

Alberta Curriculum Alignment with Project 11 (Grades K-12)



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PROJECT 11



Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	SS-Children relate cooperation and collaboration to achieving common goals. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Express an idea or share information through the use of body language or voice. PE-Children explore fair play through a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship. - Discuss the impact healthy relationships have on personal feelings.

Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	SS-Children examine places in communities. SS-Children explore expressions of traditions, cultures, and histories. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Share personal experiences and stories through listening and speaking with others. ELA-Children demonstrate understandings of messages communicated in texts. - Share connections between a text and personal feelings or experiences. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship. PE-Children identify physical growth. - Recognize that physical growth is different for everyone.
Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	SS-Children explore expressions of traditions, cultures, and histories. ELA-Children demonstrate understandings of messages communicated in texts. - Share connections between a text and personal feelings or experiences. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship. PE-Children identify physical growth. - Recognize that physical growth is different for everyone.

Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	SS-Children explore expressions of traditions, cultures, and histories. SS-Children relate cooperation and collaboration to achieving common goals. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Express an idea or share information through the use of body language or voice. PE-Children explore fair play through a variety of physical activities. - Explore what fair play looks like during a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship. - Discuss the impact healthy relationships have on personal feelings.
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Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	SS-Children explore expressions of traditions, cultures, and histories. SS-Children relate cooperation and collaboration to achieving common goals. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Express an idea or share information through the use of body language or voice. PE-Children explore fair play through a variety of physical activities. - Explore what fair play looks like during a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Discuss the impact healthy relationships have on personal feelings.
Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Identify how to communicate personal needs and expectations to others in various situations.
Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. - Identify how to communicate personal needs and expectations to others in various situations.

Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts.
Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	SS-Children examine places in communities. SS-Children explore expressions of traditions, cultures, and histories. SS-Children relate cooperation and collaboration to achieving common goals. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Express an idea or share information through the use of body language or voice. PE-Children explore fair play through a variety of physical activities. - Explore what fair play looks like during a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Discuss the impact healthy relationships have on personal feelings.
Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	SS-Children explore expressions of traditions, cultures, and histories. SS-Children relate cooperation and collaboration to achieving common goals. PE-Children explore fair play through a variety of physical activities. - Explore what fair play looks like during a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship.

Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	SS-Children examine places in communities. SS-Children explore expressions of traditions, cultures, and histories. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship. - Discuss the impact healthy relationships have on personal feelings.
Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship.
Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	SS-Children relate cooperation and collaboration to achieving common goals. ELA-Children explore how messages can be organized. - Explore a variety of ideas and feelings represented through poetry and song. ELA-Children explore listening and speaking skills through a variety of literacy experiences. - Express an idea or share information through the use of body language or voice. ELA-Children demonstrate understandings of messages communicated in texts. - Share connections between a text and personal feelings or experiences. PE-Children explore fair play through a variety of physical activities. - Explore what fair play looks like during a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Describe ways people develop healthy relationships with other people, the land, animals, places, or objects; define and practise friendship.

Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. PE-Children recognize boundaries in various situations. - Describe personal, physical, and visual boundaries found in familiar contexts. - Indicate permission verbally in a variety of contexts; indicate refusal verbally and non-verbally in a variety of contexts.
Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	SS-Children relate cooperation and collaboration to achieving common goals. PE-Children explore fair play through a variety of physical activities. - Demonstrate respect for others during physical activity. PE-Children describe personal characteristics and explore feelings and emotions. - Identify how characteristics can be unique or shared; identify personal characteristics. - Express feelings in a variety of ways. - Recognize that feelings and emotions are part of the human experience. - Identify strategies to recognize and respond to feelings and emotions in a variety of situations. - Identify how to communicate personal needs and expectations to others in various situations. PE-Children examine healthy relationships in learning and playing environments. - Discuss the impact healthy relationships have on personal feelings.

Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	SS-Students explore cultures of diverse communities. SS-Students examine how belonging is supported within groups and communities. ELA-Students examine ways that messages can be organized and presented for different purposes. - Share connections between personal experiences and messages represented through poetry and song. ELA-Students develop listening and speaking skills through sharing stories and information. - Recognize kinship in a variety of oral stories. ELA-Students investigate meaning communicated in texts. - Share personal connections to ideas or information in texts. PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Describe personal learning strengths and abilities. - Explore how some First Nations, Metis, and Inuit view personal characteristics as gifts that can contribute to individuals and community. - Recognize that cultures celebrate personal characteristics in a variety of ways. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Reflect on feelings and emotions that result from various personal experiences. SS-Students explain how boundaries connect to safety. - Practise ways to express, request, obtain, or refuse consent relating to personal boundaries. SS-Students investigate growth and its connection to healthy practices. - Describe how the body changes over time.

Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	SS-Students explore cultures of diverse communities. SS-Students examine how belonging is supported within groups and communities. ELA-Students examine ways that messages can be organized and presented for different purposes. - Share connections between personal experiences and messages represented through poetry and song. ELA-Students develop listening and speaking skills through sharing stories and information. - Recognize kinship in a variety of oral stories. ELA-Students investigate meaning communicated in texts. - Share personal connections to ideas or information in texts. PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Describe personal learning strengths and abilities. - Explore how some First Nations, Metis, and Inuit view personal characteristics as gifts that can contribute to individuals and community. - Recognize that cultures celebrate personal characteristics in a variety of ways. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Reflect on feelings and emotions that result from various personal experiences. SS-Students explain how boundaries connect to safety. - Practise ways to express, request, obtain, or refuse consent relating to personal boundaries. SS-Students investigate growth and its connection to healthy practices. - Describe how the body changes over time.
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Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	ELA-Students examine ways that messages can be organized and presented for different purposes. - Discuss reasons for messages to be shared. - Share connections between personal experiences and messages represented through poetry and song. PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Identify responses to emotions. - Reflect on feelings and emotions that result from various personal experiences.
Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Identify responses to emotions. - Reflect on feelings and emotions that result from various personal experiences. SS-Students explain how boundaries connect to safety. - Practise ways to express, request, obtain, or refuse consent relating to personal boundaries.

Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	ELA-Students examine ways that messages can be organized and presented for different purposes. - Share connections between personal experiences and messages represented through poetry and song. ELA-Students develop listening and speaking skills through sharing stories and information. - Recognize kinship in a variety of oral stories. ELA-Students develop listening and speaking skills through sharing stories and information. - Discuss special rules (protocols) about how, when, or with whom stories are shared. PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Identify responses to emotions. SS-Students explain how boundaries connect to safety. - Identify trusted adults in the school and community who can support personal safety. - Describe differences between safe situations and unsafe or uncomfortable situations. - Discuss situations or reasons that might lead to a boundary change. SS-Students investigate how healthy relationships in learning and playing environments are built through connection. - Describe the ways community supports relationships with others. - Explain how shared interests and goals can support healthy relationships.
Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	ELA-Students develop listening and speaking skills through sharing stories and information. - Discuss special rules (protocols) about how, when, or with whom stories are shared. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Identify responses to emotions. - Reflect on feelings and emotions that result from various personal experiences.

Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. SS-Students investigate how healthy relationships in learning and playing environments are built through connection. - Explain how shared interests and goals can support healthy relationships.
Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	SS-Students investigate roles and responsibilities in community groups and organizations. ELA-Students develop listening and speaking skills through sharing stories and information. - Recognize kinship in a variety of oral stories. ELA-Students develop listening and speaking skills through sharing stories and information. - Discuss special rules (protocols) about how, when, or with whom stories are shared. PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. SS-Students investigate how healthy relationships in learning and playing environments are built through connection. - Explain how shared interests and goals can support healthy relationships. - Practise words and actions that support friendship.

Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	SS-Students explore cultures of diverse communities. SS-Students investigate roles and responsibilities in community groups and organizations. ELA-Students develop listening and speaking skills through sharing stories and information. - Recognize kinship in a variety of oral stories. ELA-Students develop listening and speaking skills through sharing stories and information. - Discuss special rules (protocols) about how, when, or with whom stories are shared. PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. SS-Students explain how boundaries connect to safety. - Identify trusted adults in the school and community who can support personal safety. SS-Students investigate how healthy relationships in learning and playing environments are built through connection. - Explain how shared interests and goals can support healthy relationships. - Practise words and actions that support friendship.
Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts.
Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts.
Lesson 12: Giraffes Can't Dance	Perseverance; encouragement; believing in yourself	PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts.

Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	ELA-Students examine ways that messages can be organized and presented for different purposes. - Discuss reasons for messages to be shared. ELA-Students examine ways that messages can be organized and presented for different purposes. - Identify messages that provide enjoyment. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Describe personal learning strengths and abilities. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Reflect on feelings and emotions that result from various personal experiences.
Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	ELA-Students examine ways that messages can be organized and presented for different purposes. - Discuss reasons for messages to be shared. ELA-Students examine ways that messages can be organized and presented for different purposes. - Identify messages that provide enjoyment. PE-Students investigate the benefits of physical activity. - Reflect on personal feelings or emotional well-being when participating in physical activity. PE-Students demonstrate fair play and support engagement in a variety of physical activities. - Demonstrate how fair play encourages participation. - Demonstrate practices that support fair play. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how individual and group characteristics are unique and valued. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. SS-Students investigate how healthy relationships in learning and playing environments are built through connection. - Practise words and actions that support friendship.
Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	ELA-Students develop listening and speaking skills through sharing stories and information. - Discuss special rules (protocols) about how, when, or with whom stories are shared. PE-Students examine personal characteristics, feelings, and emotions and explore understanding of self. - Recognize how emotions can be expressed. - Identify and communicate feelings in a variety of contexts. - Reflect on feelings and emotions that result from various personal experiences.

Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	ELA-Students examine and adjust listening and speaking to communicate effectively. - Identify community or cultural protocols that may influence respectful communication. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.
Lesson 2: Courage	Courage; confidence; asking for and offering support	ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills.
Lesson 3: Encouragement	Positive words; motivation; supporting peers	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine different reasons