a considerate manner			
Inquiry Strategies		**Task:**	**Virtue:**	**Value:**
	• design, select and use appropriate inquiry strategies to answer questions, solve problems and make decisions • demonstrate maturity of thought in stating and defending a position • use creative analogy and metaphor to show relationships or to describe a situation			
Attitude Objectives		**Task:**	**Virtue:**	**Value:**
	• an appreciation of independent and critical thinking about significant social issues • intellectual curiosity, open-mindedness and interest in current issues related to political and economic systems • an appreciation of the strengths and weaknesses of different economic and political systems • and demonstrate a commitment to citizenship in democratic systems			

Subject:	Social Studies			Grade:	30
Unit:	Topic B	Title:	**THE CONTEMPORARY WORLD**		
Topic:	**Global Interactions**				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
///				
CRITICAL AND CREATIVE THINKING GOALS				
	• evaluate the desirability and effectiveness of the strategies and techniques used by individuals and governments to further their national interests • analyze international events to determine their impact on people and on global cooperation and understanding • evaluate and assess a variety of viewpoints on international issues before forming an opinion • propose solutions to international problems, and assess the viability of the alternatives			
Examples of Issues		Task:	Virtue:	Value:
	• Should individuals, groups and nations pursue international stability at the expense of national interests? • Should international organizations be used to achieve global collective security? • Should nations form alignments to protect their own interests, or to further international understanding? • Should nations pursue national interests beyond their boundaries			
Examples of Questions		Task:	Virtue:	Value:
	• What motivates nations to take on particular roles in international affairs? • What are the major causes of twentieth century confrontations? • What agencies exist to encourage cooperation among states? • What role can an individual or group play in international affairs? • How has the power and influence of nations shifted in the course of the twentieth century? • Does the nation-state still have a role in the global economy			
///				
THEME I: INTERNATIONAL CONFRONTATION AND COOPERATION: AN INTRODUCTION *Students will be expected*				

to understand that:			
international confrontations arise from a variety of motives and result in different types of interactions	Task:	Virtue:	Value:

Briefly illustrate the following motives and forms of international confrontation:
• motives
    nationalism
    self-determination
    expansionism
    ideology/beliefs
• forms of confrontation
    total war
    limited war
    guerrilla war
    terrorism
    brinkmanship
    diplomatic
    economic			

international cooperation arises from a variety of motives and results in different forms of cooperation	Task:	Virtue:	Value:

Briefly illustrate the following motives and forms of international cooperation:
• motives
    collective security
    internationalism
    nationalism
    balance of power
    economic prosperity
    humanitarianism
    global survival
• forms of cooperation
    alliances
    economic blocs
    political groupings
    regional organizations
    international organizations
    agreements
    non-governmental organizations; e.g., cultural groups, popular movements			

THEME II: GLOBAL INTERACTIONS: INTERWAR PERIOD AND WORLD WAR II *Students will be expected to understand that:*			
international agreements may create the grounds for future confrontations	Task:	Virtue:	Value:
Review the situation at the end of World War I and the *Treaty of Versailles* to illustrate how the settlements contributed to future confrontations: • territorial adjustments • arms restrictions • reparations • limitations on sovereignty • war guilt clause			
attempts at international cooperation are sometimes successful	Task:	Virtue:	Value:
Identify various forms of international			

