



# British Columbia, Canada Standards Alignment

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

English Language Arts		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7-9	<p>Comprehend and Connect (reading, listening, viewing)</p> <p>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.</p>	✓	✓	✓
Grade 7-9	<p>Comprehend and Connect (reading, listening, viewing)</p> <p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</p>	✓	✓	✓
Grade 7-9	<p>Create and Communicate (writing, speaking, representing)</p> <p>Exchange ideas and viewpoints to build shared understanding and extend thinking.</p>	✓	✓	✓

<b>Grade 10</b>	Spoken Language Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability.	✓	✓	✓
<b>Grade 10</b>	Spoken Language Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	✓	✓	✓
<b>Grade 10</b>	Spoken Language Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	✓	✓	✓
<b>Grade 11</b>	Spoken Language Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability.	✓	✓	✓
<b>Grade 11</b>	Spoken Language Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	✓	✓	✓

<b>Grade 11</b>	Spoken Language Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	✓	✓	✓
<b>Grade 12</b>	Spoken Language Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability	✓	✓	✓
<b>Grade 12</b>	Spoken Language Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking	✓	✓	✓
<b>Grade 12</b>	Spoken Language Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	✓	✓	✓

Healthy Living		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grades 7-9	<p>Healthy Eating</p> <p>Identify and analyze the influence of family, peers, media and marketing on eating habits.</p>	✓	✓	✓
Grades 7-9	<p>Healthy Eating</p> <p>Advocates for changes that enhance healthy eating.</p>		✓	
Grades 7-9	<p>Healthy Eating</p> <p>Advocate for better nutritional knowledge for themselves, family, and community.</p>		✓	
Grades 7-9	<p>Healthy Eating</p> <p>Advocate for recognizing differences in healthy eating choices with respect to different cultural, racial and religious beliefs.</p>	✓	✓	✓
Grades 7-9	<p>Healthy Practices</p> <p>makes decisions and advocates for self and others regarding healthy practices including management of feelings, setting goals for a healthy lifestyle, personal safety.</p>		✓	

<b>Grades 10-12</b>	Healthy Eating Advocates for personal, family, and community changes that enhance healthy eating.		✓	
<b>Grades 10-12</b>	Healthy Eating Communicate to others what a healthy balanced food plan for a day for a student should look like.		✓	
<b>Grades 10-12</b>	Healthy Eating Articulate the reasons for their choices, and show an analysis that backs up the choices made.	✓	✓	✓
<b>Grades 10-12</b>	Healthy Eating Demonstrate the willingness to advocate for dietary change for themselves and others, family, and community.	✓	✓	✓
<b>Grades 10-12</b>	Healthy Eating Justify the reasoning behind food choices.	✓	✓	✓
<b>Grades 10-12</b>	Healthy Practices Demonstrates the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for the physical and emotional well-being of self and others.	✓	✓	✓

<b>Grades 10-12</b>	Healthy Practices Evaluate the interrelationships of internal and external factors that influence health.	✓	✓	✓
<b>Grades 10-12</b>	Healthy Practices Advocate for self and others to make personal decisions that enhance health.	✓	✓	✓

<b>Physical and Health Education</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
<b>Grade 7</b>	Healthy and Active Living Investigate and analyze influences on eating habits.	✓	✓	✓
<b>Grade 7</b>	Healthy and Active Living Identify factors that influence healthy choices and explain their potential health effects.		✓	
<b>Grade 7</b>	Healthy and Active Living Assess and communicate health information for various health issues.		✓	

<b>Grade 7</b>	Healthy and Active Living Identify and apply strategies to pursue personal healthy-living goals.		✓	
<b>Grade 8</b>	Healthy and Active Living Develop strategies for promoting healthy eating choices in different settings.		✓	
<b>Grade 8</b>	Healthy and Active Living Assess factors that influence healthy choices and their potential health effects.		✓	
<b>Grade 8</b>	Healthy and Active Living Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour.		✓	
<b>Grade 8</b>	Healthy and Active Living Identify and apply strategies to pursue personal healthy-living goals.		✓	
<b>Grade 9</b>	Healthy and Active Living Propose healthy choices that support lifelong health and well-being.		✓	

