

Prescribed Learning Outcomes

The following are PLOs that may be addressed with this resource package.

August 2014

Subject	Source	Prescribed Learning Outcome	Connects to Module #
Applied Skills 11 (1995)	Applied Problem-Solving	Analyze and use appropriate problem solving strategies and critical thinking when resolving problems and a variety of contexts	1, 2, 3, 4, 6
Applied Skills 11 (1995)	Applied Problem-Solving	Identify and apply appropriate knowledge, skills, and attitudes when making choices and defending decisions	1, 2, 3, 4, 5, 6
Applied Skills 11 (1995)	Applied Problem-Solving	Use appropriate criteria and standards to assess and evaluate products, services, systems, and ideas	1, 2, 3, 4, 5, 6, 8
Applied Skills 11 (1995)	Applied Problem-Solving	Use appropriate problem solving models in the design of products, the provision of services, and the utilization of ideas	2, 3, 4, 6, 8
Applied Skills 11 (1995)	Communication	Use effective communication skills when gathering and sharing information independently and in groups	1, 2, 3, 4, 5, 6, 8
Applied Skills 11 (1995)	Self in Society	Demonstrate a positive attitude towards lifelong health and well being	1, 2, 3, 4, 5, 8
Applied Skills 11 (1995)	Self in Society	Demonstrate a willingness to participate independently and interdependently in a productive environment	1, 2, 3, 4, 5, 6, 8
BC First Nations Studies 12 (2006)	Skills and Processes	Demonstrate effective research skills, including: accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources	2, 3, 4, 5, 6, 8
BC First Nations Studies 12 (2006)	Skills and Processes	Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration	1, 2, 3, 4, 5, 6, 7, 8
BC First Nations Studies 12 (2006)	Contact, Colonialism, and Resistance	Analyze post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations	5, 6
BC First Nations Studies 12 (2006)	Contact, Colonialism, and Resistance	Analyze the varied and evolving responses of First Nations Peoples to contact and colonialism	5
BC First Nations	Leadership and	Analyze contemporary legislations, politics, and	5

Studies 12 (2006)	Self-Determination	events affecting the self-determination of Aboriginal peoples	
Business Education 8 (1997)	Economics	Outline the effects on a local economy of changes both in consumer needs and wants and in the supply of and demand for resources	2, 4, 6
Business Education 8 (1997)	Entrepreneurship	Generate business ideas to meet identified needs or opportunities	4, 5, 6
Business Education 8 (1997)	Marketing	Describe the channels of distribution involved in the flow of products and services from producer to consumer	2, 4, 5, 6
Business Education 9 (1997)	Economics	Explain how factors of production, including land, labour, capital, and entrepreneurship affect business decision making	2, 5
Business Education 9 (1997)	Economics	Outline methods of resource allocation in various economic systems	1, 2, 4, 5, 6
Business Education 9 (1997)	Entrepreneurship	Contrast various forms of business ownership	2, 5, 6
Business Education 10 (1997)	Business Communication	Apply interpersonal and teamwork skills to generate alternative solutions to business problems or challenges	1, 2, 4, 5, 6
Business Education 10 (1997)	Economics	Describe common economic indicators and explain how they apply to the standard of living	1, 2, 3, 4, 5, 6
Business Education 10 (1997)	Economics	Outline methods use to facilitate and predict economic development	1, 2, 3, 4, 5, 6
Business Education 10 (1997)	Finance	Demonstrate a variety of ways to solve financial problems	1, 2, 5, 6
Civic Studies 11 (2005)	Civic Action	Evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally	1, 3, 4, 5, 7, 8
Civic Studies 11 (2005)	Civic Action	Evaluate the ethics of selected civic decisions	1, 2, 5, 6, 8
Civic Studies 11 (2005)	Civic Deliberation	Assess the application of fundamental principles of democracy (including equality, freedom, selection of decision makers, rule of law, and balancing the common good with the rights of individuals) with respect to selected 20th and 21st century cases in Canada	1, 2, 3, 5, 6, 7, 8
Civic Studies 11 (2005)	Civic Deliberation	Evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with	1, 2, 3, 4, 5, 6, 7, 8

