
SENIOR YEARS

*Personal/Social Component
Human Dynamics*

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

Physical Education/Health Education

- K.3.S1.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety.
- K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community.
- K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts.
- K.3.S1.B.5b Demonstrate an understanding of the skills in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- K.3.S1.B.6a Differentiate among the terms associated with abusive situations.
- K.3.S1.B.6b Identify skills and community resources for addressing problems associated with sexually abusive behaviours.
- K.4.S1.A.1 Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.
- K.4.S1.B.1a Describe ways to treat others for developing healthy and meaningful relationships.
- K.4.S1.B.3a Examine how to manage anger in constructive ways in different case scenarios.
- K.4.S1.B.3b Examine effects of conflicts and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships.
- K.4.S1.B.3c Assess behaviours and conflict-resolution strategies in the context of final outcome for settling disputes or disagreements.
- K.4.S1.B.4 Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal.
- S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices.
- S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices.
- S.4.S1.A.3 Apply interpersonal skills in case scenarios related to developing close, meaningful relationships.
- S.4.S1.A.4 Apply conflict-resolution strategies in different case scenarios for understanding different perspectives and points of view.
- K.5.S1.D.1 Explain the meaning of addiction and substance dependence and the possible effects on self and/or others.
- K.5.S1.D.2 Examine the use and abuse of substances and potential consequences on personal health and well-being.
- K.5.S1.D.3 Identify community agencies and resources available to support the prevention of substance use and abuse.

(continued)

PERSONAL/SOCIAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 9 (continued)

<p>Human Dynamics</p> <ul style="list-style-type: none"> • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/ peers) • personal responsibility 	<p>Physical Education/Health Education (continued)</p> <p>K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships.</p> <p>K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy, and responsibilities regarding prevention.</p> <p>K.5.S1.E.3a Describe social factors affecting human sexuality.</p> <p>K.5.S1.E.3b Examine the influences on making decisions for responsible sexual behaviour.</p> <p>K.5.S1.E.3c Review personal responsibilities and sources of support with regard to sex-related health issues.</p> <p>S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse.</p> <p>S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours.</p> <p>Social Studies</p> <p>9-S-101 Use a variety of strategies in conflict resolution.</p> <p>9-S-102 Make decisions that reflect fairness and equality in their interactions with others.</p> <p>9-S-104 Seek consensus in collaborative problem solving.</p> <p>9-S-105 Recognize and take a stand against discriminatory practices and behaviours.</p> <p>9-S-301 Analyze the context of events, accounts, ideas, and interpretations.</p> <p>9-S-307 Propose and defend innovative options or solutions to address issues and problems.</p> <p>9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.</p> <p>9-S-400 Listen to others to understand their perspectives.</p> <p>9-S-401 Use language that is respectful of human diversity.</p> <p>9-S-402 Express informed and reasoned opinions.</p> <p>9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.</p> <p>9-S-405 Articulate their perspectives on issues.</p> <p>9-S-406 Debate differing points of view regarding an issue.</p> <p>9-VI-004 Be willing to consider diverse social and cultural perspectives.</p> <p>9-VP-014 Value non-violent resolutions to conflict.</p> <p>9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.</p>
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PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9 *(continued)*

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

English Language Arts

- | | |
|-------|--|
| 1.2.1 | Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge. |
| 1.2.2 | Review and refine personal viewpoints through reflection, feedback, and self-assessment. |
| 1.2.4 | Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding. |
| 3.1.1 | Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. |
| 3.2.1 | Access, record, and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research. |
| 5.1.1 | Recognize the importance of effective communication in working with others. |
| 5.2.1 | Recognize that differing perspectives and unique reactions enrich understanding. |

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

Physical Education/Health Education

- K.4.S2.A.1 Assess personal attributes and talents across a variety of domains, and assess how each contributes to self-esteem/self-confidence.
- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour.
- K.4.S2.A.2b Evaluate how various internal and external factors may have an impact on the achievement of personal and/or career goals.
- K.4.S2.B.2a Evaluate the benefits of effective communication skills for getting along with family, friends, and peers in school, community, and/or the workplace.
- K.4.S2.B.2b Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships.
- K.4.S2.C.1a Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.
- K.4.S2.C.1b Show an understanding of ways to support others who are dealing with the loss of a friend or family member.
- K.4.S2.C.2 Describe situations that cause personal stress.
- K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being.
- K.4.S2.C.4a Examine the strategies and defence mechanisms that can be healthy or unhealthy ways of managing stress.
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.
- S.4.S2.A.3 Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts.
- S.4.S2.A.5 Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations.
- K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
- K.5.S2.D.1 Analyze issues concerning the use and abuse of legal and illegal substances.
- K.5.S2.E.2 Analyze the components in different case scenarios for building and maintaining healthy relationships.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10 *(continued)*

