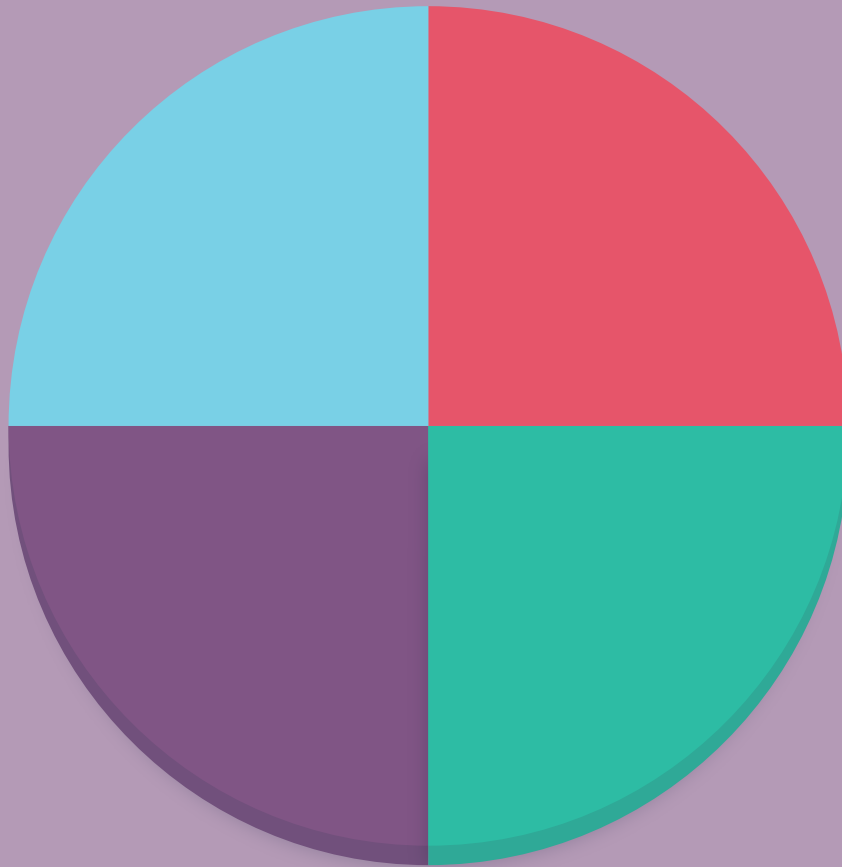


# Trauma-Informed Practice

## Curricular Competencies and Compassionate Learning Components

*(adapted from Puget Sound Educational Services District) Integrated Into BC's New Curriculum*

