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Introduction

Facilitators in any subject area are welcome to use *A Better Man* as a learning tool, regardless of whether their course appears in this section. It may also be used in clubs, special events or assemblies. The film contains mature subject matter and is recommended for use in senior secondary grades (e.g. grade 11 and 12). It may also be appropriate for grade 9 or 10 students in courses relating to Health, Media Studies or other subject areas, in accordance with individual facilitators' judgment. The following curriculum connections are accurate as of July 2018.

Alberta

English Language Arts

English Language Arts 20 (Grade 11)

General Curriculum Outcomes

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
 - 1.1 Discover possibilities
 - 1.1.1 Form tentative understandings, interpretations and positions
 - generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions
 - assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts
 - 1.1.2 Experiment with language, image and structure
 - experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions
 - 1.2 Extend awareness
 - 1.2.1 Consider new perspectives
 - select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed
 - compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts
 - 1.2.2 Express preferences, and expand interests
 - expand interests in a range of genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences
- Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
 - 2.1 Construct meaning from text and context
 - 2.1.1 Discern and analyze context
 - describe the text creator's purpose, and analyze the target audience

- describe how societal forces can influence the production of texts
- explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created
- identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text
- 2.1.2 Understand and interpret content
 - use a variety of strategies to comprehend literature and other texts, and develop strategies for close reading of literature in order to understand contextual elements
 - describe how supporting ideas and supporting details strengthen a text’s controlling idea
 - compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts
 - describe a text creator’s tone and register; and identify the moral and ethical stance communicated by a text
 - analyze visual and aural elements, and explain how they contribute to the meaning of texts
- 2.1.3 Engage prior knowledge
 - reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed
 - assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms
- 2.2 Understand and appreciate textual forms, elements and techniques
 - 2.2.1 Relate form, structure and medium to purpose, audience and content
 - identify a variety of text forms, including communications forms and literary forms; and describe the relationships of form to purpose and content
 - describe audience factors that may have influenced a text creator’s choice of form and medium
 - explain how a variety of organizational patterns and structural features contribute to purpose and content
 - analyze the effect of medium on message
 - 2.2.2 Relate elements, devices and techniques to created effects
 - explain how rhetorical devices and stylistic techniques used in print and nonprint texts create clarity, coherence and emphasis
 - explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice

- describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts
 - analyze persuasive techniques used in a variety of print and nonprint texts
 - 2.3 Respond to a variety of print and nonprint texts
 - 2.3.1 Connect self, text, culture and milieu
 - identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
 - respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives
 - explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others
 - identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts
 - 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
 - assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence
 - analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme
 - analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience
 - assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general
 - 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts
 - use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms
 - describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response
- Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 Respect others and strengthen community
 - 5.1.1 Use language and image to show respect and consideration
 - monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate
 - explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes
 - analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others
 - analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals
 - analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations
 - 5.1.2 Appreciate diversity of expression, opinion and perspective
 - appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed
 - explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours
 - analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions

English Language Arts 30 (Grade 12)

General Curriculum Outcomes

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
 - 1.1 Discover possibilities
 - 1.1.1 Form tentative understandings, interpretations and positions
 - draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions
 - modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas,

- analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme
 - relate a text creator's tone and register to the moral and ethical stance explicitly or implicitly communicated by a text
 - assess the contributions that visual and aural elements make to the meaning of texts
 - 2.1.3 Engage prior knowledge
 - reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed
 - assess prior knowledge of contexts, content and text forms; and explain how it contributes to new understandings
- 2.2 Understand and appreciate textual forms, elements and techniques
 - 2.2.1 Relate form, structure and medium to purpose, audience and content
 - analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience
 - assess the potential influence of various audience factors on a text creator's choice of form and medium
 - apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure
 - assess the medium of a presentation in terms of its appropriateness to purpose and content and its effect on audience
 - 2.2.2 Relate elements, devices and techniques to created effects
 - assess the contributions of rhetorical devices and stylistic techniques to the clarity and coherence of print and nonprint texts, and assess the various means by which devices and techniques are used to emphasize aspects or portions of a text
 - assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice
 - assess the use of musical devices, figures of speech and sensory details to create effects in a variety of print and nonprint texts
 - assess the use of persuasive techniques and their effects on audience
- 2.3 Respond to a variety of print and nonprint texts
 - 2.3.1 Connect self, text, culture and milieu
 - identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect

- on and monitor how perspectives change as a result of interpretation and discussion
 - form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant
 - assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others
 - respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts
- 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
 - assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence
 - analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme
 - analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience
 - assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general
- 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts
 - use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms
 - appreciate the craft of the text creator and the shape and substance of literature and other texts
- Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.
 - 5.1 Respect others and strengthen community
 - 5.1.1 Use language and image to show respect and consideration
 - monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate
 - explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes

- analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others
- analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals
- explain, when applicable, how a specific text demonstrates that the parameters of public tolerance regarding the use of language and image have changed over time
- 5.1.2 Appreciate diversity of expression, opinion and perspective
 - appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed
 - explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours
 - explain how a text creator's underlying assumptions influence his or her ideas, opinions and selection of supporting details

Health

Career and Life Management (CALM - Senior High School)

General Outcomes

Personal Choices: Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Specific Outcomes

P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health

- appreciate the value of positive attitudes about self when making choices
- analyze poor choices or lack of ability to pursue healthy choices and decisions
- evaluate the impact of situations of risk and risks in combination
- describe how peer pressure and the expectations of others influence choices
- develop and implement a personal plan to improve one aspect of well-being

P4. develop approaches/tactics for creative problem solving and decision making

- describe the existence of self and the importance of self-confidence

- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life

P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being

- describe the components of emotional/ spiritual well-being
- explain how feelings affect moods and behaviours
- examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed— personal responsibility for constructive expression
- discuss possible consequences of not constructively dealing with emotions— anger, depression, suicide
- describe external influences on emotional/spiritual expression

P8. develop and assess strategies for anticipating, identifying, managing and embracing change

- develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress
- identify skills for continual change and growth, including ongoing communication with self

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

- identify positive elements of relationships; i.e., trust, integrity, respect, responsibility
- describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
- generate a list of ways to provide support to others
- identify strategies for dealing with significant change and loss in a relationship and for ending a relationship
- develop strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships

P11. examine the relationship between commitment and intimacy in all its levels

- identify expectations and commitments in various relationships
- describe how personal values play a role in relationships
- explain the role of trust and ways to establish trust in a relationship
- develop strategies for dealing with jealousy

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- examine support systems for assessing and maintaining health and well-being

- identify support systems and resources for unhealthy relationships and strategies for contacting/using them

Social Studies & Social Sciences

Applied Sociology 30 (Grade 11)

Theme 2: Sociology Applied

- applied sociology
- crime and delinquency
- sociological phenomena

Theme 3: Sociology and the Individual

- applied sociology and the individual
- determining your goals
- your educational analysis
- mate choice and marriage

Theme 4: Changes in Culture

- social and cultural change
- social movements

Perspectives on Ideology 30-1 (Grade 12)

Dimensions of thinking

S.1 develop skills of critical thinking and creative thinking:

- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- evaluate the logic of assumptions underlying a position
- analyze current affairs from a variety of perspectives

Social participation as a democratic practice

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences

- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- respect the needs and perspectives of others

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

Communication

S.8 demonstrate skills of oral, written and visual literacy:

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others

S.9 develop skills of media literacy:

- evaluate the validity of various points of view presented in the media
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification

Cultural and Physical Anthropology 30 (Grade 12)

Learning Objectives

Demonstrate an understanding of the value of anthropology as a means of improving social and cultural relations.