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

Social Studies

- | | |
|----------|---|
| 10-S-100 | Collaborate with others to achieve group goals and responsibilities. |
| 10-S-101 | Use a variety of strategies in conflict resolution. |
| 10-S-104 | Seek consensus in collaborative problem solving. |
| 10-S-105 | Recognize and take a stand against discriminatory practices and behaviours. |
| 10-S-106 | Propose options that are inclusive of diverse perspectives. |
| 10-S-107 | Make decisions that reflect social responsibility. |
| 10-S-303 | Reconsider personal assumptions based on new information and ideas. |
| 10-S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| 10-S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. |
| 10-S-400 | Listen to others to understand their perspectives. |
| 10-S-401 | Use language that is respectful of human diversity. |
| 10-S-402 | Express informed and reasoned opinions. |
| 10-S-405 | Articulate their perspectives on issues. |
| 10-S-406 | Debate differing points of view regarding an issue. |

English Language Arts

- | | |
|-------|---|
| 1.2.1 | Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences. |
| 1.2.2 | Explain opinions, providing support or reasons; anticipate other viewpoints. |
| 3.1.1 | Determine inquiry or research focus based on personal knowledge and interests and on others' expertise. |
| 3.2.1 | Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic. |
| 5.1.1 | Make and encourage contributions to assist in developing group ideas; take responsibility for developing and expressing viewpoints. |
| 5.2.1 | Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self. |

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 11

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

English Language Arts

- 1.2.1 Examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others.
- 3.1.1 Determine inquiry or research focus and parameters based on personal knowledge and on others' expertise.
- 3.2.1 Select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus.
- 3.2.3 Evaluate how perspectives and biases influence the choice of information sources for inquiry or research.
- 5.1.1 Use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation.
- 5.2.1 Identify various factors that shape understanding of texts, others, and self.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 12

Human Dynamics

- youth issues (emotional maturation [moods, grief, anxiety, suicide, depression])
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- alcohol/drugs/extremes
- connections (family/supportive adults/agencies/ peers)
- personal responsibility

English Language Arts

- | | |
|-------|---|
| 1.2.1 | Explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs. |
| 3.1.1 | Consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task. |
| 3.2.1 | Evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus. |
| 3.2.3 | Evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research. |
| 5.1.1 | Use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought. |
| 5.2.1 | Demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self. |

SENIOR YEARS

Personal/Social Component
Social Skills

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9

Social Skills

- conflict resolution/mediation/respect
- peer helper/peer mediator/volunteerism
- active listening
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence)
- lifestyles (decision making, sexuality)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education

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|-------------|---|
| K.3.S1.B.1 | Evaluate the effectiveness of laws and policies that promote personal and community safety. |
| K.3.S1.B.4 | Demonstrate the ability to access valid health information and health-promoting products and services available in the community. |
| K.3.S1.B.5a | Analyze issues related to violence prevention in a variety of contexts. |
| K.3.S1.B.5b | Demonstrate an understanding of the skills in dealing with case scenarios related to physically, verbally, and emotionally abusive situations. |
| K.3.S1.B.6a | Differentiate among the terms associated with abusive situations. |
| K.3.S1.B.6b | Identify skills and community resources for addressing problems associated with sexually abusive behaviours. |
| K.4.S1.A.1 | Examine personal strengths, values, and strategies for achieving individual success and a positive self-image. |
| K.4.S1.B.1a | Describe ways to treat others for developing healthy and meaningful relationships. |
| K.4.S1.B.2a | Identify communication skills and strategies that promote team/group dynamics. |
| K.4.S1.B.2b | Identify appropriate social behaviours for developing meaningful interpersonal relationships. |
| K.4.S1.B.3a | Examine how to manage anger in constructive ways in different case scenarios. |
| K.4.S1.B.3b | Examine effects of conflicts and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships. |
| K.4.S1.B.3c | Assess behaviours and conflict-resolution strategies in the context of final outcome for settling disputes or disagreements. |
| K.4.S1.B.4 | Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal. |
| S.4.S1.A.1 | Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices. |
| S.4.S1.A.2 | Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices. |
| S.4.S1.A.3 | Apply interpersonal skills in case scenarios related to developing close, meaningful relationships. |
| S.4.S1.A.4 | Apply conflict-resolution strategies in different case scenarios for understanding different perspectives and points of view. |
| K.5.S1.D.1 | Explain the meaning of addiction and substance dependence and the possible effects on self and/or others. |
| K.5.S1.D.2 | Examine the use and abuse of substances and potential consequences on personal health and well-being. |
| K.5.S1.D.3 | Identify community agencies and resources available to support the prevention of substance use and abuse. |

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9 *(continued)*

Social Skills

- conflict resolution/mediation/respect
- peer helper/peer mediator/volunteerism
- active listening
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence)
- lifestyles (decision making, sexuality)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education *(continued)*

- K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships.
- K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy, and responsibilities regarding prevention.
- K.5.S1.E.3a Describe social factors affecting human sexuality.
- K.5.S1.E.3b Examine the influences on making decisions for responsible sexual behaviour.
- K.5.S1.E.3c Review personal responsibilities and sources of support with regard to sex-related health issues.
- S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse.
- S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours.

