

Unit 1: Understanding, Experiencing and Equity (BC Curriculum)

Course/IRP	Grade	Curriculum Organizer	Prescribed Learning Outcomes
<i>Health and Career Education 8 & 9 (2005)</i>	8	<i>Health</i>	<i>Health Living:</i> <ul style="list-style-type: none"> • Set personal goals for attaining and maintaining a healthy lifestyle
			<i>Healthy Relationships:</i> <ul style="list-style-type: none"> • Assess the importance of healthy relationships • Describe ways in which they can contribute to a safe and caring school environment • Identify school and community sources of information and support • Propose strategies that can assist youth in making healthy choices
			<i>Health Living:</i> <ul style="list-style-type: none"> • Describe practices that promote healthy decision making • Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
<i>Health and Career Education 8 & 9 (2005)</i>	9	<i>Health</i>	<i>Healthy Relationships:</i> <ul style="list-style-type: none"> • Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation
			<i>Health Living:</i> <ul style="list-style-type: none"> • Analyse factors that influence health
<i>Planning 10 (2004)</i>	10	<i>Health</i>	<i>Health Information:</i> <ul style="list-style-type: none"> • Analyse health information for validity and personal relevance
			<i>Healthy Relationships:</i> <ul style="list-style-type: none"> • Analyse factors contributing to safe and caring school • Demonstrate an understanding of skills needed to build and maintain healthy relationships
			<i>Health Decisions:</i> <ul style="list-style-type: none"> • Evaluate the potential effects of an individual's health –related decisions on self, family and community
<i>Home Economics: Family Studies 10 to 12 (2007)</i>	10-12	<i>Transition to Adolescence</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of the roles, rights, and responsibilities of adolescents
		<i>Adolescent Identity</i>	<ul style="list-style-type: none"> • Analyse influences on an individual's self-concept
		<i>Issues and Challenges of Adolescence</i>	<ul style="list-style-type: none"> • Analyse economic, social, and emotional issues and challenges that may affect adolescents • Propose and evaluate strategies to effectively cope with adolescent issues and challenges • Demonstrate an understanding of how to stay safe in a variety of situations • Analyse a variety of global issues that may affect adolescents
		<i>Lifestyles and life changes</i>	<ul style="list-style-type: none"> • Analyse the components of a healthy lifestyle • Demonstrate a knowledge of medical conditions prevalent in adulthood
		<i>Issues and Challenges of Adulthood</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life

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<i>Social Studies 8 to 9 (1997)</i>	8	<i>Application of Social Studies</i>	<ul style="list-style-type: none"> • Assess a variety of positions on controversial issues • Gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
	9	<i>Application of Social Studies</i>	<ul style="list-style-type: none"> • Defend a position on a controversial issue after considering a variety of perspectives • Assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources
<i>Social Studies 10 (2006)</i>	10	<i>Skills and Processes of Social Studies</i>	<ul style="list-style-type: none"> • Apply critical thinking skills • Demonstrate effective research skills
<i>Social Studies 11 (2005)</i>	11	<i>Skills and Processes of Social Studies</i>	<ul style="list-style-type: none"> • Apply critical thinking • Demonstrate effective research skills
<i>Civic Studies 11 (2005)</i>		<i>Skills & Processes</i>	<ul style="list-style-type: none"> • Apply critical thinking skills • Demonstrate effective research skills • Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration

<i>Social Justice 12 (2008)</i>	12		<ul style="list-style-type: none"> • Demonstrate understanding of concepts and terminology of social justice, • Apply critical thinking skills to a range of social justice issues, situations, and topics • Analyse selected social justice issues from an ethical perspective • Assess how belief systems can affect perspectives and decisions in relation to social justice issues • Conduct a self-assessment of their own attitudes and behaviours related to social justice • Demonstrate attributes and behaviours that promote social justice
<i>History 12</i>	12	<i>The Study of History</i>	<ul style="list-style-type: none"> • Analyse primary and secondary sources (historical evidence) with reference to: <ul style="list-style-type: none"> ○ - reliability ○ - bias and point of view ○ - corroborating and conflicting evidence"
			<ul style="list-style-type: none"> • Assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors
			<ul style="list-style-type: none"> • Demonstrate historical empathy

ADDITIONAL COURSES: PSYCHOLOGY 11/12