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| **Social Studies: Death and Dying** | | **Sample Tasks** |
| **Unit 1: Understanding Life, Death, and Thanatology** | | ***These tasks include reading, writing and analytical skills throughout the unit.*** |
| **Topics: Life Cycle, qualities of life, definitions of death, experiences of death, taboos, impact of death** | |
| **Grade 11-12 Elective** | |
| Score 4.0 | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught** | Connecting to relevant Current Events-locate current events or issues which relates to impact of death on our society |
| Score 3.0 | **The students will be able to:**   * Analyze and discuss the fundamental properties of life and the impact of death on our society and individual experiences * Discuss how different people relate to death and summarize the impact of death on our society. * Formulate opinions of the medical attitudes, societies views, and taboos of death and dying | Venn Diagram comparing different taboos throughout history  Comparative reading from text |
| Score 2.0 | **Can complete the following:**   * Students are able to identify vocabulary, concepts, and experiences people go through while dying. * Determine how medicine and advances in medicine have effect the population and views on death * Explain what Thanatology is. | Vocabulary quiz  Guided notes and power point |
| Score 1.0 | **With help, partial success at score 2.0 content and score 3.0 content** | Describes main ideas without detail |
| Score 0.0 | **Even with help, no success** |  |