<b>Grade 9</b>	Healthy and Active Living Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour.		✓	
<b>Grade 9</b>	Healthy and Active Living Identify and apply strategies to pursue personal healthy-living goals.		✓	
<b>Grade 10</b>	Healthy and Active Living Plan ways to overcome potential barriers that affect participation in physical activities.		✓	
<b>Grade 10</b>	Healthy and Active Living Critically analyze and explain health messages and investigate their potential influences on health and well-being.		✓	
<b>Grade 10</b>	Healthy and Active Living 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.		✓	



<b>Grade 11</b>	Active Living Plan ways to overcome potential barriers to participation in physical activities.		✓	
<b>Grade 11</b>	Fitness and Conditioning Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities.		✓	
<b>Grade 11</b>	Fitness and Conditioning Analyze health messages from a variety of sources and describe their potential influences on health and well-being.		✓	
<b>Grade 11</b>	Outdoor Education Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities.		✓	
<b>Grade 12</b>	Active Living Plan ways to overcome potential barriers to participation in physical activities.		✓	

<b>Grade 12</b>	<p style="text-align: center;">Active Living</p> <p>Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their personal health and well-being.</p>		✓	
<b>Grade 12</b>	<p style="text-align: center;">Fitness and Conditioning</p> <p>Identify and analyze the relationship between healthy eating, overall health, and performance in fitness activities.</p>		✓	
<b>Grade 12</b>	<p style="text-align: center;">Fitness and Conditioning</p> <p>Analyze and critique health messages from a variety of sources and describe their potential influences on health and well-being.</p>		✓	
<b>Grade 12</b>	<p style="text-align: center;">Outdoor Education</p> <p>Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities.</p>		✓	

Science		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	<p>Questioning and Predicting</p> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.</p>	✓	✓	✓
Grade 7	<p>Questioning and Predicting</p> <p>Identify a question to answer or a problem to solve through scientific inquiry.</p>	✓	✓	✓
Grade 7	<p>Evaluating</p> <p>Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</p>	✓	✓	✓
Grade 7	<p>Applying and Innovating</p> <p>Contribute to care for self, others, community, and world through personal or collaborative approaches.</p>	✓	✓	✓
Grade 8	<p>Questioning and Predicting</p> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.</p>	✓	✓	✓

<b>Grade 8</b>	<p>Questioning and Predicting</p> <p>Identify a question to answer or a problem to solve through scientific inquiry.</p>	✓	✓	✓
<b>Grade 8</b>	<p>Evaluating</p> <p>Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</p>	✓	✓	✓
<b>Grade 8</b>	<p>Applying and Innovating</p> <p>Contribute to care for self, others, community, and world through personal or collaborative approaches.</p>	✓	✓	✓
<b>Grade 9</b>	<p>Questioning and Predicting</p> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.</p>	✓	✓	✓
<b>Grade 9</b>	<p>Processing and analyzing data and information</p> <p>Analyze cause-and-effect relationships.</p>	✓	✓	✓
<b>Grade 9</b>	<p>Evaluating</p> <p>Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</p>	✓	✓	✓

<b>Grade 9</b>	Applying and Innovating Contribute to care for self, others, community, and world through individual or collaborative approaches.	✓	✓	✓
<b>Grade 9</b>	Applying and Innovating Transfer and apply learning to new situations.	✓	✓	✓
<b>Grade 9</b>	Applying and Innovating Contribute to finding solutions to problems at a local and/or global level through inquiry.	✓	✓	✓
<b>Grade 10</b>	Questioning and Predicting Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.	✓	✓	✓
<b>Grade 10</b>	Planning and Conducting Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others.	✓	✓	✓

<b>Grade 10</b>	Processing and analyzing data and information Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.	✓	✓	✓
<b>Grade 10</b>	Evaluating Consider social, ethical, and environmental implications of the findings from their own and others' investigations.	✓	✓	✓
<b>Grade 11</b> Earth Sciences	Questioning and Predicting Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest.	✓	✓	✓
<b>Grade 11</b> Earth Sciences	Applying and Innovating Contribute to care for self, others, community, and world through individual or collaborative approaches.	✓	✓	✓
<b>Grade 11</b> Environmental Science	Questioning and Predicting Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest.	✓	✓	✓