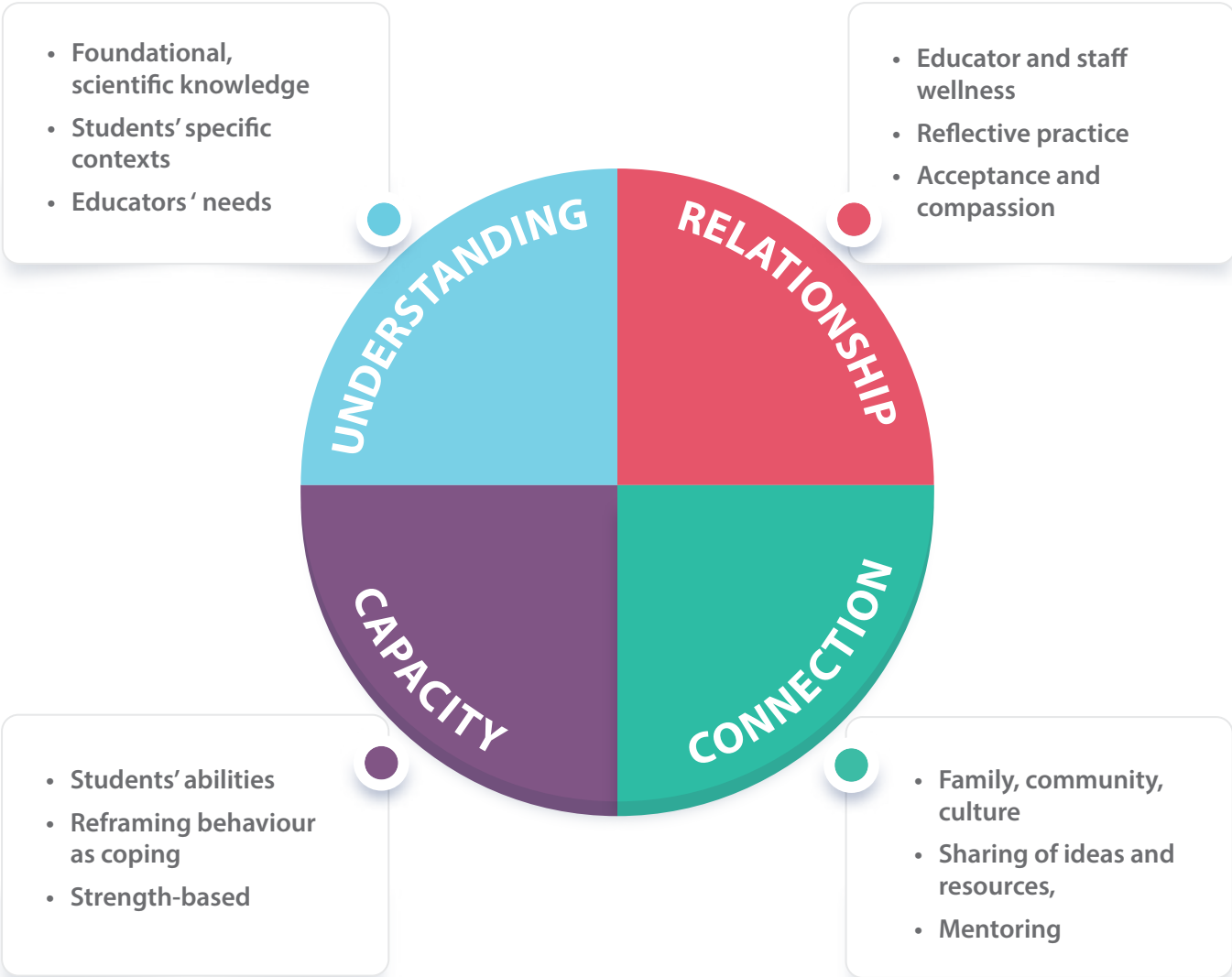
*Deborah Koehn – School of Education, UNBC*



Ministry of  
Education

In keeping with the theme that trauma-informed practice is not about asking educators to do more, but to do things differently, long-time educator Deborah Koehn has integrated nine of the components adapted from the Compassionate Learning Community Assessment Rubric (Puget Sound Educational Services District) including understanding trauma, safety and wellbeing, cultural competence, supportive school climate, social-emotional skills, behavior / emotional regulation, positive discipline, family partnerships and community partnerships with the components of BC’s new curriculum. The three main competencies of communication, thinking, and personal and social competency informing the new curriculum are directly tied to the principles of trauma-informed practice in education of safety, trustworthiness, transparency, collaboration and empowerment. Educators work to understand where each child is currently at, helping the child communicate their needs. Educators work to establish safety so children can move out of survival brain to thinking brain. Most importantly, educators help children and youth regulate their emotions and behavior with compassion and understanding so that they experience growth in personal and social competency, moving from being defined by the circumstances of their adversity to being defined by what they love and believe and can do at this moment.

