



Curriculum Guide

#WritesofPassage responds directly to many Albertan Education Curriculum requirements within English, Social Studies, Career and Life Management, and Drama. While this is a playwriting program, there can be a focus on exploring particular subject matters in the writing process.

The suggested class size for the program delivery is 20-30 students.

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The #WritesOfPassage Program

Words have power. You have power. Your words matter.

Created in 2015, Workshop West Playwrights' Theatre has been offering this teen playwriting program across the province of Alberta. Created by Governor General Award-winning playwright, Vern Thiessen, this program empowers students to discover the power of their inner creative voice. This five-day program takes students on a series of lessons and exercises led by our experienced team of teaching artists. Throughout the course of the program, students will explore the structure, process, and enjoyment of writing their own play. For the final workshop day, professional actors are hired to perform the student work right in front of their eyes. In a safe and creative environment fostered by our teaching artists and the actors, students experience the excitement and thrill of a professional theatre workshop.

The #WritesOfPassage Program has been featured in schools across Alberta. Students of the program have written plays that have been featured at high school one-acts festivals including the Nextfest High School Festival. Thousands of students have participated in the program and have experienced the power of using their own voice to create the power of drama.

Lesson 1: What is a Play?

Lesson 2: The Building Blocks of a Play

Lesson 3: Exploring the World of Your Play

Lesson 4: Formatting, Discussing, and Presenting

Lesson 5: Professional Actors Workshop

This program is perfectly suited for the Junior and Senior High classrooms.

Book yours today!

Program of Studies Connections

Language Arts 7, 8, 9

With an emphasis on collaborative writing and problem solving, the #WritesOfPassage Program introduces students to the structure of a play and the process associated with creating, editing, and sharing their own work.

Curricular Objectives Met:

General Outcome 1: Through the generation of their own play inspired from their own life experiences, students explore, express, and comprehend themselves through the artistic expression of writing dialogue, monologue, establishing plot structure, and the formatting of a larger work. The process of reflection and communication is incorporated through the discussion and evaluation of one another's work in a constructive and safe environment.

1.1: Discover and Explore 7, 8, 9

1.2 Clarify and Extend 7, 8, 9

General Outcome 2: While not actively studying a specific play, the concept of a play is demonstrated to students as an artistic form of self-expression. Students use their personal experience and explore their own unique artistic voice within the structures of playwriting.

2.1: Use strategies and cues 7, 8, 9

2.2: Respond to texts 7, 8, 9

2.3: Understand Forms, Elements and Techniques 7, 8, 9

2.4: Create Original Text 7, 8, 9

General Outcome 3: The #WritesOfPassage Program is purely exploratory based and has no research context. Perhaps in future years the program can be adapted to be a more long-term play research project, but as it stands right now, none of these outcomes are met by the program.

General Outcome 4: Through our dialogue, monologue, and scene structure exercises, students will explore how to alternate between character perspectives and how to write for the intended audience - actors. The methodology of crafting dialogue to be spoken out loud creates a goal for students to strive for word specificity, effective punctuation, and sentence structure, and to explore colourful language such as slang, metaphor, and subtext. The interactive sharing of plays in Lesson 4 and 5 allows for student to student as well as student to teacher reflection on process, editing, and creative writing choices. The exercises and workshop processes also give students an opportunity to give respectful collaborative feedback on one another's work.

4.1: Enhance and improve 7, 8, 9

4.2: Attend to Conventions 7, 8, 9

4.3: Present and Share 7, 8, 9

General Outcome 5: The #WritesOfPassage Program at the Junior High level is a highly collaborative experience. Every exercise is done in groups and the final play is also created in groups. Writing a play collaboratively involves active group discussions and designation of roles and responsibilities. The final workshop phase gives students an opportunity to discuss their group process and reflect on its contribution to the final product created for the actors.

5.1 Working Within a Group 7, 8, 9

English 10, 20, 30

With an emphasis on individual writing, students explore the structural form of playwriting as a method for expressing their own inner voice. Using their personal experience as springboards, students learn how to craft their thoughts into dialogue and monologue and express it for the audience of actors and a theatrical audience.

