
MIDDLE YEARS

Personal/Social Component
Family Dynamics

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Physical Education/Health Education

- K.3.5.B.4 Identify available community supports that promote safety and community health.
- K.4.5.A.1 Identify how one's self-concept and feelings are affected by others.
- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions for personal success.
- K.4.5.A.3 Identify the influence of self and others on setting priorities and making responsible personal decisions.
- K.4.5.B.3a Identify components of anger management and strategies for self-control in different contexts.
- K.4.5.B.3b Identify misunderstandings and/or miscommunications related to messages in the media that could cause or affect conflict.
- K.4.5.B.4 Identify and assess strategies for preventing or avoiding uncomfortable or dangerous situations.
- S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.
- K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse.
- K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices.
- K.5.5.E.1c Describe how heredity influences growth and characteristics that contribute to personal identity.
- K.5.5.E.2 Identify the social-emotional changes associated with puberty.
- K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles.
- K.5.5.E.3c Identify the responsibilities associated with physical, social, and emotional changes during puberty.
- S.5.5.A.4 Apply strategies for preventing or avoiding substance use and abuse in different case scenarios.
- S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty.

Social Studies

- 5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 5-S-303 Evaluate personal assumptions based on new information and ideas.
- 5-S-405 Articulate their beliefs and perspectives on issues.

PERSONAL/SOCIAL COMPONENT

Middle Years
CURRICULAR CONNECTIONS – Grade 5 (continued)
Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

English Language Arts

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| 1.1.3 | Recognize and use favourite forms of self-expression. |
| 1.1.4 | Review personal collection of favourite oral, literary, and media texts and share responses to preferred forms. |
| 1.2.4 | Appraise ideas for clarity and ask extending questions. |
| 3.1.1 | Summarize personal knowledge of a topic in categories to determine information needs. |
| 3.1.2 | Formulate general and specific questions to identify information needs. |
| 3.1.3 | Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research. |
| 3.2.1 | Record personal knowledge of a topic and collaborate to generate information for inquiry or research. |
| 3.2.3 | Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Physical Education/Health Education

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| K.4.6.A.1 | Describe individual characteristics that contribute to the development of personal identity, self-confidence, and self-efficacy. |
| K.4.6.A.2a | Identify and revise short- and long-term goals for personal management. |
| K.4.6.A.2b | Determine effective time-management techniques and organizational skills for personal planning. |
| K.4.6.A.3 | Describe how personal factors and social factors influence making responsible and health-enhancing decisions. |
| K.4.6.B.1a | Identify the influences that help or hinder responsible, social decision making. |
| K.4.6.B.1b | Recognize personal participation and responsibility in difference social contexts. |
| K.4.6.C.1b | Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief and where to go for help. |
| K.4.6.C.2 | Identify the personality traits that are conducive to handling stress and showing resiliency. |
| K.4.6.C.3 | Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages. |
| K.4.6.C.4a | Identify stress-management strategies for controlling anger in different situations. |
| S.4.6.A.2 | Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices. |
| S.4.6.A.5 | Demonstrate the functional use of stress-management strategies for managing stress in case scenarios related to a variety of situations. |

Social Studies

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| 6-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 6-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 6-S-103 | Make decisions that reflect care, concern, and responsibility for the environment. |
| 6-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 6-S-105 | Recognize bias and discrimination and propose solutions. |
| 6-S-106 | Treat places and objects of historical significance with respect. |
| 6-S-303 | Evaluate personal assumptions based on new information and ideas. |
| 6-S-304 | Distinguish fact from opinion and interpretation. |
| 6-S-400 | Listen to others to understand their perspectives |

(continued)

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (*Who am I?*) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Social Studies *(continued)*

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| 6-S-401 | Use language that is respectful of human diversity. |
| 6-S-402 | Persuasively express differing viewpoints regarding an issue. |
| 6-S-404 | Elicit and clarify questions and ideas in discussions. |
| 6-S-405 | Articulate their beliefs and perspectives on issues. |
| 6-VP-016 | Respect authority when it is consistent with democratic ideals. |
| 6-VP-017 | Be willing to support solutions to address inequities. |