*Linda O’Neill*



# Kindergarten

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

1. Understanding Trauma

Caring behaviors in groups and families

*Stories and other texts help us learn about ourselves and our families.*

*Everyone has a unique story to share.*

Use personal experience and knowledge to connect to stories and other texts to make meaning

2. Safety/Assurance of Well-Being

*Everything we learn helps us to develop skills*

3. Cultural Competence

*Stories and traditions about ourselves and our families reflect who we are and where we are from*

*Through listening and speaking we connect with others and share our world.*

Recognize the importance of story in personal, family, and community identity

4. Supportive School Climate

*Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living — practices that promote health and well-being*

*Strong communities are the result of being connected to family and community and working together toward common goals.*

*Through listening and speaking we connect with others and share our world.*

5. Social-Emotional Skills / Personal Agency

*Learning about ourselves and others helps us develop a positive attitude and caring behaviors, which helps us build healthy relationships*

*Rights, roles and responsibilities shape our identity and help us build healthy relationships with others.*

Identify fair and unfair aspects of events, decisions or actions in their lives and consider appropriate courses of action (ethical judgement)

*Effective collaboration relies on clear, respectful communication*

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

**Social Studies – Big Ideas/Content/Curricular Competencies**

**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Emotions and their causes and effects</p>	<p>Recognize causes and consequences of events, decisions or developments in their lives (cause and consequences)</p>	<p><i>Learning is a lifelong enterprise.</i></p>	<p>Exchange ideas and perspectives to build shared understanding</p>
<p><b>7. Positive Boundaries</b></p>	<p>Appropriate and Inappropriate ways of being touched Names for parts of the body, including male and female parts</p>	<p>Needs and wants of individuals and families</p>	<p><i>Confidence develops through the process of self-discovery.</i></p>	<p>Use language to identify, create, and share ideas, feelings, opinions and preferences</p>
<p><b>8. Family Partnerships</b></p>		<p>Ways in which individuals and families differ and are the same Personal and family history and traditions</p>	<p><i>Strong communities are the result of being connected to family and community and working together toward common goals.</i></p>	
<p><b>9. Community Partnerships</b></p>			<p><i>Strong communities are the result of being connected to family and community and working together toward common goals.</i></p>	
<p><b>10. Student/Learner Partnerships</b></p>			<p>Goal setting strategies and risk taking and its role in self-exploration</p>	

# Grade One

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

1. Understanding Trauma

*Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships*

*Confidence develops through the process of self-discovery.*

2. Safety/Assurance of Wellbeing

*Knowing about our bodies and making healthy choices help us look after ourselves.*  
Names for the parts of the body, including male and female parts.

*Everything we learn helps us to develop skills.*

3. Cultural Competence

*Good health comprises physical, mental, and emotional well-being.*  
Practices that promote health and well-being.

*We shape the local environment and the local environment shapes who we are and how we live.*  
*Healthy communities recognize and respect the diversity of individuals and care for the local environment.*  
Diverse cultures, backgrounds, and perspectives within the local and other communities  
Key events and developments in the local community, and in local First Peoples communities

*Strong communities are the result of being connected to family and community and working together toward common goals.*  
Role and responsibilities at home, at school, and in the local community.  
Cultural and social awareness.

*Everyone has a unique story to share*  
*Language and story can be a source of creativity and joy*  
Show awareness of how story in First Peoples cultures connects people to family and identity

4. Supportive School Climate

Reliable sources of health information

Share ideas, information, personal

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**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>5. Social-Emotional Skills/Personal Agency</b></p>	<p>Practices that promote health and wellbeing</p>	<p>Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</p>		
<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Emotions and their causes and effects.</p>			<p><i>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</i></p>
<p><b>7. Positive Boundaries</b></p>			<p>Engaging actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community.</p>	<p>Engaging actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p>
<p><b>8. Family Partnerships</b></p>	<p>Caring behaviors in groups and families</p>		<p><i>Strong communities are the result of being connected to family and community and working together toward common goals.</i></p>	<p><i>Stories and other texts help us learn about ourselves and our families</i> Recognize the importance of story in personal, family and community identity.</p>
<p><b>9. Community Partnerships</b></p>		<p><i>Our rights, roles and responsibilities are important for building strong communities.</i> <i>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</i> Roles, rights, and responsibilities in the local community Diverse cultures, backgrounds, and perspectives within the local and other communities</p>	<p><i>Strong communities are the result of being connected to family and community and working together toward common goals.</i></p>	<p>Show awareness of how story in First Peoples cultures connects people to family and community</p>