Curricular Objectives Met:

General Outcome 1: The #WritesOfPassage Program introduces students to the art form and structuring pedagogies of writing plays. It gives them a chance to take ownership of their own ideas and apply it to the dramatic structures of theatre by exploring dialogue, monologue, setting, plot, and personal narrative.

English 10-1, 10-2

1.1 Discovering Possibilities

1.1.1 a, b

1.2 Extend Awareness

1.2.1 b

1.2.2 b

1.2.3 c

English 20-1, 20-2

1.1 Discovering Possibilities

1.1.1 a, b

1.2 Extend Awareness

1.2.1 b

1.2.2 b

1.2.3 c

English 30-1, 30-2

1.1 Discovering Possibilities

1.1.1 a, b

1.2 Extend Awareness

1.2.1 b, c

1.2.2 b

1.2.3 c

General Outcome 2: Our program gives students an opportunity to explore concepts of theme, plot, image, and author intent through the creation of their own dialogue, monologue, and plot structure. Sharing of the materials gives all students a chance to analyze and evaluate these concepts in one another's plays while also observing effective public presentations from professional actors.

English 10-1

2.1 Construct Meaning from Text and Context

2.1.1 b

2.1.2 c, d, e, g, h

2.1.3 b, c, d

2.2 Understand and Appreciate Textual Forms, Elements, and Techniques

2.2.1 a, b, d, f

2.3 Respond to a Variety of Print and Nonprint Texts

2.3.1 a, b

2.3.2 c, d, e, f

2.3.3 b

English 10-2

2.1 Construct Meaning from Text and Context

2.1.1 a, c, d

2.1.2 c, d, e, f, h

2.1.3 b, c

2.2 Understand and Appreciate Textual Forms, Elements and Techniques

2.2.1 a

2.2.2 a, b, f

2.3 Respond to a Variety of Print and Nonprint Texts

2.3.1 a, b, c

2.3.2 a, c, d, e, f

2.3.3 b

English 20-1

2.1 Construct Meaning from Text and Context

2.1.1 b

2.1.2 c, d, e, g, h

2.1.3 b, c, d

2.2 Understand and Appreciate Textual Forms, Elements and Techniques

2.2.1 a, b, d, f

2.3 Respond to a Variety of Print and Nonprint Texts

2.3.1 a, b

2.3.2 c, d, e, f

2.3.3 b

English 20-2

- 2.1 Construct Meaning from Text and Context
 - 2.1.1 c, d
 - 2.1.2 c, d, e, f, h
 - 2.1.3 b, c
- 2.2 Understand and Appreciate Textual Forms, Elements and Techniques
 - 2.2.1 a
 - 2.2.2 a, b, f
- 2.3 Respond to a Variety of Print and Nonprint Texts
 - 2.3.1 a, b, c
 - 2.3.2 a, c, d, e, f
 - 2.3.3 b

English 30-1

- 2.1 Construct Meaning from Text and Context
 - 2.1.1 b
 - 2.1.2 c, d, e, g, h
 - 2.1.3 b, c, d
- 2.2 Understand and Appreciate Textual Forms, Elements and Techniques
 - 2.2.1 a, b, d, f
- 2.3 Respond to a Variety of Print and Nonprint Texts
 - 2.3.1 a, b
 - 2.3.2 c, d, e, f
 - 2.3.3 b

English 30-2

- 2.1 Construct Meaning from Text and Context
 - 2.1.1 c, d
 - 2.1.2 c, d, e, f, h
 - 2.1.3 b, c
- 2.2 Understand and Appreciate Textual Forms, Elements and Techniques
 - 2.2.1 a
- 2.3 Respond to a Variety of Print and Nonprint Texts
 - 2.3.1 a, b, c
 - 2.3.2 a, c, d, e, f
 - 2.3.3 b

General Outcome 3: The #WritesOfPassage Program is purely exploratory based and has no research context. Perhaps in future years the program can be adapted to be a more long-term play research project, but as it stands right now, none of these outcomes are met by the program.

General Outcome 4: The #WritesOfPassage Program provides students with the form and structure of writing plays and the intended audience of actors. These parameters allow students to explore their own voice and creative story ideas within the context of theatrical forms, audiences, and conventions. While the emphasis is on process and

exploratory creation, students are encouraged to pay careful attention to their use of punctuation and sentence structure in writing effective dialogue and stage directions.