<b>Grade 11</b> Environmental Science	<p style="text-align: center;">Planning and Conducting</p> Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods.	✓	✓	✓
<b>Grade 11</b> Environmental Science	<p style="text-align: center;">Evaluating</p> Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources.	✓	✓	✓
<b>Grade 11</b> Environmental Science	<p style="text-align: center;">Evaluating</p> Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources.	✓	✓	✓
<b>Grade 11</b> Life Sciences	<p style="text-align: center;">Evaluating</p> Consider social, ethical, and environmental implications of the findings from their own and others' investigations.	✓	✓	✓
<b>Grade 11</b> Life Sciences	<p style="text-align: center;">Evaluating</p> Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems.	✓	✓	✓

<p><b>Grade 11</b> Life Sciences</p>	<p>Evaluating</p> <p>Assess risks in the context of personal safety and social responsibility.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Life Sciences</p>	<p>Questioning and Predicting</p> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Life Sciences</p>	<p>Evaluating</p> <p>Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Life Sciences</p>	<p>Evaluating</p> <p>Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Science for Citizens</p>	<p>Applying and Innovating</p> <p>Contribute to care for self, others, community, and world through individual or collaborative approaches.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>



<p><b>Grade 11</b> Science for Citizens</p>	<p>Applying and Innovating</p> <p>Contribute to finding solutions to problems at a local and/or global level through inquiry.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Science for Citizens</p>	<p>Applying and Innovating</p> <p>Consider the role of scientists in innovation.</p>			<p>✓</p>
<p><b>Grade 11</b> Science for Citizens</p>	<p>Questioning and Predicting</p> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Science for Citizens</p>	<p>Evaluating</p> <p>Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Science for Citizens</p>	<p>Evaluating</p> <p>Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<b>Grade 11</b> Science for Citizens	<p style="text-align: center;">Applying and Innovating</p> Contribute to care for self, others, community, and world through individual or collaborative approaches.	✓	✓	✓
<b>Grade 11</b> Science for Citizens	<p style="text-align: center;">Evaluating</p> Contribute to finding solutions to problems at a local and/or global level through inquiry.	✓	✓	✓

<b>Social Responsibility</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>	
<b>Grade 6-8</b>  Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives.	Solving Problems in Peaceful Ways  Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives.	✓	✓	✓
<b>Grade 6-8</b>  Can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences.	Solving Problems in Peaceful Ways  Can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences.	✓	✓	✓

<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Often shows sensitivity and tries to consider others' feelings and needs.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Anticipates consequences; may include long-term consequences.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Valuing Diversity and Defending Human Rights</p> <p>Usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices.</p>	✓		✓
<b>Grade 6-8</b>	<p>Valuing Diversity and Defending Human Rights</p> <p>Often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken.</p>	✓		✓
<b>Grade 6-8</b>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Shows a growing sense of altruism and optimism—a commitment to making the world a better place.</p>	✓	✓	✓

<b>Grade 6-8</b>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Shows a strong sense of community; often suggests positive actions to be taken.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Attempts to use resources wisely; practises conservation; may take responsibility beyond self.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>In conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Shows empathy and compassion; avoids reacting judgmentally.</p>	✓	✓	✓

<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>States opinions clearly; develops soundly reasoned arguments with convincing evidence.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Listens respectfully to others; open-minded; willing to entertain divergent views.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Shows insight into the reasoning behind various perspectives on controversial issues.</p>	✓	✓	✓
<b>Grade 6-8</b>	<p>Solving Problems in Peaceful Ways</p> <p>Analyzes short- and long- term consequences when planning a course of action; plan is effective.</p>	✓	✓	✓
<b>Grade 8-10</b>	<p>Valuing Diversity and Defending Human Rights</p> <p>respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance.</p>	✓	✓	✓

