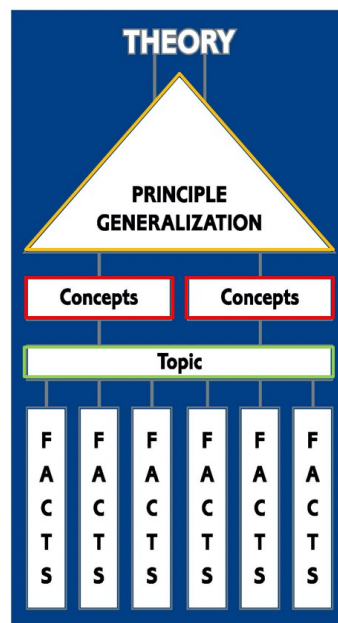


STRUCTURE OF KNOWLEDGE



H. Lynn Erickson ©1995

The student understands that:
People's values and qualities can
motivate the way they behave
when making decisions.

BEHAVIOUR VALUES

POWER OF VOICE

Students will know:

- Definitions of values, respect, empathy, diversity, identity
- Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes
- Examples of strategies that can be used to manage challenging situations, such as differing points of view or discrimination

STRUCTURE OF KNOWLEDGE: HEALTH & CIVICS

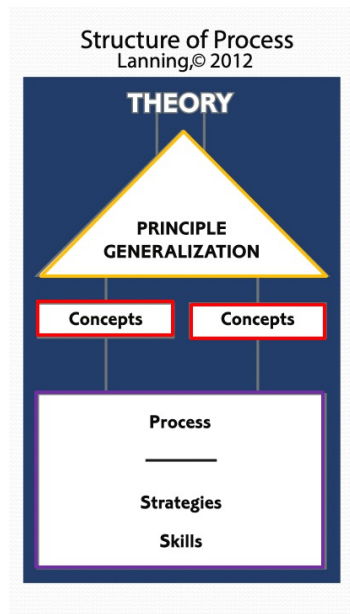
Generalizations	Guiding Questions: F=Factual, C=Conceptual, D= Debatable
2: People's values and qualities can motivate the way they behave when making decisions.	2a: What is one word people would use to describe you? (F) 2b: What is a value? 2c: How did people behave and communicate in the task? (F) 2d: How did people make decisions in the task? (F) 2e: What qualities did people demonstrate when making decisions in the task? (F) 2f: How are people influenced by views of others in a group? (C) 2g: What is the connection between the qualities people demonstrate and the choices they make? (C) 2h: What motivates people behave in certain ways when choices have to be made? (C)

KNOW AND DO

Strand	Critical Content Students will <i>Know</i>	Key Skills Students will be able to <i>Do</i>
Health	<p>The definition of a value</p> <p>Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes</p> <p>Examples of strategies that can be used to manage challenging situations, such as differing points of view</p>	<ul style="list-style-type: none"> - Use different strategies to build and manage respectful relationships - Use different strategies to manage challenging situations
Civics and Citizenship	<p>Key values including political participation, freedom of speech and expressing beliefs</p>	<p>Conclude and make decision</p> <ul style="list-style-type: none"> - Develop evidence based decisions - Propose actions or responses to issues or challenges - Use criteria to assess possible effects

STRUCTURE OF PROCESS

- ENGLISH



The student understands that:
Authors may use biased or
misleading information to promote
or discredit a person or their point
of view.

POINT OF VIEW

BIAS

WRITING PROCESS

Students will be able to:
Present and justify an opinion or idea
Explain characteristic features used in
persuasive texts to meet the purpose
of the text

STRUCTURE OF PROCESS- ENGLISH

Generalizations	Guiding Questions: F=Factual, C=Conceptual, D= Debatable
5: Authors may use biased or misleading information to promote or discredit a person or their point of view.	<i>5a: What strategies did you notice each person use to campaign their point of view? (F)</i> <i>5b: What facts may have been omitted or distorted by each person to try encourage or discourage you to vote for them? (F)</i> <i>5c: How can you tell if someone is telling the truth? (C)</i> <i>5d: Is ok for someone to discredit someone else? (D)</i> <i>5e: What is bias? (F)</i> <i>5f: What are examples of persuasive techniques used by authors? (F)</i> <i>5g: How do authors use persuasive techniques to convince their audience? (C)</i> <i>5h: What are authors trying to achieve when they use persuasion? (C)</i>

KNOW AND DO

Strand	Critical Content Students will <i>Know</i>	Key Skills Students will be able to <i>Do</i>
English	Definitions of propaganda, bias and persuasion Techniques authors use to manipulate people's beliefs and values and divert the truth Specific examples of bias Various effects of the use of persuasive techniques on an audience	English: Interacting with others - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience - present and justify an opinion or idea English: Analyse, interpret, evaluate - explain characteristic features used in persuasive texts to meet the purpose of the text English: Create texts - plan, create, edit and publish written and multimodal texts whose purpose is to persuade, developing ideas using visual features, text structures and specialist vocabulary.



FRENCH AND MARSHALL 2016

CONCEPT BASED INQUIRY CYCLE

Sparking interest
 Scaffolding thinking
 Making connections
 Promoting student agency
 Focusing on conceptual understanding
 Transferring to new situations