		reference to considerations such as: power and influence, circumstances, methods of decision making and action, public opinion	
Civic Studies 11 (2005)	Civic Deliberation	Assess the role of beliefs and values in civic decision making	1, 2, 5, 6
Civic Studies 11 (2005)	Civic Deliberation	Analyze the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories: environment, trade, foreign aid, peace and security, human rights	1, 2, 4, 5, 6, 7
Civic Studies 11 (2005)	Informed Citizenship	Describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society	5
Civic Studies 11 (2005)	Skills and Processes of Civic Studies	Apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics	1, 2, 3, 4, 5, 6, 7, 8
Civic Studies 11 (2005)	Skills and Processes of Civic Studies	Demonstrate effective research skills, including: accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information	1, 2, 3, 4, 5, 6, 8
Civic Studies 11 (2005)	Skills and Processes of Civic Studies	Demonstrate effective written, oral, and graphic communication skills	1, 2, 3, 4, 5, 6, 7, 8
Civic Studies 11 (2005)	Skills and Processes of Civic Studies	Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration	1, 2, 3, 4, 5, 6, 7, 8
Communications 11 (1998)	Comprehend and Respond: Engagement and Personal Response	Demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences	1, 2, 3, 4, 5, 6, 7, 8
Communications 11 (1998)	Comprehend and Respond: Engagement and Personal Response	Develop and defend a point of view using evidence from work they have read, heard, or viewed	1, 2, 3, 5, 6, 7, 8
Communications 11 (1998)	Self and Society: Working Together	Demonstrate respect for others' viewpoints when working collaboratively	2, 3, 4, 5, 6, 7, 8
Communications 12 (1998)	Comprehend and Respond: Engagement and	Demonstrate a willingness to explore diverse perspectives to develop or modify their points of view	1, 2, 3, 4, 5, 6, 7, 8

	Personal Response		
Communications 12 (1998)	Comprehend and Respond: Engagement and Personal Response	Demonstrate the ability to support a position by citing specific details from what they have read, heard, or viewed	1, 2, 3, 4, 5, 6, 7, 8
Communications 12 (1998)	Self and Society: Working Together	Demonstrate flexibility, responsibility, and commitment when working together	1, 2, 3, 4, 5, 6, 7,
Communications 12 (1998)	Comprehend and Respond: Strategies and Skills	Demonstrate the ability to listen and view critically	1, 2, 3, 4, 5, 6, 7
Communications 12 (1998)	Self and Society: Building Community	Demonstrate willingness to consider diverse, contrary, and innovative views	1, 2, 3, 4, 5, 6, 7, 8
Comparative Civilizations 12 (2006)	Foundations of Civilizations	Analyze elements and characteristics that contribute to the identity of civilizations, including: structures of power and authority, belief systems incorporated into daily activities, systems of social organization, conflict, war, and conquest, influence of the natural environment, methods of cultural transmission over time	1, 2, 4, 5, 6, 7, 8
Comparative Civilizations 12 (2006)	Research and Presentation Skills	Apply critical thinking skills – including questioning, comparing, summarizing, and drawing conclusions – to generate and defend a position on a selected civilization	1, 2, 5, 6, 8
Drafting and Design 11 (2001)	Design Process	Recognize, describe, and apply design elements and principles	3, 4
Drafting and Design 11 (2001)	Design Process	Create and critique design solutions	3, 4
Drafting and Design 11 (2001)	Design Process	Utilize design and problem-solving processes to communicate ideas and develop solutions	3, 4
Drafting and Design 12 (2001)	Design Process	Synthesize knowledge and concepts from other disciplines and the community in the process of designing	3, 4
Drafting and Design 12 (2001)	Design Process	Describe the relationships between design and society, culture, and the environment, with reference to specific examples	3, 4
Drafting and Design 11	Ethics	Describe how globalization affects product design, manufacturing, production, and marketing processes	4

(2001)		and systems on society and the environment	
Drafting and Design 11 (2001)	Ethics	Identify environmental, social, and cultural diversity considerations associated with the design of products, systems, and graphic images	3, 4
Drafting and Design 12 (2001)	Ethics	Apply responsible environmental and social considerations and technological solutions in the design of products, systems, and graphic images	3, 4
Drafting and Design 12 (2001)	Ethics	Evaluate the impact of globalization on the design, manufacturing, and marketing of product systems and graphics	4
Economics 12 (1998)	Factors of Production	Analyze how a factor of production may change over time and affect the economy	2, 4, 6
Economics 12 (1998)	Factors of Production	Compare the impact of government decisions and business decisions on factors of production	1, 2, 4, 5, 6
Economics 12 (1998)	Factors of Production	Outline factors that can influence levels of employment in an economy	1, 2, 3, 4, 5, 6
Economics 12 (1998)	Foundations	Analyze factors that affect growth, the creation of wealth, and the distribution of income in an economy	1, 2, 3, 4, 5, 6
Economics 12 (1998)	Foundations	Describe the roles of individuals, business, and government on the business cycle and analyze the impact of that cycle on economic decision making	2, 4, 5, 6
Economics 12 (1998)	Foundations	Evaluate an economic system's performance based on criteria including: freedom, environmental impact, international standards of ethic, efficiency, equity, security, employment, stability, growth	2, 4, 5, 6
Economics 12 (1998)	Foundations	Evaluate the effect of economic activity (including home-based, non-profit and non-market economies)	1, 2, 4, 5, 6
Economics 12 (1998)	Role of Government	Describe factors that can influence government policy decisions	5, 6, 8
Economics 12 (1998)	Role of Government	Explain the role of government in producing goods, delivering services, and regulating the economic endeavours of business	3, 4, 5, 6
Economics 12 (1998)	Role of Government	Outline and give examples of the various policies that government can use to influence its economy	1, 3, 4, 5, 6
Economics 12 (1998)	Role of Government	Outline the economic philosophies and factors behind government decision making	5, 6, 8
Economics 12 (1998)	Role of Markets	Analyze factors, including opportunity cost, that influence levels of investment, innovation, and technological advancement in an economy	5, 6
Economics 12 (1998)	Role of Markets	Describe the role of multinational corporations in shaping economic decisions and government policies	5, 6, 8
English Language Arts 8-9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Examine text in relation to social, historical, and cultural contexts	1, 2, 3, 5, 6

