

Unit 2 – BC Curriculum

<b>Course/IRP</b>	<b>Grade</b>	<b>Curriculum Organizer</b>	<b>Prescribed Learning Outcomes</b>
<i>Health and Career Education 8 &amp; 9 (2005)</i>	8	<i>Health</i>	<i>Health Living:</i> <ul style="list-style-type: none"> <li>• Set personal goals for attaining and maintaining a healthy lifestyle</li> </ul>
			<i>Healthy Relationships:</i> <ul style="list-style-type: none"> <li>• Assess the importance of healthy relationships</li> <li>• Describe ways in which they can contribute to a safe and caring school environment</li> <li>• Identify school and community sources of information and support</li> </ul>
			<ul style="list-style-type: none"> <li>• Propose strategies that can assist youth in making healthy choices</li> </ul>
<i>Health and Career Education 8 &amp; 9 (2005)</i>	9	<i>Health</i>	<i>Healthy Living:</i> <ul style="list-style-type: none"> <li>• Describe practices that promote healthy decision making</li> <li>• Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential</li> </ul>
			<i>Healthy Relationships:</i> <ul style="list-style-type: none"> <li>• Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation</li> </ul>
<i>Planning 10 (2004)</i>	10	<i>Health</i>	<i>Health Living:</i> <ul style="list-style-type: none"> <li>• Analyse factors that influence health</li> </ul>
			<i>Health Information:</i> <ul style="list-style-type: none"> <li>• Analyse health information for validity and personal relevance</li> </ul>
			<i>Healthy Relationships:</i> <ul style="list-style-type: none"> <li>• Analyse factors contributing to safe and caring school</li> <li>• Demonstrate an understanding of skills needed to build and maintain healthy relationships</li> </ul>
			<i>Health Decisions:</i> <ul style="list-style-type: none"> <li>• Evaluate the potential effects of an individual’s health –related decisions on self, family and community</li> </ul>

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<i>Home Economics: Family Studies 10 to 12 (2007)</i>	10-12	<i>Transition to Adolescence</i>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the roles, rights, and responsibilities of adolescents</li> </ul>
		<i>Adolescent Identity</i>	<ul style="list-style-type: none"> <li>• Analyse influences on an individual's self-concept</li> </ul>
		<i>Issues and Challenges of Adolescence</i>	<ul style="list-style-type: none"> <li>• Analyse economic, social, and emotional issues and challenges that may affect adolescents</li> <li>• Propose and evaluate strategies to effectively cope with adolescent issues and challenges</li> <li>• Demonstrate an understanding of how to stay safe in a variety of situations</li> <li>• Analyse a variety of global issues that may affect adolescents</li> </ul>
		<i>Housing &amp; Society</i>	<ul style="list-style-type: none"> <li>• Describe the role housing plays in meeting physical, social, and emotional needs</li> </ul>
			<ul style="list-style-type: none"> <li>• Identify ways in which local, provincial, self-governed, and federal governments influence housing in Canada</li> </ul>
<i>Establishing Independent Living</i>	<ul style="list-style-type: none"> <li>• Identify the factors that affect the choice of living and housing options for young adults</li> </ul>		

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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"> <li>• Assess a variety of positions on controversial issues</li> <li>• Gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources</li> </ul>
	9	<i>Application of Social Studies</i>	<ul style="list-style-type: none"> <li>• Defend a position on a controversial issue after considering a variety of perspectives</li> <li>• Assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources</li> </ul>
		<i>Society and Culture: Europe and North America From 1500 to 1815</i>	<ul style="list-style-type: none"> <li>• Analyse roots of present-day regional, cultural, and social issues within Canada</li> <li>• Assess how identity is shaped by a variety of factors</li> </ul>
<i>Social Studies 10 (2006)</i>	10	<i>Skills and Processes of Social Studies</i>	<ul style="list-style-type: none"> <li>• Apply critical thinking skills</li> <li>• Demonstrate effective research skills</li> </ul>
		<i>Identity, Society, and Culture: Canada from 1815 to 1914</i>	<ul style="list-style-type: none"> <li>• Analyse Canadian society in terms of gender roles, ethnicity, daily life, and the arts</li> </ul>
<i>Social Studies 11 (2005)</i>	11	<i>Skills and Processes of Social Studies</i>	<ul style="list-style-type: none"> <li>• Apply critical thinking</li> <li>• Demonstrate effective research skills</li> </ul>
		<i>Politics and Government</i>	<ul style="list-style-type: none"> <li>• Describe major provisions of the Canadian constitution, including the <i>Canadian Charter of Rights and Freedoms</i></li> <li>• Explain how Canadians can effect change at the federal and provincial levels</li> </ul>
		<i>Society and Identity</i>	<ul style="list-style-type: none"> <li>• Assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights</li> <li>• Analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories                             <ul style="list-style-type: none"> <li>○ Human Rights</li> </ul> </li> <li>• Assess the application of fundamental principles of democracy with respect to selected 20th and 21st century cases in Canada</li> <li>• Assess the role of beliefs and values in civic decision making</li> </ul>
		<i>Civic Action</i>	<ul style="list-style-type: none"> <li>• Evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally</li> <li>• Evaluate the ethics of selected civic decisions</li> </ul>
<i>Law 12 (2006)</i>	12	<i>Foundations of Law</i>	<ul style="list-style-type: none"> <li>• Analyse the impact of the following on Canadian society                             <ul style="list-style-type: none"> <li>○ - the Canadian Charter of Rights and Freedoms</li> <li>○ - human rights legislation"</li> </ul> </li> </ul>

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<i>Social Justice 12 (2008)</i>	12		<ul style="list-style-type: none"> <li>• Demonstrate understanding of concepts and terminology of social justice,</li> <li>• Apply critical thinking skills to a range of social justice issues, situations, and topics</li> <li>• Analyse selected social justice issues from an ethical perspective</li> <li>• Assess how belief systems can affect perspectives and decisions in relation to social justice issues</li> <li>• Conduct a self-assessment of their own attitudes and behaviours related to social justice</li> <li>• Demonstrate attributes and behaviours that promote social justice</li> </ul>
<i>Civic Studies 11 (2005)</i>		<i>Skills &amp; Processes</i>	<ul style="list-style-type: none"> <li>• Apply critical thinking skills</li> <li>• Demonstrate effective research skills</li> <li>• Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration</li> </ul>
		<i>Informed Citizenship</i>	<ul style="list-style-type: none"> <li>• Compare human rights provisions in Canada and internationally</li> <li>• Describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society</li> <li>• Demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity</li> </ul>
		<i>Civic Deliberation</i>	<ul style="list-style-type: none"> <li>• Analyse key provisions of the Canadian social safety net and their impact on Canadian society</li> </ul>
<i>History 12</i>	12	<i>The Study of History</i>	<ul style="list-style-type: none"> <li>• Analyse primary and secondary sources (historical evidence) with reference to:                             <ul style="list-style-type: none"> <li>○ - reliability</li> <li>○ - bias and point of view</li> <li>○ - corroborating and conflicting evidence"</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors</li> </ul>
			<ul style="list-style-type: none"> <li>• Demonstrate historical empathy</li> </ul>

**ADDITIONAL COURSES: PSYCHOLOGY 11/12**