

Unit 3 –BC Curriculum

| Course/IRP | Grade | Curriculum Organizer | Prescribed Learning Outcomes |
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| <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 |
| <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 |

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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 • Describe how different forms of artistic expression reflect the society in which they are produced |
| | | <i>Politics and Law: Europe and North America from 1500 to 1815</i> | <ul style="list-style-type: none"> • Evaluate the changing nature of law and its relation to social conditions of the times |
| <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" |