<p><b>Grade 8-10</b></p>	<p>Exercising Democratic Rights and Responsibilities</p> <p>shows a strong sense of community- mindedness and accountability; can describe and work toward an ideal future for the world.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8-10</b></p>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Accepts responsibility for taking actions in the interest of community and being accountable for choices.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8-10</b></p>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility .</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8-10</b></p>	<p>Exercising Democratic Rights and Responsibilities</p> <p>Developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Social Studies		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	<p>Curricular Competencies</p> <p>Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>	✓	✓	✓
Grade 7	<p>Curricular Competencies</p> <p>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences.</p>	✓	✓	✓
Grade 7	<p>Curricular Competencies</p> <p>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.</p>	✓	✓	✓
Grade 7	<p>Curricular Competencies</p> <p>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past.</p>	✓	✓	✓

<b>Grade 8</b>	<p style="text-align: center;">Cause and Consequence</p> <p>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences.</p>	✓	✓	✓
<b>Grade 8</b>	<p style="text-align: center;">Perspective</p> <p>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.</p>	✓	✓	✓
<b>Grade 8</b>	<p style="text-align: center;">Ethical Judgment</p> <p>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past.</p>	✓	✓	✓
<b>Grade 9</b>	<p style="text-align: center;">Cause and Consequence</p> <p>Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments.</p>	✓	✓	✓
<b>Grade 9</b>	<p style="text-align: center;">Perspective</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.</p>	✓	✓	✓



<b>Grade 9</b>	Ethical Judgment  Recognize implicit and explicit ethical judgments in a variety of sources.	✓	✓	✓
<b>Grade 9</b>	Ethical Judgment  Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond.	✓	✓	✓
<b>Grade 10</b>	Curricular Competencies  Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	✓	✓	✓
<b>Grade 10</b>	Curricular Competencies  Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	✓	✓	✓
<b>Grade 10</b>	Curricular Competencies  Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment).	✓	✓	✓

<b>Grade 10</b>	Curricular Competencies  Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment).	✓	✓	✓
<b>Grade 11</b>	Curricular Competencies  Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	✓	✓	✓
<b>Grade 11</b>	Curricular Competencies  Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment).	✓	✓	✓
<b>Grade 11</b>	Curricular Competencies  Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (ethical judgment).	✓	✓	✓
<b>Grade 12</b> Economics	Curricular Competencies  Compare and contrast continuities and changes within and between economic approaches and theories (continuity and change).	✓	✓	✓

<p><b>Grade 12</b> Economics</p>	<p>Curricular Competencies</p> <p>Explain different perspectives on past and present social and economic systems by considering prevailing norms, values, worldviews, and beliefs (perspective).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Economics</p>	<p>Curricular Competencies</p> <p>Recognize implicit and explicit ethical judgments in the development and application of various economic approaches and theories (ethical judgment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Economics</p>	<p>Curricular Competencies</p> <p>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).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Philosophy</p>	<p>Curricular Competencies</p> <p>Use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p><b>Grade 12</b> Philosophy</p>	<p>Curricular Competencies</p> <p>Compare the justification for different philosophical perspectives after investigating points of contention and the strengths and weakness of various arguments (evidence).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Philosophy</p>	<p>Curricular Competencies</p> <p>Explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them (perspective).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Geography</p>	<p>Curricular Competencies</p> <p>Identify and assess how human and environmental factors and events influence each other (interactions and associations).</p>	<p>✓</p>		<p>✓</p>
<p><b>Grade 12</b> Geography</p>	<p>Curricular Competencies</p> <p>Make reasoned ethical judgments about controversial actions in the past and/or present, and whether we have a responsibility to respond (geographical value judgments).</p>	<p>✓</p>		<p>✓</p>

<p><b>Grade 12</b> Social Justice</p>	<p>Curricular Competencies</p> <p>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).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Social Justice</p>	<p>Curricular Competencies</p> <p>Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Social Justice</p>	<p>Curricular Competencies</p> <p>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Social Justice</p>	<p>Curricular Competencies</p> <p>Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p><b>Grade 12</b> Urban Studies</p>	<p>Curricular Competencies</p> <p>Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of public policy decisions related to urban places (cause and consequence).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Urban Studies</p>	<p>Curricular Competencies</p> <p>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 12</b> Urban Studies</p>	<p>Curricular Competencies</p> <p>Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong (ethical judgment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>