

ONTARIO CURRICULUM EXPECTATIONS (revised 2005) ADDRESSED IN YPI	
EXPECTATION	DESCRIPTION
<b>CIVICS: GRADE 10 OPEN</b>	
I. INFORMED CITIZENSHIP	
ICV.01	Demonstrate an understanding of the need for democratic decision making.
ICV.02	Explain the legal rights and responsibilities associated with Canadian citizenship.
ICI.03	Identify similarities and differences in the ways power is distributed in groups, institutions, and communities (e.g. in families, classrooms, municipalities) to meet human needs and resolve conflicts.
IC2.01	Identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms and describe how these rights and responsibilities are exercised in schools, communities, and the nation.
II. PURPOSEFUL CITIZENSHIP	
PCV.02	Describe the diversity of beliefs and values of various individuals and groups in Canadian society.
PCV.03	Analyse responses at the local, national and international levels to civic issues that involve multiple perspectives and differing civic purposes.
PC2.04	Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g. financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations).
PC3.01	Describe and assess the contributions that citizens' groups make to the civic purposes of their communities (e.g. neighbourhood associations, service clubs).
III. ACTIVE CITIZENSHIP	
ACV.01	Apply appropriate inquiry skills to the research of questions and issues of civic importance.
ACV.02	Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.
AC1.01	Formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g. reference materials, news media, community resources, the Internet).
AC1.02	Organize information using a variety of tools.
AC1.03	Communicate the results of inquiries into important civic issues, using a variety of forms (e.g. discussions, posters, visual organizers).
AC2.03	Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters.
AC2.04	Compare the impact of various types of non-violent citizen participation (e.g. advocacy, community service).
AC2.05	Demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g. participating in food and clothing drives; visiting seniors; participating in community events; becoming involved in human rights activities).
<b>CAREER STUDIES: GRADE 10 OPEN</b>	
PMV.02	Identify their interests, skills, characteristics and accomplishments and describe how these are influenced by their experiences.
	Demonstrate understanding and effective group skills and characteristics needed to succeed in school, ...and demonstrate the effective use of personal management skills in a variety of settings.
PMV.04	Demonstrate understanding and effective use of interpersonal skills required to establish and maintain positive relationships and work effectively in teams or groups.
PM2.03	Identify the skills they have developed through school subjects and through community and explain how these skills are transferable to work and other life roles.
PM4.05	Describe respectful and responsible behaviours that produce effective group results.

ONTARIO CURRICULUM EXPECTATIONS (revised 2005) ADDRESSED IN YPI	
EXPECTATION	DESCRIPTION
<b>ENGLISH GRADE 10 ACADEMIC</b>	
LG2.01D	Communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details.
LG2.02D	Communicate in group discussions by assigning tasks fairly and equitably; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others; summarizing the progress of the group's work and checking for understanding and negotiating consensus when appropriate.
LG2.03D	Apply techniques of effective listening and demonstrate understanding of oral presentations by summarizing presenter's arguments and explaining how vocabulary, body language, tone and visual aids enhance presentations.
LG2.04D	Plan and make oral presentations independently adapting vocabulary and using methods of delivery to suit audience, purpose and topic.
SUPPLEMENTAL EXPECTATIONS:	
WR1.01D	Investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data (e.g., identify and rank focus questions; identify key words and electronic search terms to structure research; determine which sources of information are most relevant to the purpose for writing);
WR1.02D	Locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups.
<b>ENGLISH: GRADE 10 APPLIED</b>	
LG2.01D	Use listening techniques and oral communication skills to participate in group discussions.
LG2.02D	Use techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenter's arguments and identifying and evaluating the techniques use to make presentations effective.
LG2.03D	Plan and make oral presentations adapting vocabulary and methods of delivery to suit audience and purpose.
LG2.04D	Use specific examples, facial expressions and body language, emotional appeals and visual aids and technology as appropriate to engage the audience's interest during oral presentations.
SUPPLEMENTAL EXPECTATIONS:	
WR1.01P	Consider potential topics and develop research plans by asking questions and identifying information needs (e.g., create and rank focus questions; identify key words and electronic search terms to narrow a topic; connect possible topics and sources of information);
WR1.02P	Locate and summarize information and ideas form print and electronic sources, including newspapers and magazines, reports, dictionaries, encyclopedias, vertical files, and multiple electronic databases.
<b>ENGLISH: GRADE 10 – OTHER EXPECTATIONS</b>	
	Teachers can also select appropriate expectations to evaluate in the categories of: generating ideas and gathering information, organizing ideas and information in written work, revising drafts and editing, proofreading and publishing.