English 10-1

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 b

4.1.2 b, d

4.1.3 a, d, e, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

English 10-2

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 a, b

4.1.2 b, d

4.1.3 a, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

English 20-1

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 b

4.1.2 b, d

4.1.3 a, d, e, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

English 20-2

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 a, b

4.1.2 b, d

4.1.3 a, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

English 30-1

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 b

4.1.2 b, d

4.1.3 a, d, e, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

English 30-2

4.1 Develop and Present a Variety of Print and Nonprint Texts

4.1.1 a, b

4.1.2 b, d

4.1.3 a, f

4.1.4 a

4.2 Improve Thoughtfulness, Effectiveness, and Correctness of Communication

4.2.1 a, b

4.2.2 b, e

4.2.3 b, h

General Outcome 5: In the #WritesOfPassage Program, the earlier exercises are group-based and encourage quick and effective collaborative teamwork and problem solving. In the later stages of the program, the act of sharing one's plays is a vulnerable process. As such, the teaching artists facilitate an environment of safety and support, encouraging students to discuss one another's work through effective communication and inclusive critical analysis.

English 10-1, 10-2

5.1 Respect Others and Strengthen Community

5.1.1 a, e

5.1.2 b

5.1.3 a

5.2 Work Within a Group

5.2.1 c

5.2.2 a, c

English 20-1, 20-2

5.1 Respect Others and Strengthen Community

5.1.1 a, e

5.1.2 b

5.1.3 a

5.2 Work Within a Group

5.2.1 c

5.2.2 a, c

English 30-1, 30-2

5.1 Respect Others and Strengthen Community

5.1.1 a, e

5.1.2 b

5.1.3 a

5.2 Work Within a Group

5.2.1 c

5.2.2 a, c

Drama 7, 8, 9

At the Junior High level, the #WritesOfPassage Program encourages student collaboration as they explore the history, practice, and process of creating an original script. Covering multiple curriculum objectives in Orientation, Acting, and Theatre Studies, this program allows students to explore together and develop critical analysis language towards one another's work and agency over their own artistic goals.

Curricular Objectives Met:

- Orientation: All
 - Acting Level I: 3, 4, 6, 7, 8, 9, 10, 11, 12
 - Acting Level II: 17, 19, 22, 23, 24
 - Acting Level III: 28, 30, 33
 - Theatre Studies Level I: 1, 2
 - Theatre Studies Level II: 4, 5
 - Theatre Studies Level III: 7, 8, 9, 10, 11, 12
-

Drama 10

For Drama 10 the #WritesOfPassage Program serves as a wonderful way to build student rapport, establish common theatre language, and explore individual artistic voices. Able to generate creative stimuli for students through the collaborative and solo writing process, the curricular objectives met by this program is a perfect transition into greater ensemble work, Improvisation, and Theatre Design units.

Curricular Objectives Met:

- Orientation: All
- Improvisation: 2, 3, 5, 7, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 25, 28, 29, 30, 31, 32
- Theatre Studies: 1

Drama 20

The #WritesOfPassage Program builds on the Drama 10 curriculum by challenging students to take more agency over their own process as young artists. This program can serve as a rebuild of Orientation as well as introducing key curricular objectives connected to Acting, Theatre Studies and Improvisation while also meeting all curricular objectives for the Playwriting section of the Program of Studies.

Curricular Objectives Met:

- Orientation: All
- Improvisation: 33
- Acting: 1, 3, 4, 5, 6, 10, 13, 14, 15, 17
- Theatre Studies: 3
- Playwriting: All

Drama 30

The #WritesOfPassage Program builds continually on every level of the drama curriculum. At the Drama 30 level, the program can serve as a reimagining of Orientation, a further exploration of Improvisation and Acting, or can be a wonderful opportunity for students to experience directing one another's plays after the program has finished.

Curricular Objectives Met:

- Orientation: All
 - Improvisation: 37, 38
 - Acting: 22
 - Theatre Studies: 4, 5, 6
-

C.A.L.M.

At the High School Level, #WritesOfPassage can help students explore their goals and personal stories through the lens of playwriting. Conversations can be had with teaching artists and actors about life in the arts and how having a creative portfolio can boost your chances in the job market. The personal well-being and social/emotional explorations of the curriculum can also be discussed during the writing process and how writing can be a way to unpack emotions and feelings.