British Columbia

Applied Design, Skills and Technologies

Interpersonal and Family Relationships (Grade 11)

Curricular Competencies

Understanding context

- Engage in research and empathetic observation to determine service design opportunities and barriers

Defining

- Establish a point of view for a chosen service design opportunity
- Identify context and requirements and wishes of people involved
- Identify criteria for success, intended valued impact, constraints, and possible unintended negative consequences

Ideating

- Analyze potential competing factors to meet individual, family, and community needs for preferred futures

Content

Students are expected to know the following:

- service design opportunities for individuals and families across their lifespan
- factors involved in interpersonal relationships, including types, roles, and functions
- nature of committed relationships, including the influences of community and culture
- factors involved in ending relationships
- components of healthy relationships and how to thrive and reciprocate in a variety of interpersonal relationships
- indicators of unsafe relationships and actions to ensure safety of self and others
- interpersonal relationship communication styles and strategies
- problem-solving models

Arts

Media Arts (Grade 11)

Curricular Competencies

Reason and reflect

- Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in media arts
- Analyze creative choices in the planning, making, interpreting, and analyzing of media artworks
- Develop personal answers to aesthetic questions
- Reflect on the influences of a variety of contexts on artistic works

Connect and expand

- Demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts
- Explore the relationships between media arts, culture, and society

Content

Students are expected to know the following:

- common terminology used in media arts
- materials, processes, and techniques of media arts
- symbols and metaphors
- influences of visual culture in media arts
- local, national, global, and intercultural media artists and genres
- ethical, moral, and legal considerations associated with media arts technology

Drama: Film and Television (Grade 11)

Curricular Competencies

Explore and create

- Explore historical and contemporary Canadian film and television, and emerging media

Reason and reflect

- Describe and analyze how meaning is communicated in moving images through technologies, environments, and techniques
- Analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form
- Reflect on a variety of film and television productions
- Identify the influences of social, cultural, historical, and contexts in film and television

Connect and expand

- Demonstrate personal and social responsibility associated with film and television productions
- Explore the impacts of culture and society on moving images

Content

Students are expected to know the following:

- moving-image elements, principles, vocabulary, industry terms, and symbols
- contributions of innovative artists from a variety of genres and contexts
- ethics and legal implications of moving-image distribution and sharing

Media Arts (Grade 12)

Curricular Competencies

Reason and reflect

- Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and environments in media arts
- Recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of media artworks
- Refine personal answers to aesthetic questions
- Examine the influences of a variety of contexts on artistic works

Connect and expand

- Demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts
- Examine the reciprocal relationships between media arts, culture, and society

Content

Students are expected to know the following:

- terminology used in media arts
- symbols and metaphors
- influences of visual culture in media arts
- local, national, global, and intercultural media artists and genres
- ethical, moral, and legal considerations associated with media arts technology

Drama: Film and Television (Grade 12)

Curricular Competencies

Explore and create

Explore historical and contemporary global film and television, and emerging media

Reason and reflect

- Interpret and evaluate how meaning is communicated in moving images through technologies, environments, and techniques
- Analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form
- Reflect on personal experiences and make connections to a variety film and television productions
- Examine the influences of social, cultural, historical, environmental, and personal contexts in film and television
- Examine how moving images relate to a specific place, time, and context

Connect and expand

- Demonstrate personal and social responsibility associated with film and television productions
- Explore the impacts of culture and society on moving images

Content

Students are expected to know the following:

- moving-image elements, principles, vocabulary, industry terms, and symbols
- contributions of innovative artists from a variety of genres and contexts
- structure, form, narrative, and genres of local, national, and global cinematic traditions
- ethics and legal implications of moving-image distribution and sharing

Physical and Health Education

Physical and Health Education (Grade 10)

Curricular Competencies

Social and community health

- Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations
- Analyze strategies for responding to discrimination, stereotyping, and bullying
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict
- Analyze the potential effects of social influences on health

Mental well-being

- Evaluate and explain strategies for promoting mental well-being
- Explore and describe factors that shape personal identities, including social and cultural factors

Content

Students are expected to know the following:

- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- consequences of bullying, stereotyping, and discrimination
- signs and symptoms of stress, anxiety, and depression
- influences of physical, emotional, and social changes on identities and relationships

Social Studies

Explorations in Social Studies (Grade 11)

Curricular Competencies

Students are expected to be able to do the following:

- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)
- Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)

Content

Students are expected to know at least three of the following:

- current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
- rights of individuals in Canada (adapted from Law Studies 12)
- methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)

Law Studies (Grade 12)

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions
- Assess and compare the significance and impact of legal systems or codes (significance)
- Explain and infer multiple perspectives on legal systems or codes (perspective)
- Make reasoned ethical judgments about legal systems or codes (ethical judgment)

Content

Students are expected to know the following:

- key areas of law such as criminal law, civil law, and family, children's, and youth law
- Canada's correctional system and principles of rehabilitation, punishment, and restoration

Philosophy (Grade 12)

Curricular Competencies

Students are expected to be able to do the following:

- Use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy
- Assess the relevance of philosophical ideas for everyday life and current social and political issues
- Compare the justification for different philosophical perspectives after investigating points of contention and the strengths and weaknesses of various arguments (evidence)
- Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change)
- Assess the development and impact of diverse ideas and systems of thought (cause and consequence)

Content

Students are expected to know the following:

- social and political philosophy
- theories of morality, ethics, and aesthetics

Social Justice (Grade 12)

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)
- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

Content

Students are expected to know the following:

- definitions, frameworks, and interpretations of social justice
- self-identity and an individual's relationship to others

- social justice issues
- social injustices in Canada and the world affecting individuals, groups, and society
- governmental and non-governmental organizations in issues of social justice and injustice
- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

Manitoba

Arts

Visual Arts (All Grades)

Recursive Learnings

Connecting

The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.

- The learner develops understandings about the influence and impact of the visual arts.
- The learner develops understandings about the roles, purposes, and meanings of the visual arts.

Responding

The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

- The learner generates initial reactions to visual arts experiences.
- The learner critically observes and describes visual arts experiences.
- The learner analyzes and interprets visual arts experiences.
- The learner applies new understandings about visual arts to construct identity and to act in transformative ways.

English Language Arts

English Language Arts - Senior 3 (Grade 11)

General Learning Outcomes

- Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to celebrate and build community.

Physical Education/Health Education

Level Senior One: Learning Outcomes

Personal and Social Management

- Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) that affect making decisions by self and/or others for active healthy lifestyles and/or career-building.
- Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) for the development of healthy and meaningful relationships (e.g., between parent/child, siblings, best friends, romantic relationships, marriage, at work, in the community...).
- Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect...) for developing meaningful interpersonal relationships.
- Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict-resolution process...) in different case scenarios.
- Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues...) and the importance of seeing both sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences...).
- Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, harmful substances, peer pressure...) and effective strategies for avoidance/refusal.

- Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) in case scenarios related to developing close, meaningful relationships (e.g., parents/child, between siblings, mother/father, best friends, romantic relationships, teammates...).
- Apply conflict resolution strategies (i.e., mediation and negotiation) in different case scenarios for understanding different perspectives and points of view (i.e., determine the reason behind a conflict).

Healthy Lifestyle Practices

- Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...).
- Apply a decision making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence; no exploitation of others; safer sex to prevent pregnancy and STIs...).

Level Senior Two: Learning Outcomes

Personal and Social Management

- Analyze factors (i.e., values, beliefs, peer influence, media influence, environmental influence, financial influence) that influence personal and/or group decisions for active, healthy lifestyles.
- Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas not people...) for getting along with family, friends, and peers in school, community and/or the workplace.
- Identify potential adult roles (e.g., parent, partner, spouse...) and ways to prevent potential problems (e.g., domestic conflict, abuse...) in developing meaningful relationships.
- Describe the behaviours necessary for providing support to others (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being.
- Describe situations (e.g., presentations, competition, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergency situations...) that cause personal stress.
- Examine the stress management strategies (e.g., deep breathing, relaxation exercises, guided imagery, exercising...) and defense mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress.
- Apply stress management strategies (e.g., mental imagery, relaxation skills, rest habits, focussing...) and communication skills (e.g., listen, comfort, seek help...) for stress

reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...).

Healthy Lifestyle Practices

- Analyze the components (e.g., communication, decision-making, sharing, managing sexual feelings and desires...) in different case scenarios for building and maintaining healthy relationships (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
- Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.

Social Studies

Psychology (Grade 12)

Learning Outcomes

Stress, Coping and Health

- 2.4.1 Identify the sources of stress, and explain the psychological and physiological reactions to stress.
- 2.4.2 Identify and explain cognitive and behavioural strategies to deal with stress and promote health.
- 2.4.3 Investigate different holistic approaches to deal with stress and promote health.

Developmental Psychology

- 3.1.2 Discuss how biological and cultural notions of gender shape the experiences of men and women.