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
	DESCRIPTION
<b>CAREER AND PERSONAL PLANNING: GRADE 10</b>	
<b>Planning Process</b>	
	Assume responsibility for revising their Student Learning Plans to reflect changes in their educational, career, and personal goals.
	Collect from family and other sources information and advice related to their educational, career, and personal goals.
	Reassess their strengths, interests, aptitudes, and values.
	Set short-term goals and evaluate long-term goals, revising as necessary.
	Describe various approaches to planning
	Consistently apply study skills and time-management techniques to attain the goals in their Student Learning Plans.
	Evaluate their achievement of educational, career, and personal goals.
	Revise strategies for achieving goals, in response to change.
<b>Personal Development</b>	
<i>Healthy Living: To encourage students to value and adopt balanced, healthy lifestyles.</i>	
	Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential.
	Evaluate mass media messages related to personal practices and consumer decisions.
	Evaluate and modify personal goals for a healthy lifestyle.
	Demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.
<i>Mental Well Being: To develop in students an appropriate sense of personal worth, potential, and autonomy as well as a sense of their relationships with others.</i>	
	Propose strategies for enhancing and maintaining emotional health and well-being.
	Encourage respect for others.
<i>Family Life Education: To develop students' understanding of the role of the family and capacity for responsible decision making in their personal relationships.</i>	
	Identify and evaluate factors that influence the family's role in developing moral and behavioural standards.
	Analyse the components needed to build and maintain healthy relationships.
	Evaluate possible effects of an individual's sexual decisions on self, community, and society.
<i>Child Abuse Prevention: To develop in students the capacity to assess, prevent, and resolve abusive situations.</i>	
	Propose strategies for dealing with emotions to avoid abusive behaviour.
	Explain the legal issues related to abuse.
	Demonstrate problem-solving and assertiveness skills as they apply to abusive exploitative relationships.
	Describe the process of obtaining appropriate services, support, or intervention for abusive situations.

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
	DESCRIPTION
<b>CAREER AND PERSONAL PLANNING: GRADE 10</b>	
<b>Career Development</b>	
<i>Career Skills Awareness: To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers.</i>	
	Review their transferable skills and relate them to occupational and lifestyle choices.
	Apply research skills to identify the various types of work within career clusters.
<i>Career Exploration: To enable students to take advantage of community resources in order to relate their learning and skills to education, career, and personal roles in a changing world.</i>	
	Relate career choices to family expectations.
	Identify and investigate educational routes and experiences necessary to achieve their goals.
	Research career opportunities in local, regional, and global workplaces.
	Select courses to match their career plans.
	Describe the impact on the labour market of changes taking place in society, the economy, and the environment.
	Establish a job-search network involving family, colleagues, and friends.
	Outline key features of legislation governing employment.
<i>Career Preparation: To practise academic, teamwork, and personal management skills needed to succeed in the workplace.</i>	
	Demonstrate basic job-seeking skills.
	Propose steps to develop or strengthen their own employability skills.
	Outline their plans for Work Experience.
	Identify the financial implications of their personal, educational, and career plans.