Social Studies

- 9-S-101 Use a variety of strategies in conflict resolution.
- 9-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-104 Seek consensus in collaborative problem solving.
- 9-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-301 Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-307 Propose and defend innovative options or solutions to address issues and problems.
- 9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
- 9-S-400 Listen to others to understand their perspectives.
- 9-S-401 Use language that is respectful of human diversity.
- 9-S-402 Express informed and reasoned opinions.
- 9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- 9-S-405 Articulate their perspectives on issues.
- 9-S-406 Debate differing points of view regarding an issue.
- 9-VI-004 Be willing to consider diverse social and cultural perspectives.
- 9-VP-014 Value non-violent resolutions to conflict.
- 9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9 *(continued)*

Social Skills	English Language Arts	
<ul style="list-style-type: none"> • conflict resolution/mediation/respect • peer helper/peer mediator/volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/individuality/culture) • social responsibility 	1.1.2 1.2.4 3.1.1 3.1.3 3.2.1 5.1.1 5.1.3 5.1.4 5.2.1	Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding. Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research. Recognize the importance of effective communication in working with others. Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities. Establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development. Recognize that differing perspectives and unique reactions enrich understanding.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10

Social Skills

- conflict resolution/mediation/respect
- peer helper/peer mediator/volunteerism
- active listening
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence)
- lifestyles (decision making, sexuality)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education

- K.4.S2.A.2b Evaluate how various internal and external factors may have an impact on the achievement of personal and/or career goals.
- K.4.S2.A.3 Analyze factors that influence personal and/or group decisions for active, healthy lifestyles.
- K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity.
- K.4.S2.B.2a Evaluate the benefits of effective communication skills for getting along with family, friends, and peers in school, community, and/or the workplace.
- K.4.S2.B.2b Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships.
- K.4.S2.C.1a Describe the behaviour necessary for providing others with support and promoting emotional health and well-being.
- K.4.S2.C.1b Show an understanding of ways to support others who are dealing with the loss of a friend or family member.
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.
- S.4.S2.A.3 Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts.
- S.4.S2.A.5 Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations.
- K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
- S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10 *(continued)*

Social Skills

- conflict resolution/mediation/respect
- peer helper/peer mediator/volunteerism
- active listening
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence)
- lifestyles (decision making, sexuality)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Social Studies

- | | |
|----------|---|
| 10-S-100 | Collaborate with others to achieve group goals and responsibilities. |
| 10-S-101 | Use a variety of strategies in conflict resolution. |
| 10-S-104 | Seek consensus in collaborative problem solving. |
| 10-S-105 | Recognize and take a stand against discriminatory practices and behaviours. |
| 10-S-106 | Propose options that are inclusive of diverse perspectives. |
| 10-S-107 | Make decisions that reflect social responsibility. |
| 10-S-303 | Reconsider personal assumptions based on new information and ideas. |
| 10-S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| 10-S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. |
| 10-S-400 | Listen to others to understand their perspectives. |
| 10-S-401 | Use language that is respectful of human diversity. |
| 10-S-402 | Express informed and reasoned opinions. |
| 10-S-405 | Articulate their perspectives on issues. |
| 10-S-406 | Debate differing points of view regarding an issue. |

English Language Arts

- | | |
|-------|---|
| 1.2.1 | Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences. |
| 1.2.2 | Explain opinions, providing support or reasons; anticipate other viewpoints. |
| 3.1.1 | Determine inquiry or research focus based on personal knowledge and interests and on others' expertise. |
| 3.2.1 | Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic. |
| 5.1.1 | Make and encourage contributions to assist in developing group ideas; take responsibility for developing and expressing viewpoints. |
| 5.2.1 | Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self. |

