

Unit 2 – 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
			<ul style="list-style-type: none"> • Propose strategies that can assist youth in making healthy choices
<i>Health and Career Education 8 & 9 (2005)</i>	9	<i>Health</i>	<i>Healthy 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>Healthy Relationships:</i> <ul style="list-style-type: none"> • Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation
<i>Planning 10 (2004)</i>	10	<i>Health</i>	<i>Health Living:</i> <ul style="list-style-type: none"> • Analyse factors that influence health
			<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

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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"> • 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>Housing & Society</i>	<ul style="list-style-type: none"> • Describe the role housing plays in meeting physical, social, and emotional needs
			<ul style="list-style-type: none"> • Identify ways in which local, provincial, self-governed, and federal governments influence housing in Canada
<i>Establishing Independent Living</i>	<ul style="list-style-type: none"> • Identify the factors that affect the choice of living and housing options for young adults 		

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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>Society and Culture: Europe and North America From 1500 to 1815</i>	<ul style="list-style-type: none"> • Analyse roots of present-day regional, cultural, and social issues within Canada • Assess how identity is shaped by a variety of factors
<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>Identity, Society, and Culture: Canada from 1815 to 1914</i>	<ul style="list-style-type: none"> • Analyse Canadian society in terms of gender roles, ethnicity, daily life, and the arts
<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>Politics and Government</i>	<ul style="list-style-type: none"> • Describe major provisions of the Canadian constitution, including the <i>Canadian Charter of Rights and Freedoms</i> • Explain how Canadians can effect change at the federal and provincial levels
		<i>Society and Identity</i>	<ul style="list-style-type: none"> • Assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights • 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"> ○ Human Rights • Assess the application of fundamental principles of democracy with respect to selected 20th and 21st century cases in Canada • Assess the role of beliefs and values in civic decision making
		<i>Civic Action</i>	<ul style="list-style-type: none"> • Evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally • Evaluate the ethics of selected civic decisions
<i>Law 12 (2006)</i>	12	<i>Foundations of Law</i>	<ul style="list-style-type: none"> • Analyse the impact of the following on Canadian society <ul style="list-style-type: none"> ○ - the Canadian Charter of Rights and Freedoms ○ - human rights legislation"

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<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>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>Informed Citizenship</i>	<ul style="list-style-type: none"> • Compare human rights provisions in Canada and internationally • Describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society • Demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity
		<i>Civic Deliberation</i>	<ul style="list-style-type: none"> • Analyse key provisions of the Canadian social safety net and their impact on Canadian society
<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