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
PLANNING 10: PRESCRIBED LEARNING OUTCOMES	
<b>GRADUATION PROGRAM</b>	
<i>It is expected that students will:</i>	
<i>Course Requirements, Exams, and Focus Areas</i>	
	<ul style="list-style-type: none"> <li>• identify the course requirements for the Graduation Program</li> <li>• Identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits)</li> <li>• identify the exam requirements for the Graduation Program, including required and optional exams</li> <li>• describe the Focus Areas in the Graduation Program</li> <li>• describe how one or more Focus Areas of interest relate to education and career options</li> </ul>
<i>Graduation Portfolio</i>	
	<ul style="list-style-type: none"> <li>• describe the requirements of the Graduation Portfolio, including                             <ul style="list-style-type: none"> <li>- Portfolio Core</li> <li>- Portfolio Presentation</li> <li>- Portfolio Choice</li> </ul> </li> <li>• develop a preliminary plan for how they will meet the Graduation Portfolio requirements</li> </ul>
<b>EDUCATION AND CAREERS</b>	
<i>It is expected that students will:</i>	
<i>Personal Interests and Attributes</i>	
	<ul style="list-style-type: none"> <li>• relate personal attributes and interests to education and career planning</li> </ul>
<i>Post-Secondary Education and Training</i>	
	<ul style="list-style-type: none"> <li>• compare a variety of post-secondary education and training institutions and programs</li> </ul>
<i>Labour Market Information</i>	
	<ul style="list-style-type: none"> <li>• relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest</li> </ul>
<i>Job Seeking and Job Keeping</i>	
	<ul style="list-style-type: none"> <li>• demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)</li> <li>• demonstrate job-seeking skills (e.g., employment search strategies, résumés, cover letters, job interviews)</li> </ul>
<i>Employment Standards and Workplace Safety</i>	
	<ul style="list-style-type: none"> <li>• demonstrate an awareness of the legal rights and responsibilities of employers and employees</li> <li>• analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition risk management, communication)</li> </ul>
<i>Support Networks and Resources</i>	
	<ul style="list-style-type: none"> <li>• identify support networks and resources (e.g., family, school, and community resources) for pursuing their education and career goals</li> </ul>
<i>Transition Plan</i>	
	<ul style="list-style-type: none"> <li>• develop a personal education and career plan to support the achievement of education and career goals</li> </ul>

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
PLANNING 10: PRESCRIBED LEARNING OUTCOMES	
<b>HEALTH</b>	
<i>It is expected that students will:</i>	
<i>Healthy Living</i>	
	<ul style="list-style-type: none"> <li>analyse factors that influence health (e.g., physical activity, nutrition, stress management)</li> </ul>
<i>Health Information</i>	
	<ul style="list-style-type: none"> <li>analyse health information for validity and personal relevance</li> </ul>
<i>Healthy Relationships</i>	
	<ul style="list-style-type: none"> <li>demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)</li> <li>analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)</li> </ul>
<i>Health Decisions</i>	
	<ul style="list-style-type: none"> <li>evaluate the potential effects of an individual's health-related decisions on self, family, and community</li> <li>analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</li> <li>analyse practices associated with the prevention of HIV/AIDS</li> <li>analyse strategies for prevention substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</li> <li>analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)</li> </ul>
<p><i>Note: Some of the prescribed learning outcomes in this Health curriculum organizer address topics that may be sensitive for some students or parents/guardians. Refer to ministry policy regarding opting for alternate delivery of sensitive topics: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></i></p>	
<b>FINANCES</b>	
<i>It is expected that students will:</i>	
<i>Financial Literacy</i>	
	<ul style="list-style-type: none"> <li>demonstrate financial literacy related to:                             <ul style="list-style-type: none"> <li>budgeting skills</li> <li>planning for transition from secondary school</li> <li>knowledge about credit and debt</li> <li>knowledge of legal requirements for reporting personal income</li> </ul> </li> </ul>
<i>Costs of Education and Career Options</i>	
	<ul style="list-style-type: none"> <li>Identify the costs and funding sources associated with various education and career options</li> </ul>
<i>Financial Plan</i>	
	<ul style="list-style-type: none"> <li>develop a personal financial plan to support the achievement of education and career goals</li> </ul>