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		Task:	Virtue:	Value:
	cooperation in the interwar period: • League of Nations • Treaties/agreements: Dawes Plan, Kellogg-Briand Pact, Locarno • conferences			
security arrangements may strengthen or undermine global systems of collective security		Task:	Virtue:	Value:
	Examine the search for security in the 1920s and 1930s by referring to: • global collective security: League of Nations • regional security arrangements: Little Entente • isolationism: United States of America • treaties: Munich Agreement Nazi–Soviet Non- aggression Pact		.	
expansionist foreign policy may arise from a variety of motives or circumstances and elicit a variety of responses		Task:	Virtue:	Value:
	Examine the policies and motives of nations who promoted or opposed expansionism in the 1930s by referring briefly to the circumstances faced by: • Germany • Italy • Japan • the Soviet Union • France • Great Britain • the United States of America			
World War II altered both the nature of warfare and the international balance of power		Task:	Virtue:	Value:
	Briefly examine the impact of World War II: • brief overview of the war the expansion of the Axis Powers the Grand Alliance the defeat of the Axis Powers and unconditional surrender • the changing nature of warfare blitzkrieg the Holocaust civilian bombing Hiroshima/Nagasaki • concern about justice and human rights *Atlantic Charter* war crimes • war time conferences Yalta Potsdam			
THEME III: THE RISE AND INTERACTION OF THE SUPERPOWERS (1945–1991) *Students will be expected to understand that:*				
a shift in the balance of power results in new alignments among nations		Task:	Virtue:	Value:

	Briefly describe the emergence of the cold war in Europe and Asia: • the Iron Curtain • Marshall Plan • Truman Doctrine • Berlin Blockade • NATO • COMECON • Warsaw Pact • Korean War • SEATO			
the emergence of new nation– states influenced the foreign policies of the superpowers		**Task:**	**Virtue:**	**Value:**
	Briefly examine how issues raised by the emergence of new nations influenced the foreign policy of the superpowers: • Israel and the Middle East • China (1949) • Vietnam			
international arrangements for global peace and stability take into account the realities of power		**Task:**	**Virtue:**	**Value:**
	Describe the structure, procedures and role of the United Nations in maintaining international peace: • General Assembly • Security Council • peacekeeping forces			
the superpowers have faced pressures of self-determination within their spheres of influence		**Task:**	**Virtue:**	**Value:**
	Briefly examine the challenges faced by the Soviet Union in Eastern Europe and Afghanistan, and the United States of America in Cuba, Nicaragua and the Middle East			
the development of nuclear weapons has been viewed as both a stabilizing and a destabilizing influence in international relations		**Task:**	**Virtue:**	**Value:**
	Identify the following as examples of stabilizing or destabilizing developments: • nuclear arms control treaties: Strategic Arms Limitations Talks (SALT) Strategic Arms Reduction Treaty (START) • nuclear arms confrontation: Cuban Missile Crisis • nuclear arms technology: cruise missiles; Strategic Defence Initiative (SDI)			
	Briefly examine the impact on the international community of the following: • growth of multinational corporations • international conferences; e.g.: summit conferences; European security conferences • shifts in industrial production; e.g.: Pacific Rim nations • international debt • globalization; e.g.: WTO, IMF, United Nations, World Bank, free trade agreements			
THEME IV: CONTEMPORARY GLOBAL INTERACTIONS *Students will be expected to understand that:*				
global interactions are increasingly influenced by economic developments		**Task:**	**Virtue:**	**Value:**

nations form regional organizations to solve common problems	**Task:**	**Virtue:**	**Value:**
Describe the purpose for regional cooperation by examining the European Union and one other organization; e.g., North American Free Trade Agreement (NAFTA)			
concern for global peace, human rights and the environment has emphasized the need for international cooperation and understanding	**Task:**	**Virtue:**	**Value:**
Identify the role of the following in international cooperation and understanding: • *Universal Declaration of Human Rights* • UN initiatives and agencies • Helsinki Agreements • Amnesty International • non-nuclear arms control			
concern for global peace and stability has been heightened by the emergence of new states and the disintegration of others	**Task:**	**Virtue:**	**Value:**
Briefly examine the emergence and disintegration of states, as a challenge to world peace and security, resulting from: • 1989 revolutions in Eastern Europe • the re-unification of Germany • the disintegration of states; e.g., Soviet Union, Yugoslavia • Briefly examine the following as examples of challenges to world peace and security and responses to them • Gulf War • nuclear proliferation • ethnic conflict/civil wars/tribal conflict • peacekeeping • peace making • changing roles of alliances			