Social and Cultural Dimensions of Behaviour

- 5.2.2 Identify basic social and cultural categories and discuss how these affect behaviour.
- 5.2.3 Demonstrate an understanding of the effects of the presence of others on individual behaviour.
- 5.2.4 Describe how social structure can affect intergroup relations.
- 5.2.5 Discuss the nature and effects of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees.

- 5.2.6 Discuss the circumstances under which conformity, compliance, and obedience are likely to occur.
- 5.2.8 Demonstrate an understanding of the role of aggression in society.

Canadian Law (Grade 12)

Learning Experiences

- Describe how and why laws change and the consequences of such changes on society.
- Define the purpose and characteristics of criminal law in Canadian society, including the Youth Criminal Justice Act, and explore the challenge of finding balance between retribution and rehabilitation that recognizes the legal rights of both the offender and the victim.
- Describe and analyze criminal offences that involve people, such as homicide, assault, and sexual assault.
- Explore the concept of restorative justice through alternative measures, such as sentencing circles and family group conferencing, as recommended by the Aboriginal Justice Inquiry (1991) and the Gladue ruling (1999).
- Examine the legal requirements and procedures of separation and divorce, including mediation, spousal support, and division of property, as well as protection for individuals in abusive relationships.
- Examine the rights of groups or individuals in Canada that have not been respected, such as Indigenous rights, minority rights, gender politics, the status of women, and linguistic rights.
- Identify resources available for young victims.

Cinema as a Witness to Modern History (Grade 12)

Students will:

- analyze and evaluate the techniques of cinema as an art form
- consider how documentary and fictional films reflect the values and perspectives of the society in which they originated
- deconstruct and respond to selected films, including examples from local and Canadian cinema, international cinema, and American mass media productions
- compare and evaluate the aesthetic and evocative qualities of various film genres
- enrich their knowledge of significant developments in modern world history
- reflect critically on the role of cinema as a purveyor of persuasive social messages that deal with a range of controversial or sensitive subjects

- examine and assess the social role of cinema, the cinematic portrayal of violence, and the adequacy of film in interpreting history

New Brunswick

Arts

Visual Art - Foundations (Grade 11 and 12)

- **Creating, Making and Presenting:** Students will be expected to explore, challenge, develop and express ideas, using the skills, languages, techniques and processes of the arts. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse and use complex visual relationships, processes and content, making subtle discriminations
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse and make informed judgments about the role that visual creations have in our everyday modes of expression.
 - Demonstrate an understanding of the complexities of art works.
 - Understand the influence of the visual arts, their impact on daily life, and their power to create, alter and reflect culture.
 - Understand how ideas, perceptions and feelings are embodied in art works of a culture.
 - Explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission.
 - Use visual arts as a means of conveying concerns about social and ethical issues.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Explain the role of artists and the arts to inform, define, and cause us to question and reflect.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to examine the relationship among the arts, societies and environments.

By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:

- Examine and discuss the moral, ethical and legal issues related to the creation of art works.
- **Perceiving and Responding:** Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Describe, analyse, interpret and evaluate art works.
 - Evaluate and justify content, subject matter, symbols and images in their own and others' art.
 - Recognize that the principles of design can be used to show relationships in an image.
 - Articulate informed aesthetic responses that demonstrate critical reflection.
- **Perceiving and Responding:** Students will be expected to analyse the relationship between artistic intent and the expressive work. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse the work of others to assess the relationship between intent and outcome.
 - Develop an awareness of how consideration of the intended audience affects and impacts on an artwork.

Visual Arts 110

- **Creating, Making and Presenting:** Students will explore, challenge, develop and express ideas, using the skills, languages, techniques and processes of the arts. Students will be expected to:
 - 11.1.1 explore the unique qualities of a range of media
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will examine the relationships between the arts, societies, and environments. Students will be expected to:
 - 11.3.2 use visual arts as a means of responding to social, ethical, and environmental issues
 - 11.3.3 examine and discuss the moral, ethical, and legal issues related to the creation, performance and exhibition of art works
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating, recording and reflecting cultures, human experience and expression. Students will be expected to:
 - 11.4.1 analyze and understand the influence of the visual arts, their impact on daily life, and their power to create, alter, and reflect culture

- 11.4.2 understand how ideas, perceptions, and feelings are embodied in art works of a culture
- 11.4.3 trace influences of various cultures and subcultures on contemporary artwork
- **Perceiving, Reflecting and Responding:** Students will apply critical thinking and problem-solving strategies to reflect and respond to their own and others' expressive works.
 - 11.5.3 critically examine context, content, concept and subject matter in their own and others' art
 - 11.5.4 articulate and support personal aesthetic responses that demonstrate critical reflection
 - 11.5.5 reflect on how personal experience, background, cultural beliefs, and values influence how we perceive and create works of art
 - 11.5.6 examine the development of artwork from conception to completion and assess the relationship between intention and outcome

English Language Arts

English Language Arts - Foundations (Grade 11 and 12)

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.
- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Key-Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

- Examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- Ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- Articulate, advocate and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- Listen critically to analyse and evaluate concepts, ideas and information
- Respond to a wide range of complex questions and directions

- Reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
- Consistently demonstrate active listening and concern for the needs, rights and feelings of others
- Demonstrate how spoken language influences and manipulates, and reveals ideas, feelings and attitudes

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Key-Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

- Articulate their understanding of ways in which information texts are constructed for particular purposes
- Articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated text and tasks
- Make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- Articulate and justify points of view about texts and text elements
- Critically evaluate the information they access
- Show the relationships among language, topic, purpose, context and audience:
 - Note the relationship of specific elements of a particular text to elements of other texts
 - Describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres
- Respond critically to complex and sophisticated texts
 - Examine how texts work to reveal and produce ideologies, identities and positions
 - Examine how media texts construct notions of roles, behaviour, culture and reality
 - Examine how textual features help a reader and viewer to create meaning of the texts

Media Studies 120

General Curriculum Outcomes

- 1.0 Students explore the impact and influence of media.
- 2.0 Students deconstruct a wide variety of media texts.
- 3.0 Students analyze media texts and respond personally and critically using available technologies and resources.

Specific Curriculum Outcomes

- 1.2 employ critical literacy skills as media consumers
- 1.3 examine how media shape ideologies and culture
- 2.1 identify values and ideologies in media texts
- 2.3 engage in the inquiry process
- 2.4 dissect meaning from complex media texts
- 3.1. justify their positions and respect the positions of others

Health and Physical Education

Wellness Through Physical Education 110

General Curriculum Outcomes

- 1.0 Students demonstrate an understanding of the concept of wellness.
- 3.0 Students synthesize information to create personal wellness plans.

Specific Curriculum Outcomes

- 1.1 Students investigate what it means to be well.
- 1.3 Students analyze how society, media and culture influence wellness.
- 3.3 Students investigate the impact of mental fitness on healthy living.

Social Studies

Social Studies - Foundations (Grade 11 and 12)

Key Stage Curriculum Outcomes

- **Citizenship, Power and Governance:** Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions,

and sources of power, authority and governance. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:

- Compare and evaluate the distribution of power in societies and the sources of authority in the lives of citizens
- Evaluate public issues, taking into account multiple perspectives
- **Culture and Diversity:** Students will be expected to demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse the factors that contribute to the perception of self and the development of a worldview
 - Evaluate group, institutional and media influences on people and society in both historical and contemporary settings
 - Analyse cases and personal values regarding stereotyping, discrimination and conformity and how they affect individuals and groups
 - Evaluate patterns for preserving, modifying and transmitting culture while adapting to environmental or social change
- **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies and the environment - locally, nationally and globally - and the implications for a sustainable future. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies
- **Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Apply concepts associated with time, continuity and change
 - Analyse and compare events of the past to the present in order to make informed, creative decisions about issues
 - Propose and evaluate strategies that will promote a preferred future

Individual and Family Dynamics 120

General Curriculum Outcomes

- 1.0 Students will explore the dynamic relationship between family and individuals in society.

- 2.0 Students will identify and explore factors contributing to personal growth and development.
- 3.0 Students will identify and define the context of interpersonal relationships.
- 4.0 Students will gain an understanding of issues that affect individual and family wellness.

