



British Columbia Alignment

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

| British Columbia's New Curriculum ENGLISH LANGUAGE ARTS | | | ECP Presentations | | | | |
|--|--|---|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grades 7-9 | Comprehend and Connect (reading, listening, viewing) | Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grades 7-9 | Create and Communicate (writing, speaking, representing) | Exchange ideas and viewpoints to build shared understanding and extend thinking | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 10 | Spoken Language | Access information for diverse purposes and from a variety of sources and evaluate its relevance , accuracy, and reliability | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Spoken Language | Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 11 | Spoken Language | Access information for diverse purposes and from a variety of sources and evaluate its relevance , accuracy, and reliability | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Spoken Language | Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes | ✓ | ✓ | ✓ | ✓ | ✓ |

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

| British Columbia Performance Standards HEALTHY LIVING | | | ECP Presentations | | | | |
|---|-------------------|--|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grades 7-9 | Healthy Eating | Identify and analyze the influence of family, peers, media and marketing on eating habits | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Advocates for changes that enhance healthy eating | | ✓ | | ✓ | |
| | | Advocate for better nutritional knowledge for themselves, family, and community | | ✓ | | ✓ | |
| | | Advocate for recognizing differences in healthy eating choices with respect to different cultural, racial and religious beliefs | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Healthy Practises | makes decisions and advocates for self and others regarding healthy practices including management of feelings, setting goals for a healthy lifestyle, personal safety | | ✓ | | ✓ | |
| Grades 10-12 | Healthy Eating | Advocates for personal, family, and community changes that enhance healthy eating | | ✓ | | ✓ | |

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| 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 | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 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 | | | ECP Presentations | | | | |
|---|---------------------------|---|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| 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 | | ✓ | | ✓ | |
| 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 | | ✓ | | ✓ | |

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| Grade 8 | Healthy and Active Living | Identify and apply strategies to pursue personal healthy-living goals | | ✓ | | ✓ | |
| Grade 9 | Healthy and Active Living | Propose healthy choices that support lifelong health and well-being | | ✓ | | ✓ | |
| | | Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour | | ✓ | | ✓ | |
| | | Identify and apply strategies to pursue personal healthy-living goals | | ✓ | | ✓ | |
| Grade 10 | Healthy and Active Living | Plan ways to overcome potential barriers that affect participation in physical activities | | ✓ | | ✓ | |
| | | Critically analyze and explain health messages and investigate their potential influences on health and well-being | | ✓ | | ✓ | |
| | | 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 | | ✓ | | ✓ | |
| Grade 11 | Active Living | Plan ways to overcome potential barriers to participation in physical activities | | ✓ | | ✓ | |
| | Fitness and Conditioning | Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities | | ✓ | | ✓ | |
| | | Analyze health messages from a variety of sources and describe their potential influences on health and well-being | | ✓ | | ✓ | |

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| Grade 11 | Outdoor Education | Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities | | ✓ | | ✓ | |
| Grade 12 | Active Living | Plan ways to overcome potential barriers to participation in physical activities | | ✓ | | ✓ | |
| | | Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their personal health and well-being | | ✓ | | ✓ | |
| | Fitness and Conditioning | Identify and analyze the relationship between healthy eating, overall health, and performance in fitness activities | | ✓ | | ✓ | |
| | | Analyze and critique health messages from a variety of sources and describe their potential influences on health and well-being | | ✓ | | ✓ | |
| | Outdoor Education | Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities | | ✓ | | ✓ | |

| British Columbia's New Curriculum SCIENCE | | | ECP Presentations | | | | |
|---|----------------------------|--|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grade 7 | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Identify a question to answer or a problem to solve through scientific inquiry | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through personal or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 8 | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 8 | Questioning and Predicting | Identify a question to answer or a problem to solve through scientific inquiry | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through personal or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 9 | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Processing and analyzing data and information | Analyze cause-and-effect relationships | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through individual or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Transfer and apply learning to new situations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Contribute to finding solutions to problems at a local and/or global level through inquiry | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 10 | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Planning and Conducting | Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Processing and analyzing data and information | Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 11: Earth Sciences | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through individual or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 11: Environmental Science | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Planning and Conducting | Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 11: Environmental Science | Evaluating | Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Assess risks in the context of personal safety and social responsibility | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 11: Life Sciences | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Evaluating | Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through individual or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Contribute to finding solutions to problems at a local and/or global level through inquiry | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Consider the role of scientists in innovation | | | | | ✓ |
| Grade 11: Science for Citizens | Questioning and Predicting | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 11: Science for Citizens | Evaluating | Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Consider social, ethical, and environmental implications of the findings from their own and others' investigations | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Applying and Innovating | Contribute to care for self, others, community, and world through individual or collaborative approaches | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Contribute to finding solutions to problems at a local and/or global level through inquiry | ✓ | ✓ | ✓ | ✓ | ✓ |

| British Columbia Performance Standards SOCIAL RESPONSIBILITY | | | ECP Presentations | | | | |
|--|--|--|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grades 6-8 | 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 | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Often shows sensitivity and tries to consider others' feelings and needs | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Anticipates consequences; may include long-term consequences | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Valuing Diversity and Defending Human Rights | Usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices | ✓ | | ✓ | ✓ | ✓ |

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| Grades 6-8 | Valuing Diversity and Defending Human Rights | Often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken | ✓ | | ✓ | ✓ | ✓ |
| | Exercising Democratic Rights and Responsibilities | Shows a growing sense of altruism and optimism—a commitment to making the world a better place | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | shows a strong sense of community; often suggests positive actions to be taken | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Attempts to use resources wisely; practises conservation; may take responsibility beyond self | ✓ | | | ✓ | ✓ |
| | | In conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Solving Problems in Peaceful Ways | Can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Shows empathy and compassion; avoids reacting judgmentally | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | States opinions clearly; develops soundly reasoned arguments with convincing evidence | ✓ | ✓ | ✓ | ✓ | ✓ |
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| Grades 6-8 | Solving Problems in Peaceful Ways | Listens respectfully to others; open-minded; willing to entertain divergent views | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Shows insight into the reasoning behind various perspectives on controversial issues | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Analyzes short- and long- term consequences when planning a course of action; plan is effective | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grades 8-10 | Valuing Diversity and Defending Human Rights | respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance | ✓ | ✓ | | ✓ | ✓ |
| | Exercising Democratic Rights and Responsibilities | shows a strong sense of community- mindedness and accountability; can describe and work toward an ideal future for the world | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Exercising Democratic Rights and Responsibilities | Accepts responsibility for taking actions in the interest of community and being accountable for choices | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it | ✓ | ✓ | ✓ | ✓ | ✓ |

| British Columbia's New Curriculum SOCIAL STUDIES | | | ECP Presentations | | | | |
|--|-------------------------|--|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grade 7 | Curricular Competencies | Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 8 | Cause and Consequence | Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 8 | Perspective | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Ethical Judgment | Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 9 | Cause and Consequence | Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Perspective | Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Ethical Judgment | Recognize implicit and explicit ethical judgments in a variety of sources | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grade 10 | Curricular Competencies | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) | ✓ | ✓ | ✓ | ✓ | ✓ |

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

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

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| Social Justice 12 | Curricular Competencies | Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Urban Studies 12 | Curricular Competencies | 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) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong (ethical judgment) | ✓ | ✓ | ✓ | ✓ | ✓ |