English Language Arts 8-9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Demonstrate an understanding of how story supports the well-being of the self, the family, and the community in Aboriginal and other cultures	5, 7, 8
English Language Arts 8-9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Examine ideas or information presented in a variety of texts to increase understanding	1, 2, 4, 5, 6
English Language Arts 8-9 (2014 draft)	Curricular Competencies: Creating and Communicating	Use oral language to explore and express ideas, communicate clearly, and evoke emotion	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 8-9 (2014 draft)	Curricular Competencies: Creating and Communicating	Present ideas and information and adjust point of view, voice, and tone for a variety of purposes	5, 7, 8
English Language Arts 9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Make meaningful personal connections with a variety of texts to increase understanding of self and others.	1, 2, 4, 5, 6, 7, 8
English Language Arts 9 (2014 draft)	Curricular Competencies: Comprehending and Connecting	Appreciate the universal importance of story in Aboriginal, Canadian, and other cultures	5, 7
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Purposes (Oral Language)	Interact and collaborate in pairs and groups to: support and extend the learning of self and others, explore experiences, ideas, and information, gain insight into others' perspectives, respond to and analyze a variety of texts, create a variety of texts	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Purposes (Oral Language)	Express ideas and information in a variety of situations and forms to: explore and respond, recall and describe, narrate and explain, argue, persuade, and support, engage and entertain	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including: initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, acknowledging and discussing diverse points of view, reaching consensus or agreeing to differ	1, 2, 3, 4, 5, 6, 7, 8

English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Select, adapt, and apply a range of strategies to prepare oral communications, including: interpreting a task and setting a purpose, generating ideas, considering multiple perspectives, synthesizing relevant knowledge and experiences, planning and rehearsing presentations	2, 3, 4, 5, 6
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Use listening strategies to understand, recall, and analyze a variety of texts, including, extending understanding by accessing prior knowledge, making plausible predictions, summarizing main points, generating thoughtful questions, clarifying and confirming meaning	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Thinking (Oral Language)	Speak and listen to make personal responses to texts, by: making connections with prior knowledge and experiences, relating reactions and emotions to understanding of the text, generating thoughtful questions, making inferences, explaining opinions using reasons and evidence	1, 2, 5, 6, 7, 8
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Thinking (Oral Language)	Speak and listen to interpret, analyze, and evaluate ideas and information from texts, by: making and supporting reasoned judgments, examining and comparing ideas and elements among texts, describing and comparing perspectives, describing bias, contradictions, and non-represented perspectives, identifying the importance and impact of historical and cultural contexts	1, 2, 5, 6, 7, 8
English Language Arts 10 (2007)	Oral Language (Speaking and Listening): Thinking (Oral Language)	Speak and listen to synthesize and extend thinking, by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, contextualizing ideas and information	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 10 (2007)	Reading and Viewing: Purposes (Reading and Viewing)	View, both collaboratively and independently, to comprehend a variety of visual texts, such as: broadcast media, web sites, graphic novels, film and video, photographs, art, visual components of print media, student-generated material	1, 3, 4, 5, 6, 8
English Language Arts 10 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Interpret, analyze, and evaluate ideas and information from texts, by: making and supporting reasoned judgments, comparing ideas and elements among texts, identifying and describing diverse voices, describing bias, contradictions, and non-represented perspectives, identifying the importance and impact of historical and cultural contexts	1, 5, 6, 7, 8
English	Reading and	Explain and support personal responses to texts, by:	1, 2, 5, 6,

Language Arts 10-11 (2007)	Viewing: Thinking (Reading and Viewing)	making comparisons to other ideas and concepts, relating reactions and emotions to understanding of the text, explaining opinions using reasons and evidence, suggesting contextual influences	7, 8
English Language Arts 10-11 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Synthesize and extend thinking about texts, by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, contextualizing ideas and information	1, 2, 5, 6, 7, 8
English Language Arts 11 (2007)	Oral Language (Speaking and Listening): Purposes (Oral Language)	Interact and collaborate in pairs and groups to: support and extend the learning of self and others, explore experiences, ideas, and information, incorporate new perspectives into own thinking, respond to and critique a variety of texts, create a variety of texts	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 11 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Interpret, analyze, and evaluate ideas and information from texts, by: critiquing logic and quality of evidence, identifying and describing diverse voices, critiquing perspectives, identifying and challenging bias, contradictions, and distortions, identifying the importance and impact of social, political, and historical contexts	1, 5, 6, 7, 8
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including: initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, seeking out diverse perspectives, reaching consensus or agreeing to differ	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Select, adapt, and apply a range of strategies to prepare oral communications, including: interpreting a task and setting a purpose, generating ideas, considering multiple perspectives, synthesizing relevant knowledge and experiences, planning and rehearsing presentations	2, 3, 4, 5, 6
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening): Strategies (Oral Language)	Use listening strategies to understand, recall, and analyze a variety of texts, including: extending understanding by accessing prior knowledge, making plausible predictions, synthesizing main points, generating critical questions, clarifying and confirming meaning	1, 2, 3, 4, 5, 6, 8
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening):	Speak and listen to make personal responses to texts, by: relating reactions and emotions to understanding of the text, generating thoughtful questions, making	1, 2, 5, 6, 7, 8