# Grade Two

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

<p>1. Understanding Trauma</p>	<p>Identify and describe characteristics of positive relationships</p> <p>Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</p>		<p><i>Confidence develops through the process of self discovery.</i></p>	<p><i>Everyone has a unique story to share.</i></p> <p><i>Learning is a life-long enterprise.</i></p>
<p>2. Safety/Assurance of Wellbeing</p>	<p>Identify and describe practices that promote mental well-being.</p> <p>Names for parts of the body, including male and female private parts</p> <p>Appropriate and inappropriate ways of being touched</p>	<p>Identify and appreciate their personal attributes, skills, interests and accomplishments</p>		
<p>3. Cultural Competence</p>	<p>Identify personal skills, interest and preferences and describe how they influence self-identity</p>	<p><i>Local actions have global consequences, and global actions have local consequences.</i></p>		<p>Through listening and speaking, we connect with others and share our world.</p> <p>Show awareness of how story in First Peoples cultures connects people to family.</p>
<p>4. Supportive School Climate</p>	<p>Develop and demonstrate respectful behavior when participating in activities with others</p> <p>Identify caring behaviours among classmates and within families</p>	<p>Individuals have rights and responsibilities as global citizens.</p> <p>Work respectfully and constructively with others to achieve common goals.</p> <p>Set and achieve realistic learning goals.</p> <p>Identify and appreciate the roles and responsibilities of people in their schools, families and communities</p>	<p><i>Everything we learn helps us to develop skills.</i></p>	

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

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**English Language Arts – Big Ideas/Content/Curricular Competencies**

**5. Social-Emotional Skills/Personal Agency**

Identify personal skills, interest, and preferences  
 Identify and apply strategies that promote mental well-being  
 Identify and describe characteristics of positive relationship

Recognize causes and consequences of events, decisions or developments (cause and consequence)  
 Explain why peoples' beliefs, values, worldviews, experiences and roles give them different perspectives on people, places, issues or events (perspective)

*Effective collaboration relies on clear, respectful communication.*

*Curiosity and wonder lead us to new discoveries about ourselves and the world around us.*

**6. Behavior/Emotion Regulation**

Identify and describe feelings and worries

Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Engage actively as listeners, viewers and readers, as appropriate, to develop understanding of self, identity, and community

**7. Positive Boundaries**

*Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build health relationships*

Recognize the importance of positive relationships in their lives.

**8. Family Partnerships**

Identify caring behaviours among classmates and within families  
 Identify and appreciate the roles and responsibilities of people in their schools, families and communities

*Stories and other texts connect us to ourselves, our families and our communities.  
 Demonstrate awareness of the role that story plays in personal, family and community identity.*

**9. Community Partnerships**

Identify sources of health information  
 Identify and appreciate the roles and responsibilities of people in their schools, families and communities

How peoples' needs and wants are met in communities

*Strong communities are the result of being connected to family and community and working together towards common goals.*

*Stories and other texts connect us to ourselves, our families and our communities.*



# Grade Three

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

## 1. Understanding Trauma

*Adopting healthy personal practices and safety strategies protects ourselves and others.*

*People from diverse cultures and societies share some common experiences and aspects of life.*  
Make value judgments about events, decisions, or actions and suggest lessons that can be learned (ethical judgment)

## 2. Safety/Assurance of Wellbeing

*Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.*  
Practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention

Ask relevant questions to clarify and define a selected problem or issue  
Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action

*Confidence develops through the process of self-discovery*

*Curiosity and wonder lead us to new discoveries about ourselves and the world around us.*

## 3. Cultural Competence

Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community.

*Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.*  
Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)

*Stories and other texts help us learn about ourselves, our families, and our communities. Explain the role that story plays in personal, family, and community identity.*

## 4. Supportive School Climate

Describe ways to access information on and support services for a variety of health topics

Distinguish between fact and opinion on a selected problem or issue

*Everything we learn helps us to develop skills.*

Set and achieve realistic learning goals for themselves  
Work respectfully and constructively with others to achieve common goals

Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community.

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

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**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>5. Social-Emotional Skills/Personal Agency</b></p>	<p><i>Adopting healthy personal practices and safety strategies protects ourselves and others.</i></p> <p>Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</p>		<p><i>Learning is a lifelong enterprise</i></p> <p>Share ideas, information, personal feelings, and knowledge with others</p>	
<p><b>6. Behavior/Emotion Regulation</b></p>	<p><i>Our physical, emotion, and mental health are interconnected.</i></p> <p>Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</p>		<p><i>Effective collaboration relies on clear, respectful communication</i></p>	
<p><b>7. Positive Boundaries</b></p>	<p><i>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</i></p>			
<p><b>8. Family Partnerships</b></p>	<p>Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community.</p>			
<p><b>9. Community Partnerships</b></p>	<p>Describe ways to access information on and support services for a variety of health topics</p>		<p><i>Strong communities are the result of being connected to family and community and working together toward common goals.</i></p>	<p><i>Stories and other texts help us learn about ourselves, our families, and our communities.</i></p>

# Grade Four

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

<p>1. Understanding Trauma</p>	<p>Describe and assess strategies for promoting mental well-being.</p> <p>Describe factors that positively influence mental well-being and self-identify</p>		<p><i>Public identity is influenced by personal choices and decisions</i></p> <p>Recognize the need for others who can support their learning and personal growth</p>	
<p>2. Safety/Assurance of Wellbeing</p>	<p><i>Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.</i></p>		<p>Demonstrate safe behavior in a variety of environments</p>	<p>Exchange ideas and perspectives to build shared understandings.</p>
<p>3. Cultural Competence</p>	<p>Describe and apply strategies for developing and maintaining positive relationships</p>	<p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times of places (perspectives)</p>		
<p>4. Supportive School Climate</p>	<p><i>Developing healthy relationships helps us feel connected, supported, and valued</i></p>		<p><i>Good learning and work habits contribute to short and long-term personal and career success.</i></p> <p>Appreciate the influence of peer relationships, family and community on personal choices and goals</p>	<p><i>Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.</i></p>
<p>5. Social-Emotional Skills/Personal Agency</p>	<p><i>Personal choices and social and environmental factors influences our health and well-being.</i></p> <p>Identify and describe factors that influence healthy choices</p>		<p><i>Exploring our strengths and abilities can help us identify our goals.</i></p>	<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</i></p>

**Components of a Compassionate,  
ACES-Informed Learning  
Community/Curricular  
Competencies**

**Physical and Health Education  
– Big Ideas/Content/Curricular  
Competencies**

**Social Studies – Big Ideas/Content/  
Curricular Competencies**

**Career Education – Big Ideas/  
Content/Curricular Competencies**

**English Language Arts – Big Ideas/  
Content/Curricular Competencies**

6. Behavior/Emotion Regulation

*Developing healthy relationships helps us feel connected, supported, and valued.*

7. Positive Boundaries

8. Family Partnerships

*Family and community relationships can be a source of support and guidance when solving problems and making decisions.*

Recognize the need for others who can support their learning and personal growth.

9. Community Partnerships

*Family and community relationships can be a source of support and guidance when solving problems and making decisions.*

Use personal experience and knowledge to connect to text and deepen understanding of self, community and world.