Specific Curriculum Outcomes

- 1.1 Students will develop an understanding of the impact of societal change on family and individual dynamics.
- 1.2 Students explore the structure and functions of the family.
- 2.2 Students will gain an understanding of what influences their personal development.
- 2.3 Students will explore gender identity, gender role identity and gender stereotyping.
- 2.5 Students will explore the issues and challenges facing individuals as they transition throughout adulthood.
- 3.1 Students will explore forming relationships in the 21st century.
- 3.2 Students will seek an understanding of healthy personal relationships.
- 3.3 Students will explore the challenges of maintaining a committed relationship.
- 4.1 Students will gain an understanding of how personal choice contributes to overall wellness.

Law 120

General Learning Outcomes

- **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment - locally, nationally, and globally - and the implications for a sustainable future.
- **People, Place and Environment:** Students will be expected to demonstrate an understanding of the interactions among people, places, and environment.
- **Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Learning Outcomes

Students will be expected to:

- 1.1.1 explain the need for and purpose of law
- 1.1.2 describe the historical roots and influences on Canadian law
- 2.1.1 explain society's need to criminalize certain behaviours
- 2.1.3 explain the elements of a criminal offence and of selected specific offences

Newfoundland and Labrador

Arts

Art and Design 2200/3200

- **Creating, Making and Presenting:** Students will be expected to explore, challenge, develop and express ideas, using the skills, languages, techniques and processes of the arts. Students will be expected to:
 - Analyse and use complex visual relationships, processes and content, making subtle discriminations
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture. Students will be expected to:
 - Analyse and make informed judgments about the role that visual creations have in our everyday modes of expression.
 - Demonstrate an understanding of the complexities of art works.
 - Understand the influence of the visual arts, their impact on daily life, and their power to create, alter and reflect culture.
 - Understand how ideas, perceptions and feelings are embodied in art works of a culture.
 - Explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission.
 - Use visual arts as a means of conveying concerns about social and ethical issues.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. Students will be expected to:
 - Explain the role of artists and the arts to inform, define, and cause us to question and reflect.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to examine the relationship among the arts, societies and environments. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Examine and discuss the moral, ethical and legal issues related to the creation of art works.
- **Perceiving and Responding:** Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. Students will be expected to:

- Describe, analyse, interpret and evaluate art works.
- Evaluate and justify content, subject matter, symbols and images in their own and others' art.
- Recognize that the principles of design can be used to show relationships in an image.
- Articulate informed aesthetic responses that demonstrate critical reflection.
- **Perceiving and Responding:** Students will be expected to analyse the relationship between artistic intent and the expressive work. Students will be expected to:
 - Analyse the work of others to assess the relationship between intent and outcome.
 - Develop an awareness of how consideration of the intended audience affects and impacts on an artwork.

English Language Arts

English Language Arts - 2201

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.
- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Specific Curriculum Outcomes

- Assess their own ideas and points of view in response to others' ideas and questions.
- Refine active listening skills to respond to oral language.
- Ask questions to gain information and develop ideas.
- Evaluate how the features of oral language are used to influence listeners.
- Analyze how audience and purpose impact communication.
- Evaluate strategies that contribute to effective communication.
- Adjust language and delivery when responding personally and critically.
- Justify their message or ideas using supporting evidence.
- Evaluate how respect for others is demonstrated when interacting.
- Analyze others' points of view.
- Use a variety of communication strategies.
- Analyze responsibilities associated with communicating.

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Specific Curriculum Outcomes

- Read and view a variety of texts for different purposes.
- Use specific strategies to enhance understanding of a text.
- Evaluate how text features are used to create meaning and achieve different purposes.
- Understand how texts can influence behaviours and opinions.
- Justify connections between their own experiences, emotions, and texts.
- Evaluate others' views about issues, themes and situations in or about texts.
- Justify their opinions about issues, themes and situations in texts.
- Evaluate the effectiveness of stylistic techniques used in various texts.
- Evaluate the impact of literary and media devices on a text.
- Interpret social issues and cultural perspectives in a variety of texts.
- Examine multiple viewpoints within or between texts.
- Justify their own critical responses to a variety of texts.

English Language Arts - 2202

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.
- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Key-Stage Curriculum Outcomes

- Compare points of view to revise their own opinion.
- Use active listening skills to respond to oral language.
- Apply features of oral language.
- Evaluate how the features of oral language are used to influence listeners.
- Analyze strategies that contribute to effective communication.

- Respond to questions in a variety of situations.
- Advocate a point of view using supporting evidence.
- Demonstrate that different situations, audiences, and purposes require different degrees of sensitivity.
- Examine the implications of using different modes of communication.
- Analyze others' points of view.
- Use a variety of communication strategies.

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Specific Curriculum Outcomes

- Read and view a variety of texts for different purposes.
- Use specific strategies to enhance understanding of a text.
- Summarize details of a variety of texts.
- Analyze how text features are used to create meaning and achieve different purposes.
- Understand how texts can influence behaviours and opinions.
- Explain connections between their own experiences, emotions, and texts.
- Analyze more than one interpretation of a text.
- Justify their opinions about issues, themes and situations in texts.
- Examine the effects of stylistic techniques used in various texts.
- Explain how different texts influence an audience
- Interpret social issues and cultural perspectives in a variety of texts.
- Identify multiple viewpoints within texts.
- Justify their own critical responses to a range of texts.

English Language Arts 3201/3202

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.

- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Specific Curriculum Outcomes

- Examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- Ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- Articulate, advocate and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- Listen critically to analyse and evaluate concepts, ideas and information
- Respond to a wide range of complex questions and directions
- Reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
- Consistently demonstrate active listening and concern for the needs, rights and feelings of others
- Demonstrate how spoken language influences and manipulates, and reveals ideas, feelings and attitudes

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Specific Curriculum Outcomes

- Articulate their understanding of ways in which information texts are constructed for particular purposes
- Articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated text and tasks
- Make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- Articulate and justify points of view about texts and text elements
- Critically evaluate the information they access
- Show the relationships among language, topic, purpose, context and audience:
 - Note the relationship of specific elements of a particular text to elements of other texts
 - Describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres

- Respond critically to complex and sophisticated texts
 - Examine how texts work to reveal and produce ideologies, identities and positions
 - Examine how media texts construct notions of roles, behaviour, culture and reality
 - Examine how textual features help a reader and viewer to create meaning of the texts

Family Studies

Human Dynamics 2201

General Curriculum Outcomes

- Students will acquire an understanding of issues and challenges which impact the family.
- Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.
- Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.

Specific Curriculum Outcomes: Family as Ecosystem

Students will be able to:

- demonstrate an understanding of the family as an ecosystem.
- demonstrate an understanding of the interplay between the family and physical, emotional and social environments.
- demonstrate an understanding of responsibility in relation to self, family and community.
- propose personal interaction strategies that contribute to a positive family environment.
- assess family practices and activities that impact on physical and social environments in relation to their contribution to the sustainability and improvement of these environments.

Specific Curriculum Outcomes: Relationships

Students will be able to:

- demonstrate an understanding of the types, range and depth of relationships and how they evolve and change.
- demonstrate an understanding of what constitutes healthy relationships.
- demonstrate an understanding of what constitutes abuse in relationships.
- demonstrate an understanding of the impacts of customs, values and beliefs on relationships.
- critically analyze the messages about relationships portrayed in the media.
- analyze emotional and social issues that affect adolescent relationships.
- propose and evaluate strategies for dealing with issues in relationships.
- analyze strategies for building, sustaining and ending relationships

- evaluate personal relationships.
- monitor personal skills and abilities for healthy sustainable relationships.
- set personal goals for the development and enhancement of personal relationships.

Health

Health (Grade 9)

Curriculum Outcomes: Climate Building and Communication

Students will be able to:

- identify the types of communication (passive, aggressive, assertive, verbal, nonverbal and refusal skills).
- demonstrate positive communication strategies in a variety of social situations.
- develop an awareness of sensitive issues associated with relationships
- assess personal communication skills and their impact on relationships with others.
- identify one's own values and their influence on decision making.
- assess the role that respect for sensitive issues plays in relationships.

Curriculum Outcomes: Self-Concept

Students will be able to:

- identify healthy ways of coping with stress.
- develop an increased awareness of self by engaging in a variety of situations.
- critically analyze the effect of media on self concept.
- assess one's own values.
- analyze the extent to which one's personal values affect choices/ decisions made in a variety of relationships.