	Thinking (Oral Language)	inferences, explaining opinions using reasons and evidence, suggesting contextual influences and relationships	
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening): Thinking (Oral Language)	Speak and listen to interpret, analyze, and evaluate ideas and information from texts, by: examining and comparing ideas and concepts among texts, critiquing the author's logic and quality of evidence, describing and critiquing perspectives, identifying and challenging bias, contradictions, and distortions, identifying the importance and impact of historical, social, and political contexts	1, 5, 6, 7, 8
English Language Arts 11-12 (2007)	Oral Language (Speaking and Listening): Thinking (Oral Language)	Speak and listen to synthesize and extend thinking, by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, contextualizing ideas and information	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 11-12 (2007)	Reading and Viewing: Purposes (Reading and Viewing)	View, both collaboratively and independently, to comprehend a variety of visual texts, with increasing complexity of ideas and form, such as: broadcast media, web sites, graphic novels, film and video, photographs, art, visual components of print media, student-generated material	1, 2, 3, 4, 5, 6, 8
English Language Arts 12 (2007)	Oral Language (Speaking and Listening): Purposes (Oral Language)	Interact and collaborate in pairs and groups to: support and extend the learning of self and others, explore experiences, ideas, and information, incorporate new perspectives into own thinking, respond to and critique a variety of texts, create a variety of texts	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 12 (2007)	Oral Language (Speaking and Listening): Purposes (Oral Language)	Express ideas and information in a variety of situations and forms to: explore and respond, recall and describe, narrate and explain, argue, persuade, and critique, support and extend, engage and entertain	1, 2, 3, 4, 5, 6, 7, 8
English Language Arts 12 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Explain and support personal responses to texts, by: making comparisons, associations, or analogies to other ideas and concepts, relating reactions and emotions to understanding of the text, developing opinions using reasons and evidence, suggesting contextual influences and relationships	1, 2, 5, 6, 7, 8
English Language Arts 12 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Interpret, analyze, and evaluate ideas and information from texts, by: critiquing logic, quality of evidence, and coherence, identifying and describing diverse voices, critiquing perspectives, identifying and challenging bias, contradictions, distortions, and	1, 5, 6, 8

		non-represented perspectives, explaining the importance and impact of social, political, and historical contexts	
English Language Arts 12 (2007)	Reading and Viewing: Thinking (Reading and Viewing)	Synthesize and extend thinking about texts, by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, contextualizing ideas and information	1, 2, 5, 6, 7, 8
Geography 12 (2006)	Resources and Environmental Sustainability	Assess the various considerations involved in resource management, including: sustainability, availability, social/cultural consequences, economic consequences, political consequences	1, 2, 4, 6
Geography 12 (2006)	Resources and Environmental Sustainability	Assess the environmental impact of human activities, including: energy production and use, forestry, fishing, mining, agriculture, waste disposal, water use	1, 2, 4, 6, 7
Geography 12 (2006)	Weather and Climate	Explain factors affecting temperature, precipitation, pressure, and wind	1, 7
Geography 12 (2006)	Weather and Climate	Explain how climate affects human activity	1, 2, 7
Geography 12 (2006)	Weather and Climate	Analyze interactions between human activity and the atmosphere, with reference to: global climate change, ozone depletion, acid precipitation	1, 2, 5, 7
Home Economics: Foods and Nutrition 8 (2007)	Social, Economic, and Cultural Influences	Describe factors that influence personal food choices	2
Home Economics: Foods and Nutrition 9 (2007)	Social, Economic, and Cultural Influences	Describe factors that influence food choices	2
Home Economics: Foods and Nutrition 10 (2007)	Social, Economic, and Cultural Influences	Identify factors that affect food production and supply, especially in Canada today	2
Home Economics: Foods and Nutrition 11 (2007)	Social, Economic, and Cultural Influences	Demonstrate an awareness of environmental and health issues related to the production and consumption of food	2
Home	Social, Economic,	Analyze global and environmental health issues	2