Skill Objectives			
Process Skills	**Task:**	**Virtue:**	**Value:**
• prepare, interpret and analyze retrieval charts, concept maps, timelines, graphs and maps • critically evaluate the message in visual material, and identify the purpose and intended audience • analyze information from a variety of sources, compare different points of view and predict outcomes • propose and evaluate solutions to international problems			
Communication Skills	**Task:**	**Virtue:**	**Value:**
• express ideas clearly in oral form for a			

		Task:	Virtue:	Value:
	variety of purposes and audiences • write persuasively and effectively to support one's point of view • construct and use visual aids to support ideas			
Participation Skills		Task:	Virtue:	Value:
	• display self-confidence and respect for the opinion of others when discussing social issues • work effectively with others in a variety of group settings • participate effectively in social and political processes			
Inquiry Strategies		Task:	Virtue:	Value:
	• explain the cause and effect relationships among historical events • establish relationships between historical events and present circumstances • evaluate strategies used by nations, organizations and individuals in dealing with international problems • use appropriate inquiry models to answer questions, solve problems and resolve issues regarding international interactions			
Attitude Objectives		Task:	Virtue:	Value:
	• a sense of curiosity regarding patterns of global interaction • an appreciation of the interdependent nature of the world • an active interest in international issues and events • commitment to the achievement of constructive and positive global interactions			

Subject:	Social Studies			Grade:	33
Unit:	Topic A		Title:	THE CONTEMPORARY WORLD	
Topic:	Political and Economic Systems				

Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
//				
CRITICAL AND CREATIVE THINKING GOALS		Task:	Virtue:	Value:
	• compare the basic characteristics of the major political and economic systems • evaluate strengths and weaknesses of the major political and economic systems in practice • identify various viewpoints on issues and recognize the values underlying differing positions • propose solutions to political and economic problems			
Examples of Issues		Task:	Virtue:	Value:
	• Should individuals be held responsible for their own economic well-being? • To what extent should governments control the lives of individuals? • To what extent should governments pursue the common good? • Should political participation be compulsory			
Examples of Questions		Task:	Virtue:	Value:
	• What are the essential features of the major political and economic systems? • In what ways does leadership in democracies compare with leadership in authoritarian states? • How do individuals exert influence within the major political systems? • What are the similarities and differences between public and private enterprise? • How are the decisions about the production and distribution of goods and services determined in each economic system			
//				
THEME I: POLITICAL SYSTEMS *Students will be expected to understand that:*				
all societies have a form of political organization for decision making		Task:	Virtue:	Value:
	Examine simple organizational models relevant to student experiences to show the decision-making process; e.g.: • home, school, work, clubs, teams			

		Task:	Virtue:	Value:
political systems are organized for the exercise of power by individuals and/or groups based on their ideology		**Task:**	**Virtue:**	**Value:**
	Briefly compare dictatorship and democracy in terms of: • simple models of power and decision making leadership (responsibility, division of power) citizen's role • ideology view of human nature goals of systems			
	Use the criteria above to illustrate differences among the major political systems in practice; briefly examine examples of: • democracies Canada the United States of America • dictatorships Nazi Germany the Soviet Union • current and/or historical situations		.	
the role of the individual varies from one political system to another		**Task:**	**Virtue:**	**Value:**
	Compare political systems in terms of: • individual participation • decision making • basic human rights and freedoms			
political systems continue to evolve		**Task:**	**Virtue:**	**Value:**
	Examine examples of: • political change: Canada (attempts at changing the Constitution) Soviet Union (glasnost)			
THEME II: ECONOMIC SYSTEMS *Students will be expected to understand that:*				
economic decisions must be made to meet the needs and wants of individuals because resources are limited		**Task:**	**Virtue:**	**Value:**
	Use examples from student experiences to develop ideas about how we make choices within the limits of our resources; e.g.: • home, school, community, work			
economic systems are organized in different ways to deal with basic economic questions that arise from the problem of scarcity		**Task:**	**Virtue:**	**Value:**
	Briefly examine the basic economic questions and how they are addressed in economic systems: • what is produced • how it is produced • how it is distributed/allocated			
	Identify the essential features of the following types of economic systems: • market economy (capitalism) supply and demand individualism incentive private ownership • centrally planned economy		.	

