The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.

<table>
<thead>
<tr>
<th>British Columbia’s New Curriculum</th>
<th>ENGLISH LANGUAGE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 7-9</td>
<td>Comprehend and Connect (reading, listening, viewing)</td>
</tr>
<tr>
<td></td>
<td>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability</td>
</tr>
<tr>
<td></td>
<td>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</td>
</tr>
<tr>
<td>ECP Presentations</td>
<td>Environment and Modern Agriculture</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Grades</td>
<td>Create and Communicate (writing, speaking, representing)</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Spoken Language</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Spoken Language</td>
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<tr>
<td>Grade 11</td>
<td>Spoken Language</td>
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<tr>
<td>Grade 11</td>
<td>Spoken Language</td>
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<tr>
<td>Grade 11</td>
<td>Spoken Language</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Spoken Language</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td><strong>Access information</strong> for diverse purposes and from a variety of sources and evaluate its <strong>relevance</strong>, <strong>accuracy</strong>, and <strong>reliability</strong></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and <strong>extend thinking</strong></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrate <strong>speaking</strong> and <strong>listening skills</strong> in a variety of formal and informal <strong>contexts</strong> for a <strong>range of purposes</strong></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## British Columbia Performance Standards
### HEALTHY LIVING

| Grades 7-9 | Healthy Eating | Identify and analyze the influence of family, peers, media and marketing on eating habits | ✓ | ✓ | ✓ | ✓ | ✓ |
| Returns to school | Healthy Eating | Advocates for changes that enhance healthy eating | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Healthy Eating | Advocate for better nutritional knowledge for themselves, family, and community | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Healthy Practises | Advocate for recognizing differences in healthy eating choices with respect to different cultural, racial and religious beliefs | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grades 10-12 | Healthy Eating | Makes decisions and advocates for self and others regarding healthy practices including management of feelings, setting goals for a healthy lifestyle, personal safety | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Healthy Eating | Advocates for personal, family, and community changes that enhance healthy eating | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grades 10-12 | Healthy Eating | | | | |
|---|---|---|---|---|
| | Communicate to others what a healthy balanced food plan for a day for a student should look like | ✓ | ✓ | ✓ | |
| | Articulate the reasons for their choices, and show an analysis that backs up the choices made | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Demonstrate the willingness to advocate for dietary change for themselves and others, family, and community | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Justify the reasoning behind food choices | ✓ | ✓ | ✓ | ✓ | ✓ | |

| Grades 10-12 | Healthy Practises | | | | |
|---|---|---|---|---|
| | Demonstrates the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for the physical and emotional well-being of self and others | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Evaluate the interrelationships of internal and external factors that influence health | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Advocate for self and others to make personal decisions that enhance health | ✓ | ✓ | ✓ | ✓ | ✓ |
## British Columbia’s New Curriculum

### PHYSICAL AND HEALTH EDUCATION

<table>
<thead>
<tr>
<th>ECP Presentations</th>
<th>Environment and Modern Agriculture</th>
<th>Healthful Eating</th>
<th>Modern Animal Agriculture</th>
<th>The Ethics of Eating</th>
<th>Plant-Based / Cell-Based Technologies</th>
</tr>
</thead>
</table>

| Grade 7 | Healthy and Active Living | Investigate and analyze influences on eating habits | ✓ | ✓ | ✓ | ✓ | ✓ |
|         |                        | Identify factors that influence healthy choices and explain their potential health effects | ✓ |   | ✓ |   |   |
|         |                        | Assess and communicate health information for various health issues | ✓ | ✓ | ✓ |   |   |
|         |                        | Identify and apply strategies to pursue personal healthy-living goals | ✓ | ✓ |   |   |   |

<p>| Grade 8 | Healthy and Active Living | Develop strategies for promoting healthy eating choices in different settings | ✓ | ✓ |   |   |   |
|         |                        | Assess factors that influence healthy choices and their potential health effects | ✓ | ✓ |   |   |   |
|         |                        | Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour | ✓ | ✓ |   |   |   |</p>
<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Healthy and Active Living</th>
<th>Identify and apply strategies to pursue personal healthy-living goals</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Healthy and Active Living</td>
<td>Propose healthy choices that support lifelong health and well-being</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and apply strategies to pursue personal healthy-living goals</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Healthy and Active Living</td>
<td>Plan ways to overcome potential barriers that affect participation in physical activities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critically analyze and explain health messages and investigate their potential influences on health and well-being</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal healthy-living goals</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Active Living</td>
<td>Plan ways to overcome potential barriers to participation in physical activities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Fitness and Conditioning</td>
<td>Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze health messages from a variety of sources and describe their potential influences on health and well-being</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Outdoor Education</td>
<td>Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Grade 12</td>
<td>Active Living</td>
<td>Plan ways to overcome potential barriers to participation in physical activities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their personal health and well-being</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Fitness and</td>
<td>Identify and analyze the relationship between healthy eating, overall health, and performance in fitness activities</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Conditioning</td>
<td>Analyze and critique health messages from a variety of sources and describe their potential influences on health and well-being</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Outdoor</td>
<td>Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities</td>
<td>✓</td>
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</table>
## British Columbia’s New Curriculum