# Grade Five

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

<p>1. Understanding Trauma</p>	<p><i>Developing healthy relationships helps us feel connected, supported, and valued.</i></p> <p>Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p>		<p><i>Public identity is influenced by personal choices and decisions.</i></p> <p>Recognize the need for others who can support their learning and personal growth</p>	
<p>2. Safety/Assurance of Wellbeing</p>	<p>Identify, apply, and reflect on strategies used to pursue personal healthy-living goals</p>	<p>Develop a plan of action to address a selected problem or issue</p>	<p>Demonstrate safe behavior in a variety of environments</p>	<p>Exchange ideas and perspectives to build shared understanding.</p>
<p>3. Cultural Competence</p>	<p>Explore and describe how personal identities adapt and change in different settings and situations</p>	<p><i>Canada's policies for and treatment of minority peoples have negative and positive legacies.</i></p>		<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</i></p> <p>Explain the role of language in personal, social, and cultural identity</p>
<p>4. Supportive School Climate</p>	<p>Describe and assess strategies for responding to discrimination, stereotyping, and bullying</p> <p>Describe and assess strategies for promoting mental well-being, for self and others</p>	<p>Construct arguments defending the significance of individuals/groups, places, events, or developments</p>	<p><i>Good learning and work habits contribute to short and long-term personal and career success.</i></p>	<p><i>Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.</i></p>
<p>5. Social-Emotional Skills/Personal Agency</p>	<p><i>Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.</i></p>	<p>Take stakeholder's perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p>	<p><i>Exploring our strengths and abilities can help us identify our goals.</i></p> <p>Appreciate the influence of peer relationships, family and community on personal choices and goals</p>	<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</i></p>

**Components of a Compassionate,  
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**Physical and Health Education  
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**Career Education – Big Ideas/  
Content/Curricular Competencies**

**English Language Arts – Big Ideas/  
Content/Curricular Competencies**

<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Analyze and describe the connections between eating, physical activity and mental well-being</p>			
<p><b>7. Positive Boundaries</b></p>	<p><i>Personal choices and social and environmental factors influence our health and well-being.</i></p>			
<p><b>8. Family Partnerships</b></p>			<p><i>Family and community relationships can be a source of support and guidance when solving problems and making decisions.</i></p> <p>Recognize the need for others who can support their learning and personal growth.</p>	
<p><b>9. Community Partnerships</b></p>			<p><i>Family and community relationships can be a source of support and guidance when solving problems and making decisions.</i></p>	<p>Use personal experience and knowledge to connect to text and develop understanding of self, community and world.</p>

# Grade Six

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

1.15 in	Describe and assess strategies for promoting mental well-being for self and others		<i>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.</i>	
2. Safety/Assurance of Wellbeing	<p><i>Healthy choices influence our physical, emotional, and mental well-being.</i></p> <p>Analyze health messages and possible intentions to influence behavior</p>	<p><i>Media sources can both positively and negatively affect our understanding of important events and issues.</i></p>	<p><i>Exploring our strengths and abilities can help us identify our goals.</i></p>	
3. Cultural Competence	Explore and describe how personal identities adapt and change in different settings and situations	<p>Global poverty and inequality issues</p> <p>Develop a plan of action to address a selected problem or issue</p>	<p><i>Practicing respectful, ethical, inclusive behavior prepares us for the expectations of the workplace.</i></p>	<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</i></p> <p>Recognize and identify the role of personal, social, and cultural contexts, values and perspectives in texts.</p>
4. Supportive School Climate	Describe and assess strategies for promoting mental well-being, for self and others	Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	<p><i>Safe environments depend on everyone following safety rules.</i></p>	<p><i>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</i></p>
5. Social-Emotional Skills/Personal Agency	<p><i>We experience many changes in our lives that influence how we see ourselves and others.</i></p>	Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices)	<p><i>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</i></p>	<p><i>Exploring and sharing multiple perspectives extends our thinking.</i></p>

**Components of a Compassionate,  
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**Physical and Health Education  
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Competencies**