Curricular Objectives Met:

General Outcome 1: Personal Choices - Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

→ P3, P4, P7, P9

General Outcome 3: Career and Life Choices - Students will develop and apply processes for managing personal, lifelong career development.

→ C1, C2, C3, C4, C5, C6, C8, C9, C11

Social Studies 7, 8, 9

At this level, #WritesOfPassage can bring creativity into the Social Studies classroom by engaging students in creative writing processes exploring different parts of history. The following writing prompts can be applied to any unit or period of history being explored in the classroom. Our process will use playwriting as a research inquiry tool to explore, synthesize, and create a play based on historical events or perspective-based historical imagining.

Writing Prompts:

1. Memory/Dream/Nightmare. Place this in the context of the historical period in which you are studying.
2. Famous Person in History. Describe an event that happened to them.
3. Series of Historical Events Being Studied. Describe the series of events in a summary and plot them out.
4. Current Political Party. Choose which party you feel you align with the most. Describe the life of a government official in this party; or a citizen living under the rule of a government they do not agree with (Grade 9).

Grade 7

7.1 Toward Confederation

General Outcome: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French, and British peoples in forging the foundations of Canadian Confederation.

Specific Outcomes: 7.1.1, 7.1.2, 7.1.3, 7.1.5, 7.1.6

7.2 Following Confederation: Canadian Expansions.

General Outcome: Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes: 7.2.4, 7.2.5, 7.2.6, 7.2.7,

Skills and Processes: 7.S.1, 7.S.2, 7.S.4, 7.S.5, 7.S.7, 7.S.8

Grade 8

8.1 From Isolation to Adaptation: Japan

General Outcome: Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

Specific Outcome: 8.1.1, 8.1.4, 8.1.5, 8.1.6

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome: Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

Specific Outcomes: 8.2.3, 8.2.4,

8.3 Worldviews in Conflict: The Spanish and the Aztecs

General Outcome: Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

Specific Outcomes: 8.3.2, 8.3.3, 8.3.4,

Skills and Processes: 8.S.1, 8.S.2, 8.S.4, 8.S.5, 8.S.7, 8.S.8

Grade 9

9.1 Issues for Canadians: Governance and Rights

General Outcome: Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity to meet the needs of all Canadians.

Specific Outcomes: 9.1.1, 9.1.2, 9.1.3, 9.1.7

9.2 Issues for Canadians: Economic Systems in Canada and the United States

General Outcome: Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship, and identity.

Specific Outcomes: 9.2.2, 9.2.3, 9.2.6

Skills and Processes: 9.S.1, 9.S.2, 9.S.4, 9.S.5, 9.S.7, 9.S.8

Social Studies 10, 20, and 30

At every senior level of the Social Studies curriculum, #WritesOfPassage uses playwriting as a tool to explore the concepts of globalization, nationalism, and ideology and how they manifest within individuals. Using a combination of personal and imagined experiences, students will unpack the complexity of identity and how characters in a play can embody various ways of thinking and come into conflict with alternative viewpoints. Drama explores the complexity of humanity, and this program applies the social studies objectives into a creative process.

Skills and Processes: S.1, S.2, S.4, S.5, S.7, S.8

Social Studies 10-1 and 10-2

Writing Prompts:

1. Creation of a post-apocalyptic universe.
2. Describe a place ravaged by war and how the world looks.
3. A memory when your cultural or gendered identity was affected by global forces or forces out of your control.
4. Place yourself in the position of an Indigenous person today. How could their global view potentially be seen as post-apocalyptic?

Social Studies 10-1

⇒ Related Issue 1: To what extent should globalization shape identity?

General Outcome: Students will explore the impacts of globalization on their lives.

Specific Outcomes: 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9

⇒ Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?

General Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes: 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

⇒ Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

General Outcome: Students will assess economic, environmental, and other contemporary impacts of globalization.

Specific Outcomes: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7

⇒ Related Issue 4: To what extent should I, as a citizen, respond to globalization?

General Outcome: Students will assess their roles and responsibilities in a globalizing world.

Specific Outcomes: 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.11

Social Studies 10-2

⇒ Related Issue 1: Should globalization shape identity?