Curriculum Outcomes: Interpersonal Relationships

Students will be able to:

- identify the characteristics of healthy interpersonal relationships.
- develop an awareness of attitudes, expectations and roles as they relate to dating.
- practice methods of initiating, maintaining, and terminating relationships.
- distinguish between appropriate behaviors for relationships with peers and those of adults.
- analyze influences on dating behaviors.
- develop effective communication skills to assist in maintaining personal values and coping with other issues that may arise in dating relationships.
- assess the effect of high risk dating practices on overall wellness.
- analyze media portrayals of relationships and sexuality.
- analyse the personal decision making processes used in dealing with an issue in a interpersonal relationship.

- reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.

Northwest Territories

Health and Wellness

Health Studies (Grade 9)

Families

- Males and females have equal potential
 - i) describe male and female gender role stereotyping
 - ii) identify factors that contribute to changes in gender role stereotyping
- There are many support systems in the community available to families
 - i) identify family support systems in the community
 - ii) identify the roles of family support systems

Lifestyle

- Positive lifestyle practices promote health
 - i) identify positive lifestyle practices that promote healthy sexuality and family relationships

The Northwest Territories Department of Education has approved the use of Alberta curriculum to guide learning in Northwest Territories schools on most subjects relevant to *A Better Man*, including English Language Arts and Social Studies. For additional curriculum connections in the Northwest Territories, please refer to Alberta curriculum connections.

Nova Scotia

Arts

Film and Video Production (Grade 12)

General Curriculum Outcomes

- **Module 1: Fundamentals.** Students will be expected to demonstrate a basic understanding of key aspects of film and television drama including roles and

responsibilities of production team members. By the end of this module, students will be expected to:

- Identify key elements of story as expressed in film.
- **Module 2: Production Team Skills.** Students will be expected to develop basic strategies for creating and critically reviewing films. By the end of this module, students will be expected to:
 - Analyse short scenes, character histories and movie reviews in order to create their own works.
- **Module 3: Film Industry and Careers.** Students will be expected to examine cultural/historical influences on local and national film industries, consider career opportunities, and collaborate with industry personnel. By the end of this module, students will be expected to:
 - Demonstrate a critical awareness of the social/cultural impact of film and television on today's society.

Visual Art - Foundations (Grade 11 and 12)

Key Stage Curriculum Outcomes

- **Creating, Making and Presenting:** Students will be expected to explore, challenge, develop and express ideas, using the skills, languages, techniques and processes of the arts. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse and use complex visual relationships, processes and content, making subtle discriminations
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse and make informed judgments about the role that visual creations have in our everyday modes of expression.
 - Demonstrate an understanding of the complexities of art works.
 - Understand the influence of the visual arts, their impact on daily life, and their power to create, alter and reflect culture.
 - Understand how ideas, perceptions and feelings are embodied in art works of a culture.
 - Explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission.
 - Use visual arts as a means of conveying concerns about social and ethical issues.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to respect the contributions to the arts of individuals and cultural groups

in local and global contexts, and value the arts as a record of human experiences and expression. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:

- Explain the role of artists and the arts to inform, define, and cause us to question and reflect.
- **Understanding and Connecting Contexts of Time, Place and Community:** Students will be expected to examine the relationship among the arts, societies and environments. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Examine and discuss the moral, ethical and legal issues related to the creation of art works.
- **Perceiving and Responding:** Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Describe, analyse, interpret and evaluate art works.
 - Evaluate and justify content, subject matter, symbols and images in their own and others' art.
 - Recognize that the principles of design can be used to show relationships in an image.
 - Articulate informed aesthetic responses that demonstrate critical reflection.
- **Perceiving and Responding:** Students will be expected to analyse the relationship between artistic intent and the expressive work. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse the work of others to assess the relationship between intent and outcome.
 - Develop an awareness of how consideration of the intended audience affects and impacts on an artwork.

English Language Arts

English Language Arts - Foundations (Grade 11 and 12)

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.
- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Key-Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

- Examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- Ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- Articulate, advocate and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- Listen critically to analyse and evaluate concepts, ideas and information
- Respond to a wide range of complex questions and directions
- Reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
- Consistently demonstrate active listening and concern for the needs, rights and feelings of others
- Demonstrate how spoken language influences and manipulates, and reveals ideas, feelings and attitudes

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Key-Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

- Articulate their understanding of ways in which information texts are constructed for particular purposes
- Articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated text and tasks
- Make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- Articulate and justify points of view about texts and text elements
- Critically evaluate the information they access
- Show the relationships among language, topic, purpose, context and audience:
 - Note the relationship of specific elements of a particular text to elements of other texts

- Describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres
- Respond critically to complex and sophisticated texts
 - Examine how texts work to reveal and produce ideologies, identities and positions
 - Examine how media texts construct notions of roles, behaviour, culture and reality
 - Examine how textual features help a reader and viewer to create meaning of the texts

Social Studies

Social Studies - Foundations (Grade 11 and 12)

Key Stage Curriculum Outcomes

- **Citizenship, Power and Governance:** Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority and governance. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Compare and evaluate the distribution of power in societies and the sources of authority in the lives of citizens
 - Evaluate public issues, taking into account multiple perspectives
- **Culture and Diversity:** Students will be expected to demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Analyse the factors that contribute to the perception of self and the development of a worldview
 - Evaluate group, institutional and media influences on people and society in both historical and contemporary settings
 - Analyse cases and personal values regarding stereotyping, discrimination and conformity and how they affect individuals and groups
 - Evaluate patterns for preserving, modifying and transmitting culture while adapting to environmental or social change
- **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies and the environment - locally, nationally and globally - and the implications for a sustainable future. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:

- Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies
- **Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. By the end of grade 12, students will have achieved the outcomes for entry-grade 9, and will also be expected to:
 - Apply concepts associated with time, continuity and change
 - Analyse and compare events of the past to the present in order to make informed, creative decisions about issues
 - Propose and evaluate strategies that will promote a preferred future

Sociology (Grade 12)

General Curriculum Outcomes

Aesthetic Expression

- Describe the relationship between various forms of Canadian art and the culture/society in which these expressions occur
- Understand the connection between society, culture and the various forms of artistic expression that occur in other societies around the world
- Recognize the value of artistic expression as a part of the natural operation of healthy human societies

Communication

- Articulate in various forms an understanding of the way in which human societies shape the development and behaviour of their members
- Analyze and respond to a variety of texts and readings related to sociological concepts and theories

Personal Development

- Analyze the role of human interaction and relationships in their personal development
- Understand the importance of human interaction and relationships in the development of human potential

Problem-Solving

- Apply concepts and theories related to sociology to the analysis of human behaviour and society
- Identify social factors shaping human behaviour in a variety of social situations
- Identify potential solutions to behaviour harmful to society and others

Specific Curriculum Outcomes

Unit 2 - Culture: A Shared Human Experience

- 2.1 Demonstrate an understanding of the concept of culture
- 2.2 Analyze factors related to cultural variation
- 2.3 Analyze factors related to cultural uniformity
- 2.4 Investigate the process of cultural change

Unit 3 - Socialization: The Shaping of Human Behaviour

- 3.1 Explain the process of socialization
- 3.2 Investigate the relationship between socialization and the development of individual personality
- 3.3 Investigate the relationship between socialization and the process of human learning
- 3.4 Investigate a social issue that serves as a good example of socialization and related concepts

Unit 4 - Social Organization: Living Together as Humans

- 4.1 Describe the role of groups in the organization of human societies
- 4.2 Examine the role of social stratification in the organization of human societies, in relation to gender, race, and socioeconomic status
- 4.3 Examine the role of social institutions in the organization of human societies
- 4.4 Investigate a social issue that serves as a good example of social organization and related concepts

Unit 5 - Social Control: Deviant and Conformist Behaviour

- 5.1 Analyze ways in which societies exercise social control to achieve conformity
- 5.2 Investigate deviance as a form of social behaviour
- 5.3 Investigate the issue of crime as an example of deviant behaviour

Psychology 30 - Developmental Psychology (Grade 12)

Learning Objectives

- To acquire knowledge about the concepts of developmental psychology.
- To understand the roles that biology and experiences play in human development.
- To understand how the sociocultural context influences development.
- To understand how the biological, cognitive and socioemotional domains interact and influence development.
- To organize and integrate new knowledge and understandings by making connections with existing knowledge and understandings.
- To organize and integrate new knowledge and understandings with other disciplines.