Economics: Foods and Nutrition 12 (2007)	and Cultural Influences	related to the production and consumption of food	
Home Economics: Family Studies 10-12 (2007) Adolescence	Adolescent Identity	Demonstrate an understanding of how values influence goals and decisions	1, 2, 3, 4, 5, 6, 7, 8
Home Economics: Family Studies 10-12 (2007) Adolescence	Issues and Challenges of Adolescence	Analyze economic, social, and emotional issues and challenges that may affect adolescents	1, 2, 3, 4, 5, 6, 7, 8
Home Economics: Family Studies 10-12 (2007) Adolescence	Issues and Challenges of Adolescence	Analyze a variety of global issues that may affect adolescents	1, 2, 4, 5, 6, 7
Home Economics: Family Studies 10-12 (2007) Adolescence	Issues and Challenges of Adolescence	Describe ways adolescents can contribute to society	1, 2, 3, 4, 7
Home Economics: Family Studies 10-12 (2007) Adolescence	Issues and Challenges of Adolescence	Demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life	1, 2, 3, 4, 5, 6, 7
Home Economics: Family Studies 10-12 (2007) Adolescence	Lifestyle and Life Changes	Reflect on how personal attitudes and values affect lifestyle	1, 2, 4
Home Economics: Family Studies 10-12 (2007) Families in Society	Facing Family Challenges	Demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families	1, 2, 3, 4, 5, 6, 7
Home Economics: Family Studies 10-12 (2007) Families in	Facing Family Challenges	Propose and evaluate strategies for taking action on issues and challenges facing families	1, 2, 3, 4, 6, 7

Society			
Home Economics: Family Studies 10-12 (2007) Housing and Living Environments	Consumer Housing Options	Analyze considerations for purchasing and paying for major household items	1, 4
Industrial Design 11 (1997)	Design and Communication (Problem Solving)	Solve design problems using a variety of strategies	3, 4
Industrial Design 11 (1997)	Design and Communication (Problem Solving)	Assess the appropriateness of design solutions	3, 4
Industrial Design 11 (1997)	Design and Communication (Problem Solving)	Demonstrate ability to collaborate to analyze and solve design and communication problems	3, 4
Industrial Design 11 (1997)	Product Development (Principles and Concepts of Technology)	Identify impacts of production and manufacturing processes on society and the environment	4, 6
Industrial Design 11 (1997)	Product Development (Problem Solving)	Analyze the effect of design elements in a production process, based on the following factors: principles of engineering, standards of quality and reliability, reduction of waste	4, 6
Industrial Design 11 (1997)	Energy, Power, and Transportation (Principles and Concepts of Technology)	Describe the impact of energy, power, and transportation systems on society and the environment	3, 6
Industrial Design 12 (1997)	Design and Communication (Problem Solving)	Assess and modify designs using specific criteria, including: aesthetic factors, ergonomic factors, cost-effectiveness, available resources, environmental impact	3, 4
Industrial Design 12 (1997)	Design and Communication (Modification and Manipulation)	Design products and systems and select appropriate materials and components to reflect specified design criteria, including: method of production, cost, aesthetics, function, environmental considerations	3, 4
Industrial Design 12	Product Development	Assess how social, economic, and environmental conditions influence the choice of tools,	4, 6

(1997)	(Principles and Concepts of Technology)	manufacturing, and production processes used in developing products or systems	
Industrial Design 12 (1997)	Product Development (Principles and Concepts of Technology)	Analyze how choices made during the development of products or systems reflect predetermined criteria, including: aesthetics, environmental considerations, ergonomics, cost-effectiveness, function	3, 4, 6
Industrial Design 12 (1997)	Systems Integration (Problem Solving)	Demonstrate teamwork skills in group problem-solving situations	3, 4, 6
Industrial Design 12 (1997)	Energy, Power, and Transportation (Principles and Concepts of Technology)	Evaluate social, economic, and environmental conditions that affect the selection of transportation systems	3, 6
Planning 10 (2007)	Health (Healthy Living)	Analyze factors that influence health (e.g., physical activity, nutrition, stress management)	2, 5
Science 8 (2014 draft)	Curricular Competencies: Processing and analyzing data and information	Seek patterns and connections in data from their own investigations and secondary sources	1, 5
Science 8 (2014 draft)	Curricular Competencies: Processing and analyzing data and information	Use scientific understandings to identify relationships and draw conclusions	1, 4, 5
Science 8 (2014 draft)	Curricular Competencies: Questioning and Predicting	Make observations aimed at identifying their own questions about the natural world	1, 4
Science 8-9 (2014 draft)	Curricular Competencies: Evaluating	Consider social, ethical, and environmental implications of the findings from their own and others' investigations	1, 4, 5
Science 9 (2014 draft)	Concepts and Content	Students will know and understand the following concepts and content: forms of carbon, hazardous chemicals.	5
Science 9 (2014 draft)	Curricular Competencies: Processing and analyzing data and information	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies	1, 4, 5