### SCIENCE

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Questioning and Predicting</th>
<th>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify a question to answer or a problem to solve through scientific inquiry</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Applying and Innovating</td>
<td>Contribute to care for self, others, community, and world through personal or collaborative approaches</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<p>| Grade 8 | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest | ✓ | ✓ | ✓ | ✓ | ✓ |</p>
<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Questioning and Predicting</th>
<th>Identify a question to answer or a problem to solve through scientific inquiry</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Evaluating</td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Applying and Innovating</td>
<td>Contribute to care for self, others, community, and world through personal or collaborative approaches</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Grade 9</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Processing and analyzing data and information</td>
<td>Analyze cause-and-effect relationships</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Applying and Innovating</td>
<td>Contribute to care for self, others, community, and world through individual or collaborative approaches</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer and apply learning to new situations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to finding solutions to problems at a local and/or global level through inquiry</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td></td>
<td>Planning and Conducting</td>
<td>Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Processing and analyzing data and information</td>
<td>Use knowledge of scientific concepts to draw conclusions that are consistent with evidence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Evaluating</td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Earth Sciences</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Applying and Innovating</td>
<td>Contribute to care for self, others, community, and world through individual or collaborative approaches</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Environmental Science</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Planning and Conducting</td>
<td>Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
<td>Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Environmental Science</td>
<td>Evaluating</td>
<td>Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Environmental Science</td>
<td>Evaluating</td>
<td>Assess risks in the context of personal safety and social responsibility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Evaluating</td>
<td>Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Evaluating</td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Applying and Innovating</td>
<td>Contribute to care for self, others, community, and world through individual or collaborative approaches</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Applying and Innovating</td>
<td>Contribute to finding solutions to problems at a local and/or global level through inquiry</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Life Sciences</td>
<td>Applying and Innovating</td>
<td>Consider the role of scientists in innovation</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade 11: Science for Citizens</td>
<td>Questioning and Predicting</td>
<td>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11: Science for Citizens</td>
<td>Evaluating</td>
<td>Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider social, ethical, and environmental implications of the findings from their own and others’ investigations</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Applying and Innovating</td>
<td></td>
<td>Contribute to care for self, others, community, and world through individual or collaborative approaches</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to finding solutions to problems at a local and/or global level through inquiry</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tbody>
</table>
# British Columbia Performance Standards

## SOCIAL RESPONSIBILITY

<table>
<thead>
<tr>
<th>Grades 6-8</th>
<th>ECP Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solving Problems in Peaceful Ways</strong></td>
<td></td>
</tr>
<tr>
<td>Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others’ feelings and perspectives</td>
<td>✓</td>
</tr>
<tr>
<td>Can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences</td>
<td>✓</td>
</tr>
<tr>
<td>Often shows sensitivity and tries to consider others’ feelings and needs</td>
<td>✓</td>
</tr>
<tr>
<td>Anticipates consequences; may include long-term consequences</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Valuing Diversity and Defending Human Rights</strong></td>
<td></td>
</tr>
<tr>
<td>Usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices</td>
<td>✓</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>Valuing Diversity and Defending Human Rights</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Exercising Democratic Rights and Responsibilities</td>
<td>Shows a growing sense of altruism and optimism—a commitment to making the world a better place</td>
</tr>
<tr>
<td></td>
<td>shows a strong sense of community; often suggests positive actions to be taken</td>
</tr>
<tr>
<td></td>
<td>Attempts to use resources wisely; practises conservation; may take responsibility beyond self</td>
</tr>
<tr>
<td>Solving Problems in Peaceful Ways</td>
<td>In conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views</td>
</tr>
<tr>
<td></td>
<td>Can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions</td>
</tr>
<tr>
<td></td>
<td>Shows empathy and compassion; avoids reacting judgmentally</td>
</tr>
<tr>
<td></td>
<td>States opinions clearly; develops soundly reasoned arguments with convincing evidence</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>Solving Problems in Peaceful Ways</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Exercising Democratic Rights and Responsibilities</td>
</tr>
<tr>
<td>Grades 8-10</td>
<td>Exercising Democratic Rights and Responsibilities</td>
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</table>
### British Columbia’s New Curriculum

#### SOCIAL STUDIES

**Grade 7**

**Curricular Competencies**

<table>
<thead>
<tr>
<th>Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</th>
<th>ECP Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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<table>
<thead>
<tr>
<th>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences</th>
<th>ECP Presentations</th>
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<thead>
<tr>
<th>Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.</th>
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<tr>
<th>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past</th>
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**Grade 8**

**Cause and Consequence**

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<tr>
<td>Economics 12</td>
<td>Make reasoned ethical judgments about the past and present application of economic approaches and theories in economic, social, and political policy and decision making (ethical judgment)</td>
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<tr>
<td>Philosophy 12</td>
<td>Use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy</td>
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<td>Compare the justification for different philosophical perspectives after investigating points of contention and the strengths and weakness of various arguments (evidence)</td>
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<td>Explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them (perspective)</td>
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<tr>
<td>Physical Geography 12</td>
<td>Identify and assess how human and environmental factors and events influence each other (interactions and associations)</td>
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<td>Make reasoned ethical judgments about controversial actions in the past and/or present, and whether we have a responsibility to respond (geographical value judgments)</td>
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<tr>
<td>Social Justice 12</td>
<td>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, and movement (cause and consequence)</td>
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<td>Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)</td>
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