General Outcome: Students will explore the impacts of globalization on their lives.

Specific Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9

⇒ Related Issue 2: Should people in Canada respond to the legacies of historical globalization?

General Outcome: Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes: 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12

⇒ Related Issue 3: Does globalization contribute to sustainable prosperity for all people?

General Outcome: Students will understand economic, environmental, and other impacts of globalization.

Specific Outcomes: 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 3.9

⇒ Related Issue 4: Should I, as a citizen, respond to globalization?

General Outcome: Students will examine their roles and responsibilities in a globalizing world.

Specific Outcomes: 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

Social Studies 20-1 and 20-2

Writing Prompts:

1. What issue connected to your country are you the most passionate about?
2. Pick an issue. What position would someone hold in support of that issue?
3. Pick an issue. What position would someone hold in contrast of the issue?
4. Pick a group you feel you really belong to. What is an event you went through or will go through with that group?

Social 20-1

⇒ Related Issue 1: To what extent should nation be the foundation of identity?

General Outcome: Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes: 1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 1.11

⇒ Related Issue 2: To what extent should national interest be pursued?

General Outcome: Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.

Specific Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

⇒ Related Issue 3: To what extent should internationalism be pursued?

General Outcome: Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes: 3.3

⇒ Related Issue 4: To what extent should individuals and groups in Canada embrace a national identity?

General Outcome: Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

Specific Outcomes: 4.2, 4.3, 4.4, 4.5, 4.6, 4.9

Social 20-2

⇒ Related Issue 1: Should nation be the foundation of identity?

General Outcome: Students will explore the relationships among identity, nation, and nationalism.

Specific Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11

⇒ Related Issue 2: Should nations pursue national interest?

General Outcome: Students will understand impacts of nationalism, ultranationalism, and the pursuit of national interest.

Specific Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5

⇒ Related Issue 3: Should internationalism be pursued?

General Outcome: Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes: 3.3

⇒ Related Issue 4: Should individuals and groups in Canada embrace a national identity?

General Outcome: Students will understand the complexities of nationalism within the Canadian context.

Specific Outcomes: 4.1, 4.2, 4.3, 4.8, 4.9

Social 30-1 and 30-2

Writing Prompts:

1. Describe your own personal political view. Where in society do you see groups and individuals who contrast with yours. Describe an event where you came into conflict over these differences.
2. Look at a contemporary issue related to the government. How have their personal experiences created their gravitation towards this ideology? Describe a real or imagined event where a government official arrived at their decision to embrace a particular way of thinking.
3. List the different groups you belong to. Which group do you identify with the most and why? Describe an event in your life where this group became important to you and how it impacted the way you think and feel.
4. Describe a friend or family member who has a different set of beliefs than you. Describe them. Describe an event where you came into conflict with their beliefs.

Social 30-1

⇒ Related Issue 1: Should ideology be the foundation of identity?

General Outcome: Students will explore the relationship between identity and ideology.

Specific Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

⇒ Related Issue 2: Is resistance to liberalism justified?

General Outcome: Students will understand impacts of, and reactions to, liberalism.

Specific Outcomes: 2.2, 2.3, 2.10, 2.11, 2.12, 2.13

⇒ Related Issue 3: Are the values of liberalism viable?

General Outcome: Students will understand the extent to which the values of liberalism are viable in a contemporary world.

Specific Outcomes: 3.6, 3.7, 3.8

⇒ Related Issue 4: Should my actions as a citizen be shaped by an ideology?

General Outcome: Students will understand their rights, roles and responsibilities as citizens.

Specific Outcomes: 4.1, 4.4, 4.5, 4.6, 4.7

Social 30-2

⇒ Related Issue 1: To what extent should ideology be the foundation of identity?

General Outcome: Students will explore the relationship between identity and ideology.

Specific Outcomes: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.10

⇒ Related Issue 2: To what extent is resistance to liberalism justified?

General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.

Specific Outcomes: 2.2, 2.3, 2.10, 2.11, 2.12, 2.13

⇒ Related Issue 3: To what extent are the principles of liberalism viable?

General Outcome: Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Specific Outcomes: 3.7, 3.8, 3.9

⇒ Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?

General Outcome: Students will assess their rights, roles and responsibilities as citizens.

Specific Outcomes: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8