		Task:	Virtue:	Value:
	(socialism) 　　central planning 　　collectivism incentive 　　public ownership • mixed economy 　　balance between private and public 　　enterprise 　　direct and indirect controls			
	Briefly examine how economic decisions are/were made in the following countries: • Canada • the United States of America • the Soviet Union • Sweden			
each economic system provides benefits to individuals in varying degrees		**Task:**	**Virtue:**	**Value:**
	Compare each economic system in terms of: • individual security • economic freedom • consumer choice • economic stability • economic growth • availability of basic services • efficiency • distribution of income • cost of living			
economic systems adapt to new ideas and changing circumstances		**Task:**	**Virtue:**	**Value:**
	Briefly examine several of the following ideas, and refer to current illustrations where appropriate: • incentives/subsidies • interest rate/money supply • redistribution of wealth • ownership and regulation of business • job creation • environmental legislation • other; e.g., Soviet Union (perestroika)		.	

Skill Objectives		
Process Skills	**Task:**	**Virtue:**	**Value:**
	• select and organize information from a variety of references for a particular purpose • note key ideas to identify a speaker's or writer's purpose • interpret information by selecting main ideas, key points and supporting points • analyze information ' to detect bias,		

		Task:	Virtue:	Value:
	propaganda or opinion • synthesize information to identify alternative positions			
Communication Skills		Task:	Virtue:	Value:
	• clearly express ideas in oral and written form • express and defend a point of view • select and use an appropriate medium for presenting ideas • acquire and use vocabulary appropriate to course content			
Participation Skills		Task:	Virtue:	Value:
	• show respect for the rights and opinions of others • work independently and in group settings • share information on controversial issues in a rational manner • identify and apply leadership abilities			
Inquiry Strategies		Task:	Virtue:	Value:
	• distinguish between relevant and irrelevant information • use an appropriate problem-solving model to answer a question or solve a problem • employ a decision-making model to examine alternatives for resolving an issue • evaluate alternative political and economic systems in regard to individuals, groups and society			
Attitude Objectives		Task:	Virtue:	Value:
	• a willingness to accept some responsibility for political and economic matters affecting society • a willingness to consider a variety of perspectives on an issue before making a decision • an appreciation that decision making should be based on a critical examination of information and alternative viewpoints • a positive attitude toward the exercising of responsibilities and rights of citizenship in a democratic society			

Subject:	Social Studies		Grade:	33
Unit:	Topic B	Title:	THE CONTEMPORARY WORLD	
Topic:	Global Interaction: The 20th Century and Today			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
//				
	• develop criteria to assess efforts to promote international cooperation • develop and evaluate approaches to resolving international disputes • analyze the causes and consequences of selected major international disputes • assess current international events from varying perspectives			
Task: Virtue: Value:				
	• Should nations ever go to war? • To what extent should nations promote international cooperation and peace? • Should individuals/organizations take a more active role in international affairs? • To what extent should national needs and wants override global welfare			
Task: Virtue: Value:				
	• What major factors influence interaction among nations? • How do nations seek to protect and enhance their own national interests? • What are the major consequences of international disputes? • In what ways can individuals contribute to resolving world problems? • How have nations worked together to solve problems? • How can the major threats to the survival of the global community be reduced			
//				
Task: Virtue: Value:				

	Examine simple models and/or examples from current events and student experiences to develop ideas about motives, methods and consequences of global interactions:
	• motives security peace
	   prosperity
	   promote or defend against ideologies
	   prestige
	• methods treaties/agreements
	   diplomacy sanctions
	   alliances international law			

		Task:	Virtue:	Value:
	confrontations war • consequences new social roles and attitudes new economic and political relations territorial changes			
major interactions among nations often result in changes within countries		**Task:**	**Virtue:**	**Value:**