Science 9 (2014 draft)	Curricular Competencies: Processing and analyzing data and information	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	1, 4, 5
Science 9 (2014 draft)	Curricular Competencies: Processing and analyzing data and information	Communicate scientific ideas, information, and perhaps a suggested course of action, for a specific purpose and audience constructing evidence-based arguments and using appropriate scientific language, conventions, and representations	1, 4, 5
Science 9 (2014 draft)	Curricular Competencies: Questioning and Predicting	Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world	1, 4, 5
Science 9 (2014 draft)	Curricular Competencies: Questioning and Predicting	Demonstrate a sustained curiosity about a science topic or problem of personal interest	1, 4, 5
Science 10 (2008)	Processes of Science	Demonstrate scientific literacy	5
Science 10 (2008)	Processes of Science	Demonstrate ethical, responsible, cooperative behaviour	1, 2, 3, 4, 5, 6
Science 10 (2008)	Life Science: Sustainability of Ecosystems	Explain the interaction of abiotic and biotic factors within an ecosystem	1, 4, 5
Science 10 (2008)	Earth and Space Science: Energy Transfer in Natural Systems	Evaluate possible causes of climate change and its impact on natural systems	1, 4, 5
Science and Technology 11 (2008)	Agriculture	Describe elements of agricultural systems found locally, provincially, and globally	2
Science and Technology 11 (2008)	Natural Resources and the Environment	Describe the major natural resources found in British Columbia	2, 5, 6
Science and Technology 11 (2008)	Natural Resources and the Environment	Evaluate methods used in the extraction, processing, use and management of a locally used or produced resource	5, 6
Science and Technology 11 (2008)	Natural Resources and the Environment	Discuss the impact of society on natural resource management and the environment	1, 4, 5, 6, 7
Science and Technology 11 (2008)	Natural Resources and the Environment	Analyze the impact of technologies on the environment	1, 4, 5, 6, 7
Science and	Transportation	Describe the roles of transportation in society and	3, 6

Technology 11 (2008)		the effects transportation has had on society	
Science and Technology 11 (2008)	Transportation	Analyze features incorporated into particular types of transportation	3, 6
Science and Technology 11 (2008)	Transportation	Describe a transportation system and evaluate its impact on society	3, 6
Science and Technology 11 (2008)	Transportation	Analyze a mode of transportation and the technologies associated with its design, construction, and operation	3, 6
Social Justice 12 (2008)	Defining Social Justice	Demonstrate understanding of concepts and terminology of social justice, including: anthropocentrism, equity and equality, ethics, diversity, dignity and worth, hegemony, human rights, oppression, peace	1, 2, 3, 5, 6, 7
Social Justice 12 (2008)	Defining Social Justice	Demonstrate effective research skills, including: accessing information, assessing information, collecting data, evaluating data, organizing and presenting information	1, 2, 3, 4, 5, 6
Social Justice 12 (2008)	Defining Social Justice	Apply critical thinking skills to a range of social justice issues, situations, and topics	1, 2, 3, 4, 5, 6, 7
Social Justice 12 (2008)	Defining Social Justice	Analyze selected social justice issues from an ethical perspective	1, 2, 3, 4, 5, 6, 7
Social Justice 12 (2008)	Defining Social Justice	Assess how belief systems can affect perspectives and decisions in relation to social justice issues	1, 5, 6
Social Justice 12 (2008)	Defining Social Justice	Conduct a self-assessment of their own attitudes and behaviours related to social justice	1, 2, 4, 5, 7
Social Justice 12 (2008)	Defining Social Justice	Demonstrate attributes and behaviours that promote social justice, including: recognizing injustice, fair-mindedness, embracing diversity, empathy, taking action	1, 2, 3, 4, 5, 6, 7
Social Justice 12 (2008)	Moving Toward A Socially Just World	Assess various methods and models of promoting social justice	1, 2, 3, 4, 5, 6
Social Justice 12 (2008)	Moving Toward A Socially Just World	Apply systemic analysis to propose solutions to specific cases of social injustice	1, 2, 3, 4, 5, 6, 7
Social Justice 12 (2008)	Moving Toward A Socially Just World	Implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue	1, 2, 3, 4
Social Justice 12 (2008)	Moving Toward A Socially Just World	Assess lifelong opportunities related to social justice	1, 2, 3, 4, 6, 7, 8
Social Justice 12	Recognizing and	Describe social injustice based on characteristics	1, 2, 3, 4,

(2008)	Analyzing Social Injustice	including: age, marital or family status, mental or physical ability, political belief, race and ethnicity, religion and faith, sex, sexual orientation, socioeconomic status	5, 6
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Analyze causes of social injustice	1, 2, 3, 4, 5, 6, 7
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Describe consequences of social injustice	1, 2, 3, 5, 6, 7
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Analyze specific examples of injustice in Canada related to characteristics such as: age, marital or family status, mental or physical ability, political belief, race and ethnicity, religion and faith, sex, sexual orientation, socioeconomic status	1, 2, 3, 5, 6
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Analyze the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada	1, 2, 3, 5, 6, 7
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Analyze social justice issues related to globalism and globalization	1, 2, 4, 5, 6, 7
Social Justice 12 (2008)	Recognizing and Analyzing Social Injustice	Assess the contributions of particular individuals and groups who are identified with struggles for social justice	8
Social Studies 8 (2014 draft)	Concepts and Context	Students will know and understand the relationships between humans and the physical environment related to Canada and the Early Modern World (15 th to 18 th century)	6
Social Studies 8 (2014 draft)	Curricular Competencies	Use Social Studies inquiry processes (ask questions, gather, interpret and analyze idea, and communicate findings and decisions)	1, 2, 3, 4, 5, 6, 7
Social Studies 8 (2014 draft)	Curricular Competencies	Ask questions and corroborate inferences about the content and origins of multiple sources (evidence)	1, 2, 5
Social Studies 8 (2014 draft)	Curricular Competencies	Compare different interpretations and assessment of the significance of people, places, events, and/or developments over time and place (significance)	5, 6, 7
Social Studies 8 (2014 draft)	Curricular Competencies	Determine key historical turning points that led to progress and decline of different groups (continuity and change)	1, 2, 6, 7
Social Studies 8 (2014 draft)	Curricular Competencies	Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgments)	1, 2, 3, 4, 5, 6
Social Studies 8-9 (2014 draft)	Curricular Competencies	Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and	1, 2, 3, 5, 6