- To apply those concepts and understandings to a variety of practical, pertinent and contemporary issues.
- To appreciate the complex, dynamic, reciprocal and personal aspects of human development across the lifespans.
- To understand the influence of the various “systems of support” in terms of nurturing and promoting healthy development.
- To value and cherish human life as precious and sacred.
- To understand how the thoughts, feelings and behaviours of people are influenced by the actual, imagined or implied presence of others.

Social Studies 30 - Canadian Studies (Grade 12)

Learning Objectives

Social Change: Know that societies adjust to a pattern of realities (natural, social, technological) in ways that seem reasonable at the time.

- Know that over time, realities change making it necessary for societies to respond.
- Know that a society may choose not to respond to change until more change forces it to deal with the new reality.
- Change: Know that change is a process in which people’s reactions to different situations ranges over time from:
 - Denial that any change is necessary; to,
 - Acknowledgement that a situation requires some concern; to,
 - Acceptance that something should be done; to,
 - Defence of the change that was made.

Worldview: Know that a worldview is a description of reality providing “natural and believable” knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

- Know that a worldview acts as a template providing people with a set of beliefs about dealing with the reality in which they find themselves:
 - Moral beliefs about people’s rights and obligations
 - Social beliefs about the organization of individuals into a society
 - Political beliefs about making and enforcing decisions within society

Ontario

Social Sciences and Humanities

Gender Studies - HSG3M (Grade 11)

Overall Expectation(s)

- **C3. Gender-Based Violence and Its Prevention:** Demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

Specific Expectation(s)

- C3.1 Analyse the impact of gender-based violence (e.g., bullying; harassment; child and spousal abuse; sexual assault, including date rape; gay bashing).
- C3.3 Explain how social institutions or systems (e.g., criminal justice, legal, social services, immigration, and international development systems) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts.
- C3.4 Demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment (e.g., the White Ribbon Campaign; the Sisters in Spirit initiative of the Native Women's Association of Canada; the I Am a Kind Man campaign; the Take Back the Night campaign; information on websites such as those of the Ontario Women's Directorate, Kids Help Phone, the Metropolitan Action Committee on Violence Against Women and Children [METRAC], sexual assault or rape crisis centres).

Dynamics of Human Relationships - HHD30 (Grade 11)

Overall Expectation(s)

- **C1. Healthy Relationships Over a Lifetime:** Demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships.

Specific Expectation(s)

- C1.2 Identify characteristics of healthy relationships (e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism).
- C1.3 Describe behaviours that characterize unhealthy relationships (e.g., physical and verbal abuse, bullying, sexual harassment, stalking, obsession, possessiveness, intimidation, isolation, financial control, substance abuse, co-dependence).

Introduction to Anthropology, Psychology and Sociology - HSP 3U (Grade 11)

Overall Expectation(s)

- **C2. Explaining Human Mental Processes and Behaviour:** Use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour.

Specific Expectation(s)

- C2.3 Explain how diverse psychological factors (e.g., motivation, perception, attitudes, mental health, temperament) influence individual behaviour.

Families in Canada - HHS 4M (Grade 12)

Overall Expectation(s)

- **D2. Trends and Challenges in Intimate Relationships:** Demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships.

Specific Expectation(s)

- D2.3 Outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships (e.g., emotional, physical, sexual, financial abuse).

Health and Physical Education

Healthy Active Living Education - PPL 3O (Grade 11)

Overall Expectation(s)

- C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectation(s)

- **C3.4 Human Development and Sexual Health:** Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse).

Healthy Active Living Education - PPL 4O (Grade 12)

Overall Expectation(s)

- C1. Demonstrate an understanding of factors that contribute to healthy development.
- C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectation(s)

- **C1.1 Personal Safety and Injury Prevention:** Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations.
- **C3.2 Personal Safety and Injury Prevention:** Analyse the occurrence of harassment, violence, and abuse in relationships (e.g., domestic, intimate, work-related) in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems.

English

Media Studies - EMS30 (Grade 11)

Overall Expectation(s)

- **2. Understanding the Impact of Media on Society:** Analyse and evaluate the impact of media on society.

Specific Expectation(s)

- **2.2 Health and Relationships:** Analyse the impact of the media and of communication technologies on health, relationships, and interpersonal communications (e.g., compare the uses and effects of text messaging and face-to-face dialogue; assess the effects that e- learning has had on traditional schooling; analyse the effects of using documentaries and/or websites to support the curriculum in a health or leadership class; explain how public service announcements affect the way in which society views bullying; discuss ways in which the rise of online communities has changed the lives of people struggling with body image).

Canadian and World Studies

Understanding Canadian Law - CLU3M (Grade 11)

Overall Expectation(s)

- **D1. Introduction to Tort Law:** Analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes.
- **D2. Introduction to Family Law:** Analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes.
- **E2. Legal Processes and Procedures:** Describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them.

Specific Expectation(s)

- D1.2: Explain the function of the various legal processes (e.g., statement of claim, statement of defence, examination for discovery, burden of proof), courts, and alternative

procedures (e.g., arbitration, mediation, healing circles) involved in settling civil disputes, and the remedies available for enforcing a judgement (e.g., damages awards, injunctions).

- D2.4: Analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (e.g., in the definition of marriage, the division of property on divorce, the area of reproductive rights, rules regarding adoption, child custody agreements, the definition of abuse).
- E3.2: Identify the purposes of sentencing (e.g., deterrence, retribution, rehabilitation, protection of society) and assess the effectiveness of the Canadian prison system in achieving those purposes (e.g., with reference to availability of rehabilitation programs, eligibility for parole).

Understanding Canadian Law in Everyday Life - CLU3E (Grade 11)

Overall Expectation(s)

- **B1. Legal Principles:** Explain the role and importance of law and the fundamental principles of justice in Canada.
- **D1. Introduction to Tort Law:** Describe the legal foundations and development of tort law and the role of individuals, groups, and courts in its processes.
- **D2. Introduction to Family Law:** Describe the legal foundations and development of family law and the role of individuals, governments, and courts in its processes.

Specific Expectation(s)

- B1.2: Explain the relevance to daily life of different types of law (e.g., public law: criminal, constitutional; civil law: tort, family, employment, contract).
- D1.2: Explain the function and significance of various legal processes (e.g., statement of claim, statement of defence, examination for discovery, burden of proof), different levels of courts, and alternative procedures (e.g., arbitration, mediation, healing circles, truth and reconciliation formats) involved in settling civil disputes, and describe remedies available for enforcing a judgement (e.g., damages awards, injunctions).
- D2.3 Analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (e.g., in the areas of the definition of marriage, the definition of and penalties for abuse, division of property upon divorce, same-sex spousal rights, reproductive rights, child custody laws, rules regarding adoption).

Legal Studies - CLN 4C (Grade 12)

Overall Expectation(s)

- **D1. Law and Society:** Analyse the role of law in contemporary society.

Specific Expectation(s)

- D1.3 Explain the role of law in responding to various contemporary social issues (e.g., in creating and enforcing legislation related to: child and youth protection, prostitution and the sex trade, minimum wages, social assistance programs, the use of recreational drugs, affordable housing, family violence, mental illness, substance abuse, personal security, equitable hiring practices, religious and cultural diversity).

Nunavut

The Nunavut Department of Education has approved the use of Alberta curriculum to guide learning in Nunavut schools on subjects relevant to *A Better Man*, including English Language Arts, Health, and Social Studies. Please refer to Alberta curriculum connections.

Prince Edward Island

Arts

Visual Arts - Foundations (Grade 11 and 12)

General Curriculum Outcomes

Understanding and Connecting Contexts of Time, Place, and Community

Students will be expected to:

- demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture

- respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
- examine the relationship among the arts, societies, and environments

Perceiving, Reflecting and Responding

Students will be expected to:

- apply critical-thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
- analyse the relationship between artistic intent and the expressive work

Language Arts

English Language Arts - Foundations (Grade 11 and 12)

Speaking and Listening

General Curriculum Outcomes

- Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Communicate information and ideas effectively and clearly, and to respond personally and critically.
- Interact with sensitivity and respect, considering the situation, audience, and purpose.