	Review changes that occurred as a result of World War I:
	• the effect of peace treaties in Europe
	      Treaty of Versailles
	• creation of new states Poland
	            Czechoslovakia
	            Yugoslavia
	• social transformation role of women attitudes toward war			

global interaction results in new directions in international relationships		**Task:**	**Virtue:**	**Value:**
	Examine the efforts of nations to provide for their security: • League of Nations • disarmament conferences • regional alliances • isolationism • appeasement			
economic crisis may result in changes that challenge international security		**Task:**	**Virtue:**	**Value:**

	Examine the challenges to international security prior to World War II posed by:
	• the Great Depression
	      protectionism
	      indebtedness
	• the rise of totalitarian states
	      Nazi Germany
	      Japan
	• the failure of the League of Nations
	      Japanese invasion of Manchuria
	      Italian invasion of Abyssinia
	      Germany's rearmament and expansion			

the Second World War changed the scope and nature of warfare		Task:	Virtue:	Value:
	Examine the characteristics and consequences of World War II: - blitzkrieg - mass bombings - Holocaust - use of atomic weapons - war crimes			
THEME II: THE RISE OF THE SUPERPOWERS AND THE EMERGENCE OF THE UNITED NATIONS (1946–1975) *Students will be expected to understand that:*				
since World War II, nations and international organizations have used a variety of means to provide for national interests and international stability in the world		Task:	Virtue:	Value:
	Briefly examine how the following relate to international cooperation, international confrontation and superpower management of conflict: - wartime conferences - United Nations - Marshall Plan - COMECON - European Union			
the struggle between the Soviet Union and the United States of America dominated international relations		Task:	Virtue:	Value:
	Refer to the following items to illustrate the struggle between the United States of America and the Soviet Union: - Truman Doctrine - arms race/nuclear weapons - Korean War - NATO - Warsaw Pact - NORAD - Cuban Missile Crisis			
new nation–states have affected the role of the superpowers and international relations		Task:	Virtue:	Value:
	Briefly examine the impact of the emergence of new nations on international relations. Select at least one example to illustrate different effects; e.g.: - India and Pakistan - China (1949) - Vietnam - Israel			

THEME III: INTERACTIONS IN THE CONTEMPORARY WORLD (1975–PRESENT) *Students will be expected to understand that:*			
the role of the superpowers changed in response to a variety of causes	**Task:**	**Virtue:**	**Value:**
Briefly examine changes that affected the superpowers: • tensions; e.g.: Afghanistan Central America • cooperation; e.g.: arms reduction talks • changes in Europe 1989 revolutions in eastern Europe and aftermath re-unification of Germany • disintegration of the Soviet Union			
interdependence among nations is increasing	**Task:**	**Virtue:**	**Value:**
Examine at least one current example of interdependence; e.g.: • European Union • international debt • new technology • multinational corporations • NAFTA			
individuals and organizations play a role in addressing international concerns	**Task:**	**Virtue:**	**Value:**
Examine at least one current example of how individuals and groups are attempting to solve international concerns and problems: • human rights movements • environmental movements • international conferences and organizations			

Skill Objectives			
Process Skills	**Task:**	**Virtue:**	**Value:**
• locate, select, interpret and organize information from print and nonprint sources • interpret visual images and recognize cartoons and pictures as sources of information • analyze information to determine accuracy and relevancy • synthesize information gathered from a variety of sources • evaluate the appropriateness of the process used to arrive at a decision			