**Social Studies – Big Ideas/Content/  
Curricular Competencies**

**Career Education – Big Ideas/  
Content/Curricular Competencies**

**English Language Arts – Big Ideas/  
Content/Curricular Competencies**

**6. Behavior/Emotion Regulation**

Describes the impacts of personal choices on health and well-being

Give reasons for differing perspectives (e.g. personal experiences, beliefs, and values)

**7. Positive Boundaries**

*Our personal digital identity forms part of our public identity.*

**8. Family Partnerships**

**9. Community Partnerships**

Learning about similarities and differences in individuals and groups influences community health



# Grade Seven

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

1. Understanding Trauma

*We experience many changes in our lives that influence how we see ourselves and others*

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

*Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.*

*Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*

2. Safety/Assurance of Wellbeing

*Healthy choices influence our physical, Emotional, and mental well-being*

Consequences of bullying, stereotyping, and discrimination

Describe and apply strategies for responding to discrimination, stereotyping and bullying

Create and assess strategies for managing physical, emotional and social changes during puberty and adolescence

Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning, and work environments

*Exploring stories and other texts helps us understand ourselves and make connections to others and to the world*

3. Cultural Competence

Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

*Exploring and sharing multiple perspectives extends our thinking*

4. Supportive School Climate

*Learning about similarities and differences in individuals and groups influences community health.*

*Safe environments depend on everyone following safety rules.*

Recognize and identify the role of personal, social and cultural contexts, values and perspectives

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

**Social Studies – Big Ideas/Content/Curricular Competencies**

**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>5. Social-Emotional Skills/Personal Agency</b></p>	<p>Signs and symptoms of stress, anxiety, and depression</p> <p>Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</p>		<p><i>Practicing respectful, ethical, inclusive behavior prepares us for the expectations of the workplace</i></p>	<p>Construct meaningful personal connections between self, text and world</p>
<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Influences of physical, emotional, and social changes on identities and relationships</p>			<p>Exchange ideas and viewpoints to build shared understanding and extend thinking</p>
<p><b>7. Positive Boundaries</b></p>	<p>Describe and apply strategies for developing and maintaining healthy relationships</p>			
<p><b>8. Family Partnerships</b></p>			<p>Recognize the influence of peers, family and communities</p>	
<p><b>9. Community Partnerships</b></p>	<p>Sources of health information</p> <p>Explore strategies for promoting the health and well-being of the school and community</p>		<p><i>Question self and others about the reciprocal relationship between self and others</i></p>	

# Grade Eight

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

<p>1. Understanding Trauma</p>	<p>Consequences of bullying, stereotyping, and discrimination</p> <p>Signs and symptoms of stress, anxiety, and depression</p> <p>Influence of physical, emotional, and social changes on identities and relationships</p>		<p>Personal public identity: digital presence/footprint, diction, body language, representing self and community</p>	<p>Recognize and identify the role of personal, social, and cultural contexts, values and perspectives</p>
<p>2. Safety/Assurance of Wellbeing</p>	<p><i>Healthy choices influence our physical, emotional, and mental well-being</i></p>		<p>Includes inventories of preferences, skills, personal attitudes, values, and interest</p>	<p>Recognize how language constructs personal, social and cultural identity</p>
<p>3. Cultural Competence</p>		<p>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)</p>	<p>Include parents, teachers, elders, coaches, extended family, other adults or peers</p>	<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world</i></p> <p><i>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens</i></p>
<p>4. Supportive School Climate</p>	<p>Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines</p> <p>Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings</p>		<p><i>Achieving our learning goals requires effort and perseverance</i></p>	

