

Curriculum Connections

Lesson Plan	Subject	Curriculum Specific Expectations
What is Sexual Exploitation and Sex Trafficking?	Exploring Family Studies Gr. 9-10 (HIF10/20)	B1.3 explain the connection between adolescents' developmental needs and their individual behaviour (e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical development affects behaviours related to sleep and diet)
	Equity and Social Justice: From Theory to Practice, Gr. 12 (HSE4M)	B2.1 Analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary B2.2 Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups
What is Sex Trafficking and how can I stay Safe Online?	Healthy Active Living Education Gr. 9 (PPL10)	C1.2 Demonstrate an understanding of the benefits and risks of using electronic communication technologies
	English Grade 9 (ENG1D)	1.2 Media studies. Interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey
	English Grade 9 (ENG1P)	1.1 Media studies. Explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences

	<p>Exploring technologies Gr. 9 (TIJ1O)</p>	<p>C2.1 Describe some of the effects that technological innovations of the past have had on society(e.g., effects on health, on people’s ability to travel and communicate, on living standards, on education)and the economy (e.g., creation of new types of jobs, automation of factories)</p> <p>C2.2 Describe how society is being affected today by various new and emerging technologies (e.g.,electronic messaging, Global Positioning System[GPS], wireless access, hybrid vehicles, nanotechnology, biotechnology);</p> <p>C2.4 Demonstrate an understanding of, and respect for, cultural and social diversity as they develop and create various products or services</p>
<p>Creating Healthier Masculinities</p>	<p>Gender Studies Gr.11 (HSG3M)</p>	<p>B2.1 Analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings</p> <p>B2.3 Analyse ways in which sexism can manifest itself in contemporary Canadian society</p>
	<p>Dynamics of Human Relationships Gr. 11 HD3O)</p>	<p>C1.1 Describe various types of relationships that people may experience during their lifetime</p> <p>explain the contributions healthy relationships make to individual,</p>

		<p>group, family, and community well-being</p> <p>C2.1 Analyse ways in which social and cultural factors, including portrayals in the media, shape people’s ideas about relationships</p>
	<p>Healthy Active Living Education Gr. 9 (PPL10)</p>	<p>C1.5 Demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person’s understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students</p>
<p>Understanding Consent</p>	<p>Healthy Active Living Education Gr. 9 (PPL10)</p>	<p>C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality</p>
	<p>Exploring Family Studies Gr. 9-10 (HIF10/20)</p>	<p>B1.2 Distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence</p>
	<p>Dynamics of Human Relationships Gr. 11 HD30)</p>	<p>C1.2 identify characteristics of healthy relationships (e.g., equality, independence, trust,</p>

		<p>empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism)</p> <p>C2.1 Analyse ways in which social and cultural factors, including portrayals in the media, shape people's ideas about relationships</p>
Challenging Unhealthy Representations in the Media	English Grade 9 (ENG1D)	1.2 media studies. Interpret media texts, identifying and explaining the overt and implied messages they convey
	English Grade 9 (ENG1P)	1.1 media studies. Explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences
	Visual Arts, Gr 12 (AVI4M)	<p>B2.2 Assess the impact of socio-economic, political, cultural, and/or spiritual factors on the production of art works</p> <p>B2.3 Assess the impact that the creation and analysis of art works has had on their personal identity and values and their perceptions of society</p>
	Gender Studies Gr.11 (HSG3M)	<p>B3.1 Analyse representations of gender in media and popular culture</p> <p>B3.2 analyse the impact on individuals (e.g., with reference to their self-concept, aspirations, notions of appropriate behaviour, relationships, sense</p>

		<p>of belonging or alienation) of stereotypical representations of gender in media and popular culture</p> <p>B3.3 Analyse images of female and male bodies and representations of beauty and fashion in media and popular culture, and describe their impact (e.g., how images of underweight, digitally altered fashion models can contribute to unhealthy eating habits among girls and women; how images showing celebrities who have had a variety of cosmetic procedures can affect individuals' self-image or the choices they make)</p>
<p>Ending Rape Culture and Child Sexual Exploitation Together</p>	<p>Civics and Citizenship Gr 10 (CHV20)</p>	<p>B1.1 describe some civic issues of local, national, and/or global significance</p> <p>B3.5 identify examples of human rights violations around the world</p>
	<p>Politics in Action: Making Change Gr 11 (CPC30)</p>	<p>B1.1 Identify some agents of political socialization (e.g., the family, public education, religious institutions, the media, peers, personal experience, political/social organizations), and analyse how these agents affect their own personal political beliefs and engagement and the beliefs and engagement of others</p> <p>B3.2 Analyse the impact of some issues of political importance, with a particular</p>

		<p>emphasis on issues related to equity, human rights, and/or the environment (e.g., homelessness, child poverty, growing economic inequality, foreign aid, free speech, accessibility issues, refugee crises, discrimination against girls and women in many countries, urban sprawl, carbon emissions, climate change, protection of water)</p>
	<p>Healthy Active Living Education Gr.12 (PLL40)</p>	<p>C3.4 analyse the portrayal of different relationships in the media with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging</p>
<p>Building Healthy Relationships</p>	<p>Healthy Active Living Education Gr. 9 (PPL10)</p>	<p>C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships</p>
	<p>-Exploring Family Studies Gr. 9-10 (HIF10/20)</p>	<p>B2.2 Describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)</p> <p>B2.3 identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs,</p>

		strategies for developing empathy)
Bystander Intervention	English Literacy Development Level 4 (ELDDO)	2.3 Identify needs that all people share and needs that are different because of culture, religion, language background, age, and/or gender role
	Civics and Citizenship Gr 10 (CHV20)	C1.2 Describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level C1.3 Explain how various actions can contribute to the common good at the local, national, and/or global level
	Politics in Action: Making Change Gr 11 (CPC30)	B 1.5 Explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues (e.g., bystanders may be apathetic or fearful, may feel powerless, or may not feel strongly about the issue at hand; upstanders may be highly motivated by their sense of justice and concern for others or may be personally affected by the issue), and analyse possible consequences of both stands
	Equity and Social Justice: From Theory to Practice Gr. 12 (HSE4M)	C2.2 Explain how the combination of circumstances and personal qualities and skills resulted in specific individuals' becoming effective agents of change