Communication Skills			Task:	Virtue:	Value:
	• deliver information in oral presentations with the aid of prepared notes • defend a point of view in a written composition • demonstrate learning by producing or displaying work, such as models, timelines, art work, cartoons or videotapes • use prewriting strategies in the preparation and development of written work, such as brainstorming, concept mapping or outlining				
Participation Skills			Task:	Virtue:	Value:
	• contribute ideas confidently in a variety of group settings, such as brainstorming, class discussions and small group discussions • work effectively with others in a variety of group settings • participate in a group setting by assuming various roles, such as leader, participant, recorder or reporter				
Inquiry Strategies			Task:	Virtue:	Value:
	• use appropriate inquiry models to answer questions, solve problems and resolve issues regarding perspectives on global interaction • develop a conclusion/solution to problems and issues related to global interaction • assess evidence and evaluate solutions to problems and issues as to feasibility and desirability • assess the impact of global interaction on their lives				
Attitude Objectives			Task:	Virtue:	Value:
	• an appreciation for the variety of perspectives and different solutions to an issue • a desire to keep informed on issues that affect society • an appreciation for the efforts of nations, groups and individuals to find constructive ways of resolving international differences • a tolerance for the right of others to hold and express different opinions and attitudes				

Subject:	Phys Ed		Grade:	12	
Unit:		Title:			
Topic:					

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
///				
Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits				
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water		Task:	Virtue:	Value:
	A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A30–2 N/A			
///				
Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging		Task:	Virtue:	Value:
	A30–3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A30–4 N/A			
///				
Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking		Task:	Virtue:	Value:
	A30–5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A30–6 N/A			
///				
Application of Basic Skills in an Alternative Environment		Task:	Virtue:	Value:
	A30–7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing			
///				
Application of Basic Skills in Dance		Task:	Virtue:	Value:
	A30–8 develop, refine and perform more complex dances			
	A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty			
///				
Application of Basic Skills in Games		Task:	Virtue:	Value:

		Task:	Virtue:	Value:
	A30–10 develop and further refine activity-specific skills in a variety of games			
	A30–11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games			
//				
Application of Basic Skills in Types of Gymnastics		**Task:**	**Virtue:**	**Value:**
	A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group			
//				
Application of Basic Skills in Individual Activities		**Task:**	**Virtue:**	**Value:**
	A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling			
//				
GENERAL OUTCOME B: *Students will* understand, experience and appreciate the health benefits that result from physical activity				
Functional Fitness		**Task:**	**Virtue:**	**Value:**
	B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance			
	B30–2 appraise different activities and their effects on a personal functional level of fitness			
	B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training			
//				
Body Image		**Task:**	**Virtue:**	**Value:**
	B30–4 interpret and evaluate the impact of the media and peer influences on body image			
	B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity			
//				
Well-being		**Task:**	**Virtue:**	**Value:**
	B30–6 predict the positive benefits gained from physical activity			
	B30–7 understand the consequences and risks associated with an inactive lifestyle			
	B30–8 monitor and evaluate the plan for personal stress management			
//				
GENERAL OUTCOME C: *Students will* interact positively with others				
Communication		**Task:**	**Virtue:**	**Value:**
	C30–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity			
	C30–2 discuss issues related to active living			
//				
Fair Play		**Task:**	**Virtue:**	**Value:**
	C30–3 demonstrate etiquette and fair play			

///				
Leadership		**Task:**	**Virtue:**	**Value:**
	C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community			
///				
Teamwork		**Task:**	**Virtue:**	**Value:**
	C30–5 develop and apply practices that contribute to teamwork			
	C30–6 identify and demonstrate positive behaviours that show respect for self and others			
///				
GENERAL OUTCOME D: *Students will* assume responsibility to lead an active way of life				
Effort		**Task:**	**Virtue:**	**Value:**
	D30–1 model an active lifestyle			
	D30–2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle			
///				
Safety		**Task:**	**Virtue:**	**Value:**
	D30–3 develop and apply safety standards and rules in a variety of activities			
	D30–4 analyze, design and assess warm-up and cool-down activities			
	D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others			
///				
Goal Setting/Personal Challenge		**Task:**	**Virtue:**	**Value:**
	D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges			
	D30–7 N/A			
///				
Active Living in the Community		**Task:**	**Virtue:**	**Value:**
	D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community			
	D30–9 develop strategies to offset influences that limit involvement in physical activity			