

# British Columbia Prescribed Learning Outcomes (Grade 12)

## ~ met by 4REAL School

SUBJECTS	GRADE 12 LEARNING OUTCOMES
English Language Arts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interact and collaborate in pairs and groups to support and extend the learning of self and others, explore experiences, ideas, and information, incorporate new perspectives into own thinking, respond to and <b>critique</b> a variety of <b>texts</b>, create a variety of <b>texts</b></li> <li><input type="checkbox"/> Select and use a range of <b>strategies</b> to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, seeking out diverse perspectives, reaching consensus or agreeing to differ</li> <li><input type="checkbox"/> Select, adapt and apply a range of <b>strategies</b> to prepare oral communications, including interpreting a task and setting a purpose, generating ideas, considering multiple perspectives, <b>synthesizing</b> relevant knowledge and experiences</li> <li><input type="checkbox"/> View, both collaboratively and independently, to comprehend a variety of visual <b>texts</b>, with increasing complexity and subtlety of ideas and <b>form</b>, such as broadcast media, web sites, <b>graphic novels</b>, film and video, photographs, art, visual components of print media, student-generated material</li> <li><input type="checkbox"/> Before reading and viewing, select, adapt, and apply a range of <b>strategies</b> to anticipate content and construct meaning, including, interpreting a task, setting a purpose, accessing prior knowledge, including knowledge of <b>genre</b>, <b>form</b>, and <b>context</b> making logical predictions, generating guiding questions</li> <li><input type="checkbox"/> During reading and viewing, select, adapt, and apply a range of <b>strategies</b> to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions, summarizing and paraphrasing</li> <li><input type="checkbox"/> <b>After</b> reading and viewing, select, adapt, and apply a range of <b>strategies</b> to extend and confirm meaning, reflecting on predictions, questions, images, and connections made during reading, reviewing <b>text</b> and purpose for reading, making inferences and drawing conclusions, summarizing, <b>synthesizing</b>, and applying ideas</li> <li><input type="checkbox"/> Write meaningful <b>personal texts</b> that <b>personal texts</b> that elaborate on ideas and information to, experiment, express self, make connections, reflect and respond, remember and recall.</li> <li><input type="checkbox"/> Write purposeful <b>information texts</b> that express ideas and information to, explore and respond, record and describe, <b>analyse</b> and explain, speculate and consider, argue and persuade, <b>analyse</b> and <b>critique</b>, engage</li> <li><input type="checkbox"/> Create thoughtful <b>representations</b> that communicate ideas and information to explore and respond, record and describe, explain and persuade, engage</li> <li><input type="checkbox"/> write and <b>represent</b> to <b>synthesize</b> and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, <b>transforming</b> existing ideas and information, <b>contextualizing</b> ideas and information</li> </ul>

SUBJECTS	GRADE 12 LEARNING OUTCOMES
<b>Social Justice</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate understanding of concepts and terminology of social justice, including anthropocentrism –equity and equality –ethics –diversity –dignity and worth –hegemony –human rights –oppression –peace</li> <li><input type="checkbox"/> demonstrate effective research skills, including accessing information assessing information, collecting data, evaluating data, organizing and presenting information</li> <li><input type="checkbox"/> apply critical thinking skills to a range of social justice issues, situations, and topics</li> <li><input type="checkbox"/> analyse selected social justice issues from an ethical perspective</li> <li><input type="checkbox"/> assess how belief systems can affect perspectives and decisions in relation to social justice issues</li> <li><input type="checkbox"/> conduct a self-assessment of their own attitudes and behaviours related to social justice</li> <li><input type="checkbox"/> demonstrate attributes and behaviours that promote social justice, including recognizing injustice, fair-mindedness, embracing diversity , empathy, taking action</li> <li><input type="checkbox"/> describe social injustice based on characteristics including –age –marital or family status –mental or physical ability –political belief –race and ethnicity –religion and faith –sex –sexual orientation –socioeconomic status</li> <li><input type="checkbox"/> analyse causes of social injustice</li> <li><input type="checkbox"/> describe consequences of social injustice</li> <li><input type="checkbox"/> analyse specific examples of injustice in Canada related to characteristics</li> <li><input type="checkbox"/> analyse social justice issues related to globalism and globalization</li> <li><input type="checkbox"/> assess the contributions of particular individuals and groups who are identified with struggles for social justice moving toward a socially just world</li> <li><input type="checkbox"/> assess various methods and models of promoting social justice</li> <li><input type="checkbox"/> apply systemic analysis to propose solutions to specific cases of social injustice</li> <li><input type="checkbox"/> implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue</li> <li><input type="checkbox"/> assess lifelong opportunities related to social justice</li> </ul>

<b>SUBJECTS</b>	<b>GRADE 12 LEARNING OUTCOMES</b>
<b>Fine Arts &amp; Media</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Students perceive and respond to images and the ways these images reflect and affect personal, social, cultural, and historical contexts.</li><li><input type="checkbox"/> identify roles that media arts have in reflecting, sustaining, and challenging beliefs and traditions</li><li><input type="checkbox"/> analyse how context and purpose influence the content and form of media artworks</li><li><input type="checkbox"/> explain personal interpretation of and preferences for selected media artworks</li><li><input type="checkbox"/> demonstrate an understanding of various career options in the media arts</li><li><input type="checkbox"/> Students perceive and respond to images from a variety of different types of artworks in ways that demonstrate their understanding of how the choice of materials, technologies, and processes affects images.</li><li><input type="checkbox"/> analyse how materials, media arts technologies, and processes are used to affect the meaning of images</li></ul>