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

**Social Studies – Big Ideas/Content/Curricular Competencies**

**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>5. Social-Emotional Skills/Personal Agency</b></p>	<p><i>Healthy relationships can help us lead rewarding and fulfilling lives</i></p> <p>Describe and assess strategies for managing problems related to mental well-being and substance use, for others</p>		<p>Use self-assessment and reflection to develop awareness of strengths, preferences and skills</p>	
<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Healthy sexual decision making</p> <p>Explore and describe the impact of transition and change on identities</p>		<p>Demonstrate respect collaboration and inclusivity in working with others to solve problems</p>	
<p><b>7. Positive Boundaries</b></p>	<p>Propose strategies for avoiding and/or responding to potentially unsafe, abuse, or exploitive situations</p>			
<p><b>8. Family Partnerships</b></p>	<p>Propose strategies for developing and maintaining healthy relationships</p>		<p><i>Question self and others about the role of family expectations and traditions, and of community needs</i></p>	
<p><b>9. Community Partnerships</b></p>	<p><i>Advocating for the health and well-being of others connects us to our community</i></p> <p>Sources for health information</p> <p>Create strategies for promoting the health and well-being of the school and community</p>		<p><i>Appreciate the value of a network or resources and mentors to assist</i></p>	

# Grade Nine

Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies

Physical and Health Education – Big Ideas/Content/Curricular Competencies

Social Studies – Big Ideas/Content/Curricular Competencies

Career Education – Big Ideas/Content/Curricular Competencies

English Language Arts – Big Ideas/Content/Curricular Competencies

## 1. Understanding Trauma

Strategies to protect themselves and others from potential abuse, exploitation, harm in a variety of settings

Consequences of bullying, stereotyping and discrimination

Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviors

Signs and symptoms of stress, anxiety, and depression

Influences of physical, emotional, and social changes on identities and relationships

*Disparities in power alter the balance of relationships between individuals and between societies.*

Personal public identity: digital presence/footprint, diction, body language, representing self and community

*People understand text differently depending on their world views and perspectives*

Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability

## 2. Safety/Assurance of Wellbeing

*Healthy choices influence our physical, emotional, and mental well-being*

Draw conclusions about a problem, an issue or a topic

Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue

Includes inventories of preferences, skills, personal attitudes, values, and interest

## 3. Cultural Competence

*Collective identity is constructed and can change over time.*

Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools and World War I internment

Include parents, teachers, elders, coaches, extended family, other adults or peers

Exchange ideas and viewpoints to build shared understanding and extend thinking

Recognize how language constructs personal, social and cultural identity

## 4. Supportive School Climate

*Achieving our learning goals requires effort and perseverance*

Recognize and identify the role of personal, social, and cultural contexts, values and perspectives

**Components of a Compassionate, ACES-Informed Learning Community/Curricular Competencies**

**Physical and Health Education – Big Ideas/Content/Curricular Competencies**

**Social Studies – Big Ideas/Content/Curricular Competencies**

**Career Education – Big Ideas/Content/Curricular Competencies**

**English Language Arts – Big Ideas/Content/Curricular Competencies**

<p><b>5. Social-Emotional Skills/Personal Agency</b></p>	<p><i>Healthy relationships can help us lead rewarding and fulfilling lives</i></p> <p>Propose strategies for developing and maintain healthy relationships</p>		<p>Use self-assessment and reflection to develop awareness of strengths, preferences and skills</p>	<p><i>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</i></p>
<p><b>6. Behavior/Emotion Regulation</b></p>	<p>Consequences of bullying, stereotyping, and discrimination</p> <p>Signs and symptoms of stress, anxiety and depression</p>		<p>Demonstrate respect collaboration and inclusivity in working with others to solve problems</p>	
<p><b>7. Positive Boundaries</b></p>	<p>Propose healthy choices that support life-long health and well being</p> <p>Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings</p>			
<p><b>8. Family Partnerships</b></p>	<p>Propose strategies for developing and maintaining healthy relationships</p>		<p>Question self and others about the role of family expectations and traditions, and of community needs</p>	
<p><b>9. Community Partnerships</b></p>	<p><i>Advocating for the health and well-being of others connects us to our community</i></p> <p>Create strategies for promoting the health and well-being of the school and community</p>		<p>Appreciate the value of a network or resources and mentors to assist</p>	