Specific Curriculum Outcomes

- justify understanding of an idea, issue, or text through effective communication
- respond verbally to a variety of complex, open-ended questions

Reading and Viewing

General Curriculum Outcomes

- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their understanding of language, form, and genre.

Specific Curriculum Outcomes

- evaluate purpose, structure, and characteristics of a variety of increasingly complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study)
- evaluate how gender and socioeconomic status are portrayed in a variety of texts

Physical Education

Wellness PED401 (Grade 10)

Learning Outcomes

W1 Evaluate one's self in each dimension of wellness.

b. Reflect on personal beliefs (e.g., being healthy takes work) while addressing common misconceptions about wellness (e.g., if one is not sick, then one must be well).

e. Analyze and communicate the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another).

g. Investigate the multitude of factors that exert influences on life balance (e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use).

h. Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community.

j. Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.

k. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.

W4 Assess the impact of mental health on overall well-being of self, family, and community.

Indicators:

a. Reflect on and discuss personal and community beliefs and biases about mental health.

b. Examine common misconceptions and negative stigmas/connotations related to both the area of and the language of mental illness (e.g., misconception that an individual with a mental illness has a weak character or is inevitably dangerous).

c. Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.

h. Assess the influence of mental well-being on each of the dimensions of wellness (i.e., psychological, physical, social and environmental).

i. Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one's relationship to these influences.

l. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (i.e., ways we protect ourselves from things we do not want to think about or deal with).

n. Analyze mental fitness factors (e.g., placing things in perspective, using stress management strategies, cultivating and maintaining a strong sense of humour) as they relate to personal well-being.

W5 Assess one's self-awareness (i.e., one's ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing wellbeing of self and others.

Indicators:

a. Discuss personal standards, interests, abilities, and privileges, and how these influence one's well-being.

c. Assess one's emotional intelligence (i.e., the ability to perceive, control, and evaluate emotions) using a variety of measurement tools.

d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, culture, body composition).

f. Reflect on one's ability to recognize and manage emotions in self and in personal relationships.

g. Examine emotional and behavioural patterns of self and others and determine related impact on optimal wellness.

h. Practise and reflect on variety of self-awareness strategies (e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others' reactions to your emotions).

j. Examine internal (e.g., thinking patterns) and external (e.g., triggers) influences on one's emotional intelligence.

k. Analyze and practise effective identification and communication of feelings.

W9 (Optional) Assess how relationships influence all dimensions of wellness.

Indicators:

a. Recognize that relationships are dynamic (i.e., variable) and change over time.

b. Ask and respond to important questions about relationships, such as: What matters most in relationships? Why is it important to step in or speak out in someone's defense? When is it important to keep silent? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/ nurturing/embracing change in relationships?

c. Analyse how relationships are developed and enhanced through an awareness of self, others, and by one's overall well-being.

d. Discuss and examine common challenges in relationships.

e. Determine own challenges in personal relationships.

f. Investigate ways in which relationships are initiated, maintained, and terminated, and the related consequences to overall well-being.

h. Reflect on personal approaches to conflict and how these approaches enhance and/or impede wellness.

i. Discuss skills and behaviours that are effective in nurturing relationships and those that escalate conflict.

l. Examine legal rights and responsibilities concerning relationships and how these rights and responsibilities are established to support overall well-being.

m. Demonstrate and evaluate personal commitment to responsible social behaviour (Hellison, 2011) while participating in and analysing movement activities.

n. Reflect on and respond to relationship questions (e.g., Why would someone establish a positive relationship with an opponent in the context of participation in a competitive movement activity? How do I safely end or get out of relationships that are unsafe? How do relationships impact/influence one's wellness?).

Social Studies

Introductory Law 521 (Grade 11)

General Learning Outcomes

- **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment - locally, nationally, and globally - and the implications for a sustainable future.
- **People, Place and Environment:** Students will be expected to demonstrate an understanding of the interactions among people, places, and environment.
- **Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Learning Outcomes

Students will be expected to:

- 1.1.1 explain the need for and purpose of law
- 1.1.2 describe the historical roots and influences on Canadian law
- 2.1.1 explain society's need to criminalize certain behaviours
- 2.1.3 explain the elements of a criminal offence and of selected specific offences
- 2.4.2 demonstrate an understanding of traditional types of sentencing as well as alternative justice measures

Canadian Law 531 (Grade 11)

General Learning Outcomes

- **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment - locally, nationally, and globally - and the implications for a sustainable future.
- **People, Place and Environment:** Students will be expected to demonstrate an understanding of the interactions among people, places, and environment.
- **Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Learning Outcomes

Students will be expected to:

- 1.1.1 explain the need for and purpose of law
- 1.1.2 describe some of the factors that influence change in law
- 2.1.1 explain society's need to criminalize certain behaviours
- 2.1.3 explain the elements of a criminal offence and of selected specific offences
- 2.4.2 demonstrate an understanding of traditional types of sentencing as well as alternative justice measures

Québec

In addition to the following secondary school subject areas, CEGEP facilitators are welcome to use *A Better Man* in any course. It may be particularly relevant for the following:

- Chimie et biologie
- Santé
- Services sociaux, éducatifs et juridiques
- Enseignement préuniversitaire

English Language Arts

Cycle Two (Senior Grades)

Competency Two: Reads and listens to written, spoken and media texts

- Integrates reading profile, stance and strategies to make sense of a text in a specific context
 - Draws on prior experience and the features of a genre to make sense of a text
 - Adjusts reading strategies and stance to the context
- Talks about own responses to a text within a classroom community
 - Deepens own meaning(s) of a text in discussions with other readers
 - Situates meanings within own experiences and the world of the text, in order to transform initial readings into more conscious interpretations
 - Considers possible reasons for own responses and the responses of others to clarify and reshape the relationship between self as reader and the text
- Interprets the relationship(s) between reader, text and context in light of own response(s)
 - Explains the impact of a text on self as reader by returning to its social functions, as well as the way meanings and messages are constructed

- Draws on own reading profile, including knowledge of textual structures and features, to locate textual details that support own interpretations
- Constructs interpretations that embody both own world and the world of the text

Competency Three: Produces texts for personal and social purposes

- Extends repertoire of resources for producing texts
 - Immerses self in texts to learn how they are constructed
 - Investigates the codes and conventions of various genres
 - Creates criteria for what makes text(s) effective
 - Develops standards for using language responsibly to represent people, events and ideas
- Constructs a relationship between writer/producer, text and context
 - Understands that all texts are constructed in specific contexts for specific audiences and purposes

Visual Arts

Cycle Two (Senior Grades)

Competency Three: Appreciates images

- Analyzes an image
 - Immerses himself/herself in the work or production
 - Identifies its material and language elements as well as its elements of meaning, on the basis of a variety of criteria
 - Identifies historical aspects, including sociocultural aspects, if applicable, using available information
 - Makes connections among these elements
- Constructs his/her interpretation of the image
 - Identifies expressive and symbolic elements and establishes their impact on the production of meaning
 - Makes connections among these elements, comparing them with other works or production contexts
 - Enriches his/her interpretation by seeking additional information
- Shares his/her appreciation experience
 - Identifies the important elements of his/her experience and its characteristics
 - Makes comparisons with his/her previous experiences
 - Identifies what he/she has learned and the methods used
- Makes critical and aesthetic judgments

- Reviews his/her previous interpretation of the work in relation to the historical context, including sociocultural aspects
- Builds his/her arguments, taking certain appreciation criteria into account, and communicates his/her point of view

Saskatchewan

English Language Arts

English Language Arts 20 (Grade 11)

Comprehend and Respond

CR 20.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:

- **identity (e.g., Relationships with Family and Others)**
- **social responsibility (e.g., Evolving Roles and Responsibilities)**
- **social action (agency) (e.g., The Past and the Present)**

Indicators:

a. Examine topics and contemporary and traditional visual, oral, written, multimedia, and digital (including social media) First Nations, Métis, Saskatchewan, Canadian, and international texts that present different viewpoints and perspectives on issues related to identity, social responsibility, and social action (agency).

c. Connect ideas, observations, opinions, and emotions to understand texts.

e. Make connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.

g. Identify ways that society and culture shape the content, forms, and language of texts, including digital texts.

h. Explain ways that languages and texts reveal and shape understanding of human diversity.

CR 20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, artworks, maps, charts, graphs.