		wrong (ethical judgments)	
Social Studies 8-9 (2014 draft)	Curricular Competencies	Determine the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)	1, 2, 3, 4, 5, 6, 7
Social Studies 8-9 (2014 draft)	Curricular Competencies	Explain different perspectives on a past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives (perspective)	1, 5, 6, 7
Social Studies 9 (2014 draft)	Concepts and Content	Students will know and understand the features and characteristics of social, economic, and technological revolutions related to Canada and the Early Modern World (18 th to early 20 th century)	6
Social Studies 9 (2014 draft)	Concepts and Content	Students will know and understand imperialism, colonialism, and the impact on indigenous peoples in Canada and around the world	5
Social Studies 9 (2014 draft)	Concepts and Content	Students will know and understand the relationships between humans and the physical environment related to Canada and the Early Modern World (18 th to early 20 th century)	6
Social Studies 9 (2014 draft)	Curricular Competencies	Assess and compare the significance of people, places, events, and developments over time and place, and determine what they reveal about issues in the past and present (significance)	1, 2, 4, 5, 6, 7
Social Studies 9 (2014 draft)	Curricular Competencies	Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources (evidence)	5
Social Studies 9 (2014 draft)	Curricular Competencies	Compare and contrast continuities and changes for different groups across different periods of time and space (continuity and change)	1, 2, 3, 4, 5, 6, 7
Social Studies 10 (2006)	Skills and Processes of Social Studies	Apply critical thinking skills, including: questioning, comparing, summarizing, drawing conclusions, defending a position	1, 2, 3, 4, 5, 6, 7
Social Studies 10-11 (2006)	Skills and Processes of Social Studies	Demonstrate effective research skills, including: accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources	1, 2, 3, 4, 5, 6
Social Studies 10-11 (2006)	Skills and Processes of Social Studies	Demonstrate effective written, oral, and graphic communication skills, individually and collaboratively	1, 2, 3, 4, 5, 6, 7
Social Studies 11 (2005)	Human Geography	Compare Canada's standard of living with those of developing countries, with reference to poverty and key indicators of human development	1, 4
Social Studies 11 (2005)	Human Geography	Assess environmental challenges facing Canadians, including: global warming, ozone layer depletion, fresh water quality and supply	1, 2, 3, 4, 5, 6, 7

Social Studies 11 (2005)	Politics and Government	Explain how Canadians can effect change at the federal and provincial levels	2, 3, 5
Social Studies 11 (2005)	Skills and Processes of Social Studies	Apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics	1, 2, 3, 4, 5, 6, 7
Social Studies 11 (2005)	Skills and Processes of Social Studies	Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration	1, 2, 3, 4, 5, 6, 7
Social Studies 11 (2005)	Society and Identity	Assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights	1, 2, 3
Social Studies 11 (2005)	Society and Identity	Demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to: residential schools, reserves, self-government, treaty negotiations	5
Sustainable Resources 11 (2008)	Agriculture	Analyze the environmental, social, and economic significance of agriculture at the local, provincial, and global levels	2
Sustainable Resources 11 (2008)	Agriculture	Outline components of agricultural systems and ways of enhancing agriculture production	2
Sustainable Resources 11 (2008)	Agriculture	Assess current practices related to sustainable management of agricultural resources in British Columbia	2
Sustainable Resources 11 (2008)	Agriculture	Analyze challenges and opportunities faced by agriculture industries in British Columbia	2
Sustainable Resources 11 (2008)	Energy	Analyze challenges and opportunities faced by energy industries in British Columbia	1, 5, 6
Sustainable Resources 11 (2008)	Forestry	Analyze the environmental, social, and economic significance of forestry and related industries at the local, provincial, and global levels	6
Sustainable Resources 11 (2008)	Forestry	Assess current practices related to the management of sustainable forest resources in British Columbia	6
Sustainable Resources 11 (2008)	Forestry	Analyze challenges and opportunities faced by forest industries in British Columbia	6
Sustainable Resources 11 (2008)	Mining	Analyze the environmental, social, and economic impacts of acquiring mineral resources, and hydrocarbons from fossil fuels, at the local, provincial, and global levels	1, 5, 6, 7

