
SENIOR YEARS

*Educational Component
Self and Learning*

EDUCATIONAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

Physical Education/Health Education

- 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.

Social Studies

- 9-S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-301 Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-302 Draw conclusions and make decisions based on research and various types of evidence.
- 9-KP-043 Give examples of diverse approaches to conflict resolution.
- 9-VI-004 Be willing to consider diverse social and cultural perspectives.

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.
- 5.2.1 Recognize that differing perspectives and unique reactions enrich understanding.

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 10

<p>Self and Learning</p> <ul style="list-style-type: none"> • educational planning/course selection/graduation requirements/entrance requirements • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management • notetaking and précis writing • aptitudes/interests/strengths 	<p>Physical Education/Health Education</p> <p>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.</p> <p>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.</p> <p>Social Studies</p> <p>10-S-101 Use a variety of strategies in conflict resolution.</p> <p>10-S-303 Reconsider personal assumptions based on new information and ideas.</p> <p>10-S-307 Propose and defend innovative options or solutions to address issues and problems.</p> <p>10-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.</p> <p>10-S-400 Listen to others to understand their perspectives.</p> <p>10-S-402 Express informed and reasoned opinions.</p> <p>10-S-405 Articulate their perspectives on issues.</p> <p>10-S-406 Debate differing points of view regarding an issue.</p> <p>English Language Arts</p> <p>1.2.1 Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences.</p> <p>1.2.2 Explain opinions, providing support or reasons; anticipate other viewpoints.</p> <p>3.1.1 Determine inquiry or research focus based on personal knowledge and interests and on others' expertise.</p> <p>3.2.1 Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic.</p> <p>5.2.1 Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self.</p>
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EDUCATIONAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 11

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

English Language Arts

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| 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. |

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 12

Self and Learning	English Language Arts	
<ul style="list-style-type: none"> • educational planning/course selection/graduation requirements/entrance requirements 	1.2.1	Explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs.
<ul style="list-style-type: none"> • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management 	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.
<ul style="list-style-type: none"> • notetaking and précis writing 	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.
<ul style="list-style-type: none"> • aptitudes/interests/strengths 	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

Educational Component
Social Skills for Learning

EDUCATIONAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 9

Social Skills for Learning

- conflict resolution/mediation/respect
- peer tutors
- presenting learning
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

Physical Education/Health Education

- 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.3c Assess behaviours and conflict-resolution strategies in the context of final outcome for settling disputes or disagreements.
- S.4.S1.A.4 Apply conflict-management 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.

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 9 (continued)

Social Skills for Learning	English Language Arts	
<ul style="list-style-type: none"> • conflict resolution/mediation/respect 	1.2.1	Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.
<ul style="list-style-type: none"> • peer tutors 	1.2.2	Review and refine personal viewpoints through reflection, feedback, and self-assessment.
<ul style="list-style-type: none"> • presenting learning 	3.1.1	Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research.
<ul style="list-style-type: none"> • diversity (exceptional learning needs/multiple intelligences/individuality/culture) 	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.

EDUCATIONAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 10

Social Skills for Learning

- conflict resolution/mediation/respect
- peer tutors
- presenting learning
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

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.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.C.1a Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.
- 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.

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 10 (continued)

<p>Social Skills for Learning</p> <ul style="list-style-type: none"> • conflict resolution/mediation/respect • peer tutors • presenting learning • diversity (exceptional learning needs/multiple intelligences/individuality/culture) 	<p>Social Studies</p> <p>10-S-100 Collaborate with others to achieve group goals and responsibilities.</p> <p>10-S-101 Use a variety of strategies in conflict resolution.</p> <p>10-S-104 Seek consensus in collaborative problem solving.</p> <p>10-S-105 Recognize and take a stand against discriminatory practices and behaviours.</p> <p>10-S-106 Propose options that are inclusive of diverse perspectives.</p> <p>10-S-107 Make decisions that reflect social responsibility.</p> <p>10-S-303 Reconsider personal assumptions based on new information and ideas.</p> <p>10-S-307 Propose and defend innovative options or solutions to address issues and problems.</p> <p>10-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.</p> <p>10-S-400 Listen to others to understand their perspectives.</p> <p>10-S-401 Use language that is respectful of human diversity.</p> <p>10-S-402 Express informed and reasoned opinions.</p> <p>10-S-405 Articulate their perspectives on issues.</p> <p>10-S-406 Debate differing points of view regarding an issue.</p> <p>English Language Arts</p> <p>1.2.1 Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences.</p> <p>1.2.2 Explain opinions, providing support or reasons; anticipate other viewpoints.</p> <p>3.1.1 Determine inquiry or research focus based on personal knowledge and interests and on others' expertise.</p> <p>3.2.1 Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic.</p> <p>5.1.1 Make and encourage contributions to assist in developing group ideas; take responsibility for developing and expressing viewpoints.</p> <p>5.2.1 Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self.</p>
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EDUCATIONAL COMPONENT

Senior Years

CURRICULAR CONNECTIONS – Grade 11

Social Skills for Learning

- conflict resolution/mediation/respect
- peer tutors
- presenting learning
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

English Language Arts

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| 1.1.2 | Seek other's responses through a variety of means to clarify and rework ideas and positions. |
| 1.2.1 | Examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others. |
| 4.4.1 | Demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions. |
| 4.4.3 | Demonstrate critical listening and viewing behaviours to understand and respond to presentations in a variety of ways. |
| 5.1.1 | Use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation. |
| 5.1.2 | Demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals. |
| 5.2.3 | Explain ways in which language and texts express and shape the perceptions of people and diverse communities. |

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 12

Social Skills for Learning	English Language Arts
<ul style="list-style-type: none"> • conflict resolution/mediation/respect 	1.1.2 Invite diverse and challenging ideas and opinions through a variety of means to facilitate the re-examination of own ideas and positions.
<ul style="list-style-type: none"> • peer tutors 	
<ul style="list-style-type: none"> • presenting learning 	1.2.1 Explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs.
<ul style="list-style-type: none"> • diversity (exceptional learning needs/multiple intelligences/individuality/culture) 	4.4.1 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.
	4.4.3 Demonstrate critical listening and viewing behaviours to make inferences about presentations.
	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.
	5.1.2 Demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals.
	5.2.3 Analyze ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities.

SENIOR YEARS

Educational Component
Community Learning

EDUCATIONAL COMPONENT**Senior Years****CURRICULAR CONNECTIONS – Grade 9****Community Learning**

- portfolio writing
- Internet research/plagiarism

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

EDUCATIONAL COMPONENT**Senior Years****CURRICULAR CONNECTIONS – Grade 10****Community Learning**

- portfolio writing
- Internet research/plagiarism

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

EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 11

<p>Community Learning</p> <ul style="list-style-type: none"> • portfolio writing • Internet research/plagiarism 	<p>There are no specific learning outcomes in other curricular areas for this topic.</p>
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EDUCATIONAL COMPONENT

Senior Years CURRICULAR CONNECTIONS – Grade 12

<p>Community Learning</p> <ul style="list-style-type: none"> • portfolio writing • Internet research/plagiarism 	<p>There are no specific learning outcomes in other curricular areas for this topic.</p>
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