Indicators:

a. View, interpret, and demonstrate comprehension of grade-appropriate visual, multimedia, and digital texts that address identity, social responsibility, and social action (agency).

d. Demonstrate critical viewing behaviours including:

- determining the message and purpose the text is representing
- identifying the intended audiences and points of view in the text
- identifying and analyzing the assumptions, interests, beliefs, and values embedded in the text, and the credibility, purpose, tone, attitude, and bias of the author
- identifying and analyzing the speaker's tone, attitude, and bias
- analyzing how the text uses argument, images, placement, editing, message-based commentary, testimonials, interactive elements, and music to create effect and emotion for effect and impact
- evaluating and critiquing the persuasive techniques (e.g., emotion and propaganda)
- recognizing how visual, audio, or design techniques (such as special effects, camera angle, interactive media, and music) carry or influence messages in various media

g. Evaluate the visual and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain (e.g., anecdote, expert witness, vivid details, testimony, humour).

h. Examine the intersections and conflicts between the visual (e.g., media images, painting, film, video, graphic arts) and the verbal.

i. Analyze the techniques used in, and the merits of, visual, multimedia, and digital texts in relation to given criteria.

English Language Arts 30 - Canadian Voices (Grade 12)

Comprehend and Respond

CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:

- **identity (e.g., Define the Individual, Negotiate the Community)**
- **social responsibility (e.g., Shift Centres, Blur Margins)**
- **social action (agency) (e.g., Understand Beliefs, Initiate Action)**

Indicators:

b. Analyze First Nations, Métis, Saskatchewan, and Canadian texts to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.

d. Analyze how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in First Nations, Métis, Saskatchewan, and Canadian texts.

e. Identify connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of First Nations, Métis, Saskatchewan, and Canadian texts.

g. Analyze ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.

h. Identify the various elements of style used in First Nations, Métis, Saskatchewan, and Canadian texts, and explain how the elements help communicate meaning and enhance the effectiveness of the texts.

i. Explain how First Nations, Métis, Saskatchewan, and Canadian texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.

CR A 30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.

Indicators:

a. View and respond to grade-appropriate visual and multimedia texts created by First Nations, Métis, Saskatchewan, and Canadian artists and authors from various cultural communities.

c. Use language cues and conventions (page 24) of a variety of informational and literary texts to construct and confirm meaning when viewing.

d. Demonstrate critical viewing behaviours:

- Determine what the text is representing
- Identify and analyze how the text was constructed
- Identify the purposes, intended audiences, messages, points of view, and techniques of the text
- Infer the assumptions, interests, beliefs, and values embedded in the text, and the credibility and purpose of the author
- Identify and analyze speaker's, artist's, or author's tone, attitude, and bias
- Analyze how the text uses argument, images, placement, editing, and/or music for effect and impact
- Evaluate and critique the persuasive techniques including emotion and propaganda.

e. Evaluate critically information (i.e., whose voice is heard, whose is not) obtained from viewing a visual or multimedia text.

f. Explain and evaluate the effectiveness of persuasive strategies and techniques in a range of visual and multimedia texts.

g. Infer point of view and biases explicit in visual and multimedia texts.

Media Studies 20 - Grade 11

Foundational Objectives

Recognize the codes, forms and conventions of the various mass media

- learn the language of a particular medium
- explain the conventions and language of film and video

Recognize the ways in which various mass media shape their messages, and construct a sense of what the world is or how it works

- compare the use of visual images in various media
- discern the messages and impact of emerging mass media

Analyze and evaluate the various mass media, including their sources, intents and underlying values

- respond personally and critically to a range of media
- recognize biases and fallacies
- understand the importance of social responsibility and personal integrity in the use of language and media
- interpret and evaluate a production in a particular medium
- evaluate the effectiveness of a film or video
- attempt to understand a filmmaker's purpose or intentions

Extend and apply their speaking, listening, writing, reading, representing and viewing abilities

- explore connections between language use, theme and meaning
- use language to think about, listen to, view, read, write, discuss and produce media texts
- speak to clarify and extend thinking
- speak to share thoughts, opinions and feelings
- listen to understand and learn
- listen critically and attentively
- recognize factors that interfere with effective listening, including personal biases
- confer with peers and teacher

Physical Education and Wellness

Wellness 10 (Grade 10)

W1 Evaluate one's understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).

Indicators:

- b. Reflect on personal beliefs (e.g., being healthy takes work) while addressing common misconceptions about wellness (e.g., if one is not sick, then one must be well).

- e. Analyze and communicate the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another).

- g. Investigate the multitude of factors that exert influences on life balance (e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use).

- h. Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community.

- j. Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.

- k. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.

W4 Assess the impact of mental health on overall well-being of self, family, and community.

Indicators:

- a. Reflect on and discuss personal and community beliefs and biases about mental health.

- b. Examine common misconceptions and negative stigmas/connotations related to both the area of and the language of mental illness (e.g., misconception that an individual with a mental illness has a weak character or is inevitably dangerous).

c. Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.

h. Assess the influence of mental well-being on each of the dimensions of wellness (i.e., psychological, physical, social and environmental).

i. Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one's relationship to these influences.

l. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (i.e., ways we protect ourselves from things we do not want to think about or deal with).

n. Analyze mental fitness factors (e.g., placing things in perspective, using stress management strategies, cultivating and maintaining a strong sense of humour) as they relate to personal well-being.

W5 Assess one's self-awareness (i.e., one's ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing wellbeing of self and others.

Indicators:

a. Discuss personal standards, interests, abilities, and privileges, and how these influence one's well-being.

c. Assess one's emotional intelligence (i.e., the ability to perceive, control, and evaluate emotions) using a variety of measurement tools.

d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, culture, body composition).

f. Reflect on one's ability to recognize and manage emotions in self and in personal relationships.

g. Examine emotional and behavioural patterns of self and others and determine related impact on optimal wellness.

h. Practise and reflect on variety of self-awareness strategies (e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others' reactions to your emotions).

j. Examine internal (e.g., thinking patterns) and external (e.g., triggers) influences on one's emotional intelligence.

k. Analyze and practise effective identification and communication of feelings.

Social Studies

Psychology 20 - Social Psychology (Grade 11)

Learning Objectives

- To understand how thoughts, feelings and behaviours of people are influenced by the actual, imagined or implied presence of others
- To organize and integrate new knowledge and understandings by making connections with existing knowledge and understandings
- To organize and integrate new knowledge and understandings with other disciplines
- To apply those concepts and understandings in a variety of practical, pertinent and contemporary issues
- To appreciate the complex, dynamic, reciprocal and personal aspects of human social cognition, influence and interaction
- To value and cherish human life as precious and sacred.
- To acquire knowledge about ourselves; to consider the question: Who am I?
- To understand the role and function of the mental or cognitive aspects of our thoughts and behaviour.
- To understand emotional aspects of our Being.
- To understand the role and function of social cognition as the processes behind how people think about the world.
- To understand the role and function of social perception as the processes by which people come to understand other people.
- To understand the role and function of self-understanding.
- To understand the influence that family has on personal and social development.
- To understand the nature of interpersonal relationships.
- To understand the influences of groups on behaviour, and how people influence group situations.
- To understand how people act and interact in social situations.
- To understand the nature of physical, emotional and mental dysfunctionality.

Law 30 (Grade 12)

Learning Objectives

- Know that law is a social construct of the society in which it is implemented.

- Differentiate between traditional and current worldviews of law.
- Understand that statutes evolve as the societal standard of norms and mores changes.
- Investigate rights and legal freedoms to which all Canadians are entitled.
- Identify functions of law in society
- Appreciate the need to protect individuals and groups from arbitrary actions.
- Appreciate the need of the minority in society for protection from tyranny of the majority.
- Know the rights and responsibilities of citizens in relation to the criminal justice system.
- Investigate the structure, functions and purpose of the current criminal justice model in Canada.
- Apply inquiry skills to issues.
- Appreciate the nature of the adversarial system.
- Contemplate models for addressing criminal behaviours.
- Appreciate the history and philosophy of alternate dispute resolution mechanisms.
- Appreciate that personal freedom in relationships includes responsibilities associated with standards of care.
- Know the social and legal aspects of the rights and obligations created by membership in a family unit.
- Create models to reflect current societal needs and values.
- Appreciate the complexity of family relationships.

Yukon Territory

The Yukon Department of Education has approved the use of British Columbia curriculum to guide learning in Yukon schools. Please refer to British Columbia curriculum connections.