English Language Arts

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| 1.1.1 | Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations. |
| 1.1.2 | Select from others' ideas and observations to develop thinking and understanding. |
| 1.1.3 | Experiment with new forms of self-expression. |
| 1.2.1 | Reflect on prior knowledge and experiences to arrive at new understanding. |
| 1.2.4 | Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world. |
| 3.1.1 | Summarize and focus personal knowledge of a topic to determine information needs. |
| 3.1.2 | Formulate relevant questions to focus information needs for an inquiry. |
| 3.1.3 | Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research. |
| 5.1.2 | Incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations. |
| 5.1.3 | Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities. |
| 5.2.3 | Demonstrate sensitivity to appropriate language use and tone when communicating orally. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Physical Education/Health Education

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| K.3.7.B.4 | Describe ways to seek help related to different types of accidents and/or dangerous situations. |
| K.3.7.B.5a | Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships. |
| K.3.7.B.5b | Develop strategies for avoiding situations that can potentially lead to conflict and violence. |
| K.3.7.B.6a | Establish safety guidelines to protect self and others from sexually abusive situations. |
| K.3.7.B.6b | Demonstrate an understanding of skills in dealing with case scenarios related to sexually abusive situations and ways to seek help. |
| K.4.7.A.1 | Compare attitudes and behaviours that contribute to a sense of belonging. |
| K.4.7.A.2a | Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies. |
| K.4.7.A.2b | Describe the mental skills necessary to enhance performance, readiness, and satisfaction. |
| K.4.7.A.3 | Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. |
| K.4.7.B.1a | Identify socially acceptable behaviours for dealing with new situations and/or change. |
| K.4.7.B.1b | Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events. |
| S.4.7.A.3 | Demonstrate functional use of interpersonal skills for dealing with new activities, situations, and/or changes in class activities. |
| K.5.7.E.2a | Identify the emotional changes at puberty and their effect on personal well-being. |
| K.5.7.E.2b | Identify positive ways of coping with daily moods and emotions associated with puberty. |
| K.5.7.E.3c | Identify responsibilities and sources of support with regard to sex-related health issues. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Social Studies

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| 7-S-100 | Collaborate with others to establish and carry out goals and responsibilities. |
| 7-S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| 7-S-303 | Evaluate personal assumptions based on new information and ideas. |
| 7-S-311 | Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. |
| 7-S-400 | Listen to others to understand their perspectives. |
| 7-S-401 | Use language that is respectful of human diversity. |
| 7-S-402 | Persuasively express differing viewpoints regarding an issue. |
| 7-S-405 | Articulate their beliefs and perspectives on issues. |
| 7-KC-004 | Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. |
| 7-KI-008 | Describe the influence of various factors on personal identity. |
| 7-VC-001 | Respect the inherent dignity of all people. |
| 7-VC-002 | Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life. |
| 7-VC-003 | Be willing to contribute to their groups and communities. |
| 7-VI-005 | Respect others' rights to express their points of view. |
| 7-VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar. |
| 7-VE-017 | Be willing to consider the consequences of their consumer choices. |

English Language Arts

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| 1.1.1 | Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions. |
| 1.1.2 | Compare own and others' insights and viewpoints. |
| 1.2.2 | Summarize and represent personal viewpoints in clear and meaningful ways. |
| 1.2.4 | Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding. |
| 3.2.1 | Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research. |
| 5.1.1 | Demonstrate growing self-confidence when expressing and sharing thoughts, ideas, and feelings. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

Physical Education/Health Education

- K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety.
- K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community.
- K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others.
- K.4.8.A.2a Develop self-monitoring strategies and criteria in setting individual and/or group goals.
- K.4.8.A.2b Analyze how factors affect one's planning and setting of goals.
- K.4.8.A.3 Describe the social factors that affect the decision-making/problem-solving process in group situations.
- K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity in different contexts.
- K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
- K.4.8.B.2a Describe examples of assertive behaviours for resisting negative peer pressure.
- K.4.8.B.2b Identify roles and responsibilities in developing positive relationships.
- K.4.8.C.1a Identify how self, peers, and the community contribute to the enhancement of personal health and well-being.
- K.4.8.C.1b Identify stages of grieving for understanding and supporting self and others.
- K.4.8.C.2 Explain how stress may have positive or negative consequences.
- K.4.8.C.3 Examine the effects of stress and relaxation on body systems.
- K.4.8.C.4a List healthy strategies and unhealthy strategies for dealing with stress and/or anxiety.
- S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal.
- S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios.
- S.4.8.A.3 Demonstrate functional use of interpersonal skills that promote fair play and teamwork.
- S.4.8.A.5 Apply stress-management strategies in case scenarios related to stressful situations.
- K.5.8.B.3 Determine the degree to which technology has had an impact on personal health.
- K.5.8.C.1a Evaluate information related to healthy body weight and body image.

(continued)

PERSONAL/SOCIAL COMPONENT

Middle Years CURRICULAR CONNECTIONS – Grade 8 (continued)

<p>Family Dynamics</p> <ul style="list-style-type: none"> • adolescent issues (emotional development [fears/phobias/trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/peers) • personal responsibility and risk taking 	<p>Physical Education/Health Education (continued)</p> <p>K.5.8.C.1b Explain influences on growth and development during adolescence.</p> <p>S.5.8.A.1 Apply personal and social management skills in case scenarios related to personal health practices.</p> <p>Social Studies</p> <p>8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.</p> <p>8-S-102 Make decisions that reflect fairness and equality in their interactions with others.</p> <p>8-S-104 Negotiate constructively with others to build consensus and solve problems.</p> <p>8-S-105 Recognize bias and discrimination and propose solutions.</p> <p>8-S-301 Consider the context of events, accounts, ideas, and interpretations.</p> <p>8-S-303 Evaluate personal assumptions based on new information and ideas.</p> <p>8-S-304 Distinguish fact from opinion and interpretation.</p> <p>8-S-306 Assess the validity of information sources.</p> <p>8-S-308 Compare diverse perspectives in the media and other information sources.</p> <p>8-S-309 Interpret information and ideas in a variety of media.</p> <p>8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.</p> <p>8-S-400 Listen to others to understand their perspectives.</p> <p>8-S-401 Use language that is respectful of human diversity.</p> <p>8-S-402 Persuasively express differing viewpoints regarding an issue.</p> <p>8-S-404 Elicit and clarify questions and ideas in discussions.</p> <p>8-S-405 Articulate their beliefs and perspectives on issues.</p> <p>8-VI-006 Respect others' ways of life and beliefs.</p>
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PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 *(continued)*

Family Dynamics

- adolescent issues (emotional development [fears/phobias/trauma/tragedy])
- self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management
- alcohol/drugs
- connections (family/supportive adults/peers)
- personal responsibility and risk taking

English Language Arts

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|-------|---|
| 1.1.3 | Experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms. |
| 1.2.1 | Discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding. |
| 1.2.2 | Articulate, represent, and explain personal viewpoints clearly. |
| 1.2.4 | Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity. |
| 3.1.1 | Determine personal knowledge of a topic to generate possible areas of inquiry or research. |
| 3.2.1 | Access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research. |
| 5.1.1 | Express personal reactions to a variety of experiences and texts and compare them with the reactions of others. |

MIDDLE YEARS

Personal/Social Component
Social Skills

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education

- | | |
|------------|---|
| K.4.5.A.1 | Identify how one's self-concept and feelings are affected by others. |
| K.4.5.A.2a | Identify ways of setting group goals for cooperative learning and team building. |
| K.4.5.A.2b | Describe the importance of self-regulation and taking responsibility for one's own actions for personal success. |
| K.4.5.A.3 | Identify the influence of self and others on setting priorities and making responsible personal decisions. |
| K.4.5.B.1a | Describe behaviours that show respect for the rights and feelings of others. |
| K.4.5.B.1b | Recognize the role of activities and events in getting to know and understand others of similar and different cultures. |
| K.4.5.B.2a | Review verbal and non-verbal behaviours that help and hinder communication for building positive relationships. |
| K.4.5.B.2b | Identify qualities that are important in establishing and maintaining a friendship. |
| K.4.5.B.3a | Identify components of anger management and strategies for self-control in different contexts. |
| K.4.5.B.3b | Identify misunderstandings and/or miscommunications related to messages in the media that could cause or affect conflict. |
| K.4.5.B.3c | Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies to negotiate disputes and de-escalate conflicts. |
| K.4.5.B.4 | Identify and assess strategies for preventing or avoiding uncomfortable or dangerous situations. |
| S.4.5.A.3 | Demonstrate functional use of interpersonal skills for getting along with others in making group decisions while participating in class activities. |
| S.4.5.A.4 | Demonstrate ways to turn conflict into a win-win situation in different case scenarios. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5 *(continued)*

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Social Studies

- | | |
|---------|--|
| 5-S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| 5-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 5-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 5-S-103 | Make decisions that reflect care, concern, and responsibility for the environment. |
| 5-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 5-S-105 | Recognize bias and discrimination and propose solutions. |
| 5-S-106 | Treat places and objects of historical significance with respect. |
| 5-S-400 | Listen to others to understand their perspectives. |
| 5-S-401 | Use language that is respectful of human diversity. |
| 5-S-402 | Support their ideas and opinions with information or observations. |
| 5-S-404 | Elicit and clarify questions and ideas in discussions. |
| 5-S-405 | Articulate their beliefs and perspectives on issues. |

English Language Arts

- | | |
|-------|--|
| 1.1.2 | Seek others' viewpoints to build on personal responses and understanding. |
| 3.1.3 | Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research. |
| 3.2.1 | Record personal knowledge of a topic and collaborate to generate information for inquiry or research. |
| 3.3.4 | Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research. |
| 5.1.1 | Acknowledge differing responses to common experiences. |
| 5.1.4 | Select and use language appropriate in tone and form to recognize and honour people and events. |
| 5.2.1 | Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues. |
| 5.2.2 | Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity. |
| 5.2.3 | Demonstrate sensitivity to appropriate language use when communicating orally. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education

- K.4.6.A.1 Describe individual characteristics that contribute to the development of personal identity, self-confidence, and self-efficacy.
- K.4.6.A.3 Describe how personal factors and social factors influence making responsible and health-enhancing decisions.
- K.4.6.B.1a Identify the influences that help or hinder responsible social decision making.
- K.4.6.B.1b Recognize personal participation and responsibility in different social contexts.
- K.4.6.B.2a Identify different styles of communication and their characteristics.
- K.4.6.B.2b Identify the behaviours that are important for working cooperatively and collaboratively with others.
- K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways.
- S.4.6.A.3 Demonstrate functional use of interpersonal skills for inclusion of others in different types of physical activities.

Social Studies

- 6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- 6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 6-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 6-S-104 Negotiate constructively with others to build consensus and solve problems.
- 6-S-105 Recognize bias and discrimination and propose solutions.
- 6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 6-S-303 Evaluate personal assumptions based on new information and ideas.
- 6-S-304 Distinguish fact from opinion and interpretation.
- 6-S-400 Listen to others to understand their perspectives.
- 6-S-401 Use language that is respectful of human diversity.
- 6-S-402 Persuasively express differing viewpoints regarding an issue.
- 6-S-404 Elicit and clarify questions and ideas in discussions.
- 6-S-405 Articulate their beliefs and perspectives on issues.
- 6-VP-016 Respect authority when it is consistent with democratic ideals.
- 6-VP-017 Be willing to support solutions to address inequities.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Social Skills	English Language Arts	
• conflict resolution/mediation/respect	1.1.2	Select from others' ideas and observations to develop thinking and understanding.
• relationships (peer pressure, realistic expectations, responsibility, abusive relationships)	3.1.3	Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
• diversity (exceptional learning needs/multiple intelligences/individuality/culture)	3.2.1	Recall, record, and organize personal and peer knowledge of a topic for inquiry or research.
• social responsibility	4.4.1	Share information on a topic with class members in a planned and focused group session using a variety of strategies.
	5.1.4	Explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events.
	5.2.1	Assist group members to maintain focus and complete tasks; identify and solve group process issues.
	5.2.2	Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.
	5.2.3	Demonstrate sensitivity to appropriate language use and tone when communicating orally.
	5.2.4	Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Physical Education/Health Education

- | | |
|------------|---|
| K.3.7.B.1 | Describe ways to respond to dangerous situations in the community. |
| K.3.7.B.4 | Describe ways to seek help related to different types of accidents and/or dangerous situations. |
| K.3.7.B.5a | Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships. |
| K.3.7.B.5b | Develop strategies for avoiding situations that can potentially lead to conflict and violence. |
| K.3.7.B.6a | Establish safety guidelines to protect self and others from sexually abusive situations. |
| K.3.7.B.6b | Demonstrate an understanding of skills in dealing with case scenarios related to sexually abusive situations and ways to seek help. |
| K.4.7.A.1 | Compare attitudes and behaviours that contribute to a sense of belonging. |
| K.4.7.B.1b | Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events. |
| K.4.7.B.2a | Identify the characteristics associated with each of the communication styles and leadership qualities. |
| K.4.7.B.2b | Identify areas within the school and community that offer opportunities to make new friends and belong to a group. |
| K.4.7.B.3a | Identify anger-management skills as alternatives to aggression and violence. |
| K.4.7.B.3b | Describe how conflict situations affect personal behaviour and development. |
| K.4.7.B.3c | Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers. |
| K.4.7.B.4 | Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations. |
| S.4.7.A.4 | Apply conflict-resolution strategies to different scenarios. |
| K.5.7.D.3 | Identify the positive and negative social factors that may influence avoidance and/or use of substances. |
| K.5.7.E.3b | Identify the effects of social influences on sexuality and gender roles. |
| S.5.7.A.4 | Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse. |
| S.5.7.A.5 | Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Social Skills	Social Studies
• conflict resolution/mediation/respect	7-S-100 Collaborate with others to establish and carry out goals and responsibilities.
• relationships (peer pressure, realistic expectations, responsibility, abusive relationships)	7-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
• diversity (exceptional learning needs/multiple intelligences/individuality/culture)	7-S-102 Make decisions that reflect fairness and equality in their interactions with others.
• social responsibility	7-S-104 Negotiate constructively with others to build consensus and solve problems.
	7-S-105 Recognize bias and discrimination and propose solutions.
	7-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
	7-S-303 Evaluate personal assumptions based on new information and ideas.
	7-S-304 Distinguish fact from opinion and interpretation.
	7-S-306 Assess the validity of information sources.
	7-S-308 Compare diverse perspectives in the media and other information sources.
	7-S-309 Interpret information and ideas in a variety of media.
	7-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
	7-S-400 Listen to others to understand their perspectives.
	7-S-401 Use language that is respectful of human diversity.
	7-S-402 Persuasively express differing viewpoints regarding an issue.
	7-S-404 Elicit and clarify questions and ideas in discussions.
	7-S-405 Articulate their beliefs and perspectives on issues.
	7-KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
	7-KI-006 Identify diverse cultural and social perspectives regarding quality of life.
	7-KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.
	7-VC-001 Respect the inherent dignity of all people.
	7-VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
	7-VC-003 Be willing to contribute to their groups and communities.
	7-VI-005 Respect others' rights to express their points of view.
	7-VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
	7-VI-006 Be willing to broaden personal perspectives and experiences beyond the familiar.
	7-VE-017 Be willing to consider the consequences of their consumer choices.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

English Language Arts

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| 1.1.2 | | Compare own and others' insights and viewpoints. |
| 3.1.3 | | Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes. |
| 3.2.1 | | Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research. |
| 3.2.2 | | Extend inquiry and research questions using a variety of information sources. |
| 5.2.1 | | Contribute to group efforts to reach consensus or conclusions. |
| 5.2.2 | | Present group conclusions or findings to classmates. |
| 5.2.3 | | Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community. |
| 5.2.4 | | Evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Social Skills	Physical Education/Health Education	
• conflict resolution/mediation/respect	K.4.8.A.1	Examine the effects of stereotyping based on a variety of factors, and ways to promote acceptance of self and others.
• relationships (peer pressure, realistic expectations, responsibility, abusive relationships)	K.4.8.A.2a	Develop self-monitoring strategies and criteria in setting individual and/or group goals.
• diversity (exceptional learning needs/multiple intelligences/individuality/culture)	K.4.8.A.3	Describe the social factors that affect the decision-making/problem-solving process in group situations.
• social responsibility	K.4.8.B.1a	Describe behaviours that show social responsibility and respect for diversity in different contexts.
	K.4.8.B.1b	Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
	K.4.8.B.2a	Describe examples of assertive behaviours for resisting negative peer pressure.
	K.4.8.B.2b	Identify roles and responsibilities in developing positive relationships.
	K.4.8.C.1a	Identify how self, peers, and the community contribute to the enhancement of personal health and well-being.
	S.4.8.A.1	Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal.
	S.4.8.A.2	Apply the decision-making/problem-solving process in making group decisions in different case scenarios.
	S.4.8.A.3	Demonstrate functional use of interpersonal skills that promote fair play and teamwork.
	K.5.8.C.1b	Explain influences on growth and development during adolescence.
	S.5.8.A.1	Apply personal and social management skills in case scenarios related to personal health practices.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 *(continued)*

Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

Social Studies

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| 8-S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| 8-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 8-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 8-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 8-S-105 | Recognize bias and discrimination and propose solutions. |
| 8-S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| 8-S-303 | Evaluate personal assumptions based on new information and ideas. |
| 8-S-304 | Distinguish fact from opinion and interpretation. |
| 8-S-400 | Listen to others to understand their perspectives. |
| 8-S-401 | Use language that is respectful of human diversity. |
| 8-S-402 | Persuasively express differing viewpoints regarding an issue. |
| 8-S-404 | Elicit and clarify questions and ideas in discussions. |
| 8-S-405 | Articulate their beliefs and perspectives on issues. |
| 8-VI-006 | Respect others' ways of life and beliefs. |

English Language Arts

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| 1.1.2 | Integrate new understanding with previous viewpoints and interpretations. |
| 3.1.3 | Contribute ideas, knowledge, and strategies to help identify group information needs and sources. |
| 5.1.4 | Use appropriate language to participate in public events, occasions, or traditions. |
| 5.2.1 | Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony. |
| 5.2.2 | Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency. |
| 5.2.3 | Demonstrate respect for other people's language, history, and culture. |
| 5.2.4 | Evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for growth. |

MIDDLE YEARS

*Personal/Social Component
Safe Communities*

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5

Safe Communities

- violence prevention—risk taking
- personal safety—Internet safety, luring, home alone/ babysitting
- harassment/intimidation/ cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Physical Education/Health Education

- K.3.5.B.5a Describe examples of problems related to physical and verbal abuse with regard to safety of others.
- K.3.5.B.5b Describe safety guidelines and the use of strategies to deal with bullies and harassment in a variety of situations.
- K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations.
- K.3.5.B.6b Describe indicators of abusive relationships.
- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions for personal success.
- K.4.5.A.3 Identify the influence of self and others on setting priorities and making responsible personal decisions.
- K.4.5.B.1a Describe behaviours that show respect for the rights and feelings of others.
- K.4.5.B.2a Review verbal and non-verbal behaviours that help and hinder communication for building positive relationships.
- K.4.5.B.2b Identify qualities that are important in establishing and maintaining a friendship.
- K.4.5.B.3a Identify components of anger management and strategies for self-control in different contexts.
- K.4.5.B.3b Identify misunderstandings and/or miscommunications related to messages in the media that could cause or affect conflict.
- K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies to negotiate disputes and de-escalate conflicts.
- K.4.5.B.4 Identify and assess strategies for preventing or avoiding uncomfortable or dangerous situations.
- S.4.5.A.4 Demonstrate ways to turn conflict into a win-win situation in different case scenarios.

Social Studies

- 5-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- 5-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 5-S-306 Assess the validity of information sources.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6

Safe Communities

- violence prevention—risk taking
- personal safety—Internet safety, luring, home alone/ babysitting
- harassment/intimidation/ cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Physical Education/Health Education

- K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others.
- K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations.
- K.4.6.B.2a Identify different styles of communication and their characteristics.
- K.4.6.B.2b Identify the behaviours that are important for working cooperatively and collaboratively with others.
- K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways.
- S.4.6.A.3 Demonstrate functional use of interpersonal skills for inclusion of others in different types of physical activities.

Social Studies

- 6-S-104 Negotiate constructively with others to build consensus and solve problems.
- 6-S-105 Recognize bias and discrimination and propose solutions.
- 6-S-303 Evaluate personal assumptions based on new information and ideas.
- 6-S-306 Assess the validity of information sources.
- 6-S-308 Compare diverse perspectives in a variety of information sources.
- 6-S-309 Interpret information and ideas in a variety of media.
- 6-S-400 Listen to others to understand their perspectives.
- 6-S-401 Use language that is respectful of human diversity.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Safe Communities

- violence prevention—risk taking
- personal safety—Internet safety, luring, home alone/ babysitting
- harassment/intimidation/ cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Physical Education/Health Education

- K.3.7.B.1 Describe ways to respond to dangerous situations in the community.
- K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations.
- K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships.
- K.3.7.B.5b Develop strategies for avoiding situations that can potentially lead to conflict and violence.
- K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations.
- K.3.7.B.6b Demonstrate an understanding of skills in dealing with case scenarios related to sexually abusive situations and ways to seek help.
- K.4.7.B.1a Identify socially acceptable behaviours for dealing with new situations and/or change.
- K.4.7.B.1b Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events.
- K.4.7.B.2b Identify areas within the school and community that offer opportunities to make new friends and belong to a group.
- K.4.7.B.3a Identify anger-management skills as alternatives to aggression and violence.
- K.4.7.B.3b Describe how conflict situations affect personal behaviour and development.
- K.4.7.B.3c Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers.
- K.4.7.B.4 Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.
- S.4.7.A.4 Apply conflict-resolution strategies to different scenarios.
- K.5.7.D.3 Identify the positive and negative social factors that may influence avoidance and/or use of substances.
- K.5.7.E.3b Identify the effects of social influences on sexuality and gender roles.
- K.5.7.E.3c Identify responsibilities and sources of support with regard to sex-related health issues.
- S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.
- S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours.

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Safe Communities

- violence prevention—risk taking
- personal safety—Internet safety, luring, home alone/ babysitting
- harassment/intimidation/ cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Social Studies

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| 7-S-100 | Collaborate with others to establish and carry out goals and responsibilities. |
| 7-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 7-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 7-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 7-S-105 | Recognize bias and discrimination and propose solutions. |
| 7-S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| 7-S-303 | Evaluate personal assumptions based on new information and ideas. |
| 7-S-304 | Distinguish fact from opinion and interpretation. |
| 7-S-306 | Assess the validity of information sources. |
| 7-S-308 | Compare diverse perspectives in the media and other information sources. |
| 7-S-309 | Interpret information and ideas in a variety of media. |
| 7-S-311 | Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. |
| 7-S-400 | Listen to others to understand their perspectives. |
| 7-S-401 | Use language that is respectful of human diversity. |
| 7-S-402 | Persuasively express differing viewpoints regarding an issue. |
| 7-S-404 | Elicit and clarify questions and ideas in discussions. |
| 7-S-405 | Articulate their beliefs and perspectives on issues. |
| 7-KI-006 | Identify diverse cultural and social perspectives regarding quality of life. |
| 7-KI-007 | Describe the impact of discriminatory attitudes and practices on quality of life. |
| 7-VC-001 | Respect the inherent dignity of all people. |
| 7-VC-002 | Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life. |
| 7-VI-005 | Respect others' rights to express their points of view. |
| 7-VP-013 | Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power. |
| 7-VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar. |

PERSONAL/SOCIAL COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Safe Communities

- violence prevention—risk taking
- personal safety—Internet safety, luring, home alone/ babysitting
- harassment/intimidation/ cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

Physical Education/Health Education

- K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits.
- K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety.
- K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors, and ways to promote acceptance of self and others.
- K.4.8.A.2a Develop self-monitoring strategies and criteria in setting individual and/or group goals.
- K.4.8.A.3 Describe the social factors that affect the decision-making/ problem-solving process in group situations.
- K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity in different contexts.
- K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
- K.4.8.B.2a Describe examples of assertive behaviours for resisting negative peer pressure.
- K.4.8.B.2b Identify roles and responsibilities in developing positive relationships.
- S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios.
- S.4.8.A.5 Apply stress-management strategies in case scenarios related to stressful situations.

Social Studies

- 8-S-105 Recognize bias and discrimination and propose solutions.
- 8-S-301 Consider the context of events, accounts, ideas, and interpretations.
- 8-S-303 Evaluate personal assumptions based on new information and ideas.
- 8-S-304 Distinguish fact from opinion and interpretation.
- 8-S-306 Assess the validity of information sources.
- 8-S-308 Compare diverse perspectives in the media and other information sources.
- 8-S-309 Interpret information and ideas in a variety of media.
- 8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
- 8-S-400 Listen to others to understand their perspectives.
- 8-S-401 Use language that is respectful of human diversity.
- 8-S-402 Persuasively express differing viewpoints regarding an issue.
- 8-S-404 Elicit and clarify questions and ideas in discussions.
- 8-S-405 Articulate their beliefs and perspectives on issues.
- 8-VI-006 Respect others' ways of life and beliefs.