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 11

Social Skills	English Language Arts
<ul style="list-style-type: none"> • conflict resolution/mediation/respect 	1.1.2 Seek other's responses through a variety of means to clarify and rework ideas and positions.
<ul style="list-style-type: none"> • peer helper/peer mediator/volunteerism 	1.2.1 Examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others.
<ul style="list-style-type: none"> • active listening 	4.4.1 Demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions.
<ul style="list-style-type: none"> • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) 	4.4.3 Demonstrate critical listening and viewing behaviours to understand and respond to presentations in a variety of ways.
<ul style="list-style-type: none"> • lifestyles (decision making, sexuality) 	5.1.1 Use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation.
<ul style="list-style-type: none"> • diversity (exceptional learning needs/multiple intelligences/individuality/culture) 	5.1.2 Demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals.
<ul style="list-style-type: none"> • social responsibility 	5.2.3 Explain ways in which language and texts express and shape the perceptions of people and diverse communities.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 12

Social Skills	English Language Arts	
<ul style="list-style-type: none"> • conflict resolution/mediation/respect • peer helper/peer mediator/volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/individuality/culture) • social responsibility 	<p>1.1.2</p> <p>1.2.1</p> <p>4.4.1</p> <p>4.4.3</p> <p>5.1.1</p> <p>5.1.2</p> <p>5.2.3</p>	<p>Invite diverse and challenging ideas and opinions through a variety of means to facilitate the re-examination of own ideas and positions.</p> <p>Explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs.</p> <p>Demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback.</p> <p>Demonstrate critical listening and viewing behaviours to make inferences about presentations.</p> <p>Use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought.</p> <p>Demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals.</p> <p>Analyze ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities.</p>

SENIOR YEARS

*Personal/Social Component
Safe Communities*

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9

Safe Communities

- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring
- harassment/intimidation/cyberbullying
- bullying/manipulation
- legal issues (charter and human rights, criminal code, *YCJA*)

Physical Education/Health Education

- K.3.S1.A.4 Identify safety and risk factors for selected activities related to people, facilities, and equipment.
- K.3.S1.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety.
- K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts.
- K.3.S1.B.5b Demonstrate an understanding of the skills in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- K.3.S1.B.6a Differentiate among the terms associated with abusive situations.
- K.3.S1.B.6b Identify skills and community resources for addressing problems associated with sexually abusive behaviours.
- K.4.S1.A.1 Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.
- K.4.S1.B.2a Identify communication skills and strategies that promote team/group dynamics.
- K.4.S1.B.2b Identify appropriate social behaviours for developing meaningful interpersonal relationships.
- K.4.S1.B.3a Examine how to manage anger in constructive ways in different case scenarios.
- K.4.S1.B.3b Examine effects of conflicts and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships.
- K.4.S1.B.3c Assess behaviours and conflict-resolution strategies in the context of final outcome for settling disputes or disagreements.
- K.4.S1.B.4 Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal.
- S.4.S1.A.4 Apply conflict-resolution strategies in different case scenarios for understanding different perspectives and points of view.

Social Studies

- 9-S-101 Use a variety of strategies in conflict resolution.
- 9-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-104 Seek consensus in collaborative problem solving.
- 9-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-301 Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-307 Propose and defend innovative options or solutions to address issues and problems.
- 9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
- 9-S-400 Listen to others to understand their perspectives.
- 9-S-401 Use language that is respectful of human diversity.
- 9-S-402 Express informed and reasoned opinions.
- 9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- 9-S-405 Articulate their perspectives on issues.
- 9-S-406 Debate differing points of view regarding an issue.
- 9-VI-004 Be willing to consider diverse social and cultural perspectives.
- 9-VP-014 Value non-violent resolutions to conflict.
- 9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10

Safe Communities

- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring
- harassment/intimidation/cyberbullying
- bullying/manipulation
- legal issues (charter and human rights, criminal code, YCJA)

Physical Education/Health Education

- K.3.S2.A.4 Identify safety and risk factors for selected activities related to people, facilities, and equipment.
- K.4.S2.B.2b Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships.
- S.4.S2.A.3 Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts.
- S.4.S2.A.5 Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations.

Social Studies

- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-101 Use a variety of strategies in conflict resolution.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-104 Seek consensus in collaborative problem solving.
- S-105 Recognize and take a stand against discriminatory practices and behaviours.
- S-106 Propose options that are inclusive of diverse perspectives.
- S-107 Make decisions that reflect social responsibility.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 11

Safe Communities

- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring
- harassment/intimidation/cyberbullying
- bullying/manipulation
- legal issues (charter and human rights, criminal code, YCJA)

There are no specific learning outcomes in other curricular areas for this topic.

PERSONAL/SOCIAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 12

Safe Communities

- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring
- harassment/intimidation/cyberbullying
- bullying/manipulation
- legal issues (charter and human rights, criminal code, YCJA)

There are no specific learning outcomes in other curricular areas for this topic.