Sustainable Resources 11 (2008)	Mining	Describe methods used for the exploration, extraction, and processing of hydrocarbon and mineral resources	5
Sustainable Resources 11 (2008)	Mining	Assess current practices related to the sustainable management of hydrocarbon and mineral resources in British Columbia	1, 5
Sustainable Resources 11 (2008)	Mining	Investigate current practices related to the development of hydrocarbon and mineral resource products	5
Sustainable Resources 11 (2008)	Mining	Illustrate various roles of technology in the exploration, extraction, and processing of hydrocarbon and mineral resources	5
Sustainable Resources 11 (2008)	Mining	Analyze challenges and opportunities facing hydrocarbon and mineral resource industries in British Columbia	1, 5
Sustainable Resources 12 (2008): Agriculture	Agricultural Elements	Examine the importance of agricultural resources in the development of Canada with emphasis on British Columbia	2
Sustainable Resources 12 (2008): Agriculture	Components of Sustainable Agricultural Systems	Debate the concept of sustainability as it relates to agriculture	2
Sustainable Resources 12 (2008): Agriculture	Agricultural Supports and Challenges	Assess the effects of policies and practices on agriculture	2
Sustainable Resources 12 (2008): Agriculture	Agricultural Supports and Challenges	Analyze local practices related to agricultural production	2
Sustainable Resources 12 (2008): Agriculture	Agricultural Supports and Challenges	Discuss environmental issues as they relate to agricultural practices	2
Sustainable Resources 12 (2008): Agriculture	Components of Sustainable Agricultural Systems	Investigate the role of climate in agricultural production	1, 2
Sustainable Resources 12 (2008): Forestry	Forest Resources and Society	Assess the importance of forest resources to British Columbia and Canada	6
Sustainable Resources 12 (2008): Forestry	Forest Resources and Society	Examine management needs and practices related to forest resources	6

Sustainable Resources 12 (2008): Forestry	Forest Resources and Society	Analyze current forest management practices	6
Sustainable Resources 12 (2008): Forestry	Sustainable Forestry Opportunities and Challenges	Analyze current local and global issues in forest management	1, 6
Sustainable Resources 12 (2008): Forestry	Sustainable Forestry Opportunities and Challenges	Outline the challenges impacting the health and sustainability of forest resources in British Columbia	6
Sustainable Resources 12 (2008): Mining	Extraction and Processing	Analyze processes related to planning and designing hydrocarbon or mineral extraction facilities and associated industrial sites	5
Sustainable Resources 12 (2008): Mining	Extraction and Processing	Describe subsurface extraction methods for hydrocarbons and minerals, including associated costs, risks, and benefits	5
Sustainable Resources 12 (2008): Mining	Extraction and Processing	Investigate methods of processing hydrocarbon and mineral resources	5
Sustainable Resources 12 (2008): Mining	Geography and Exploration	Assess methods of regulating the environmental impact of hydrocarbon and mineral resource exploration, extraction, and processing in British Columbia	1, 5
Sustainable Resources 12 (2008): Mining	Geography and Exploration	Analyze the economic investment and costs needed for a hydrocarbon or mineral extraction project	5
Sustainable Resources 12 (2008): Mining	Hydrocarbon and Mineral Resources in British Columbia	Examine the importance of hydrocarbon and mineral resources in British Columbia and Canada	1, 5
Sustainable Resources 12 (2008): Mining	Hydrocarbon and Mineral Resources in British Columbia	Assess the impact of hydrocarbon and mineral exploration and extraction on global development and international relations	5, 6
Sustainable Resources 12 (2008): Mining	Hydrocarbon and Mineral Resources in British Columbia	Examine the relationship between resource exploration and the development of Canada with emphasis on British Columbia	5, 6
Sustainable Resources 12 (2008): Mining	Hydrocarbon and Mineral Resources in British Columbia	Investigate career information and job opportunities in hydrocarbon and mineral resources and related industries	5
Sustainable Resources 12	Mining Opportunities	Assess the development and use of new extraction and processing methods	5

(2008): Mining	and Challenges		
Sustainable Resources 12 (2008): Mining	Mining Opportunities and Challenges	Analyze environmental impacts of various activities related to hydrocarbon and mineral resource extraction, processing, and use	1, 5, 6, 7
Sustainable Resources 12 (2008): Mining	Sustainability and Environmental Issues	Assess the future of hydrocarbon and mineral resource development	1, 5, 6, 7
Technology Education 9 (1995)	Production	Describe ways to reduce waste	1, 3, 4, 6
Technology Education 9 (1995)	Self and Society	Explain relationships between technological advances and changes in the workplace, including the changing roles of workers	4, 6
Technology Education 9 (1995)	Self and Society	Express personal thoughts and feelings about how societal pressures may influence technological advancements and, conversely, how technological changes influence society and the environment	4, 6
Technology Education 10 (1995)	Production	Describe ways to reuse and recycle materials and products to reduce waste	4, 6
Technology Education 10 (1995)	Production	Examine new trends in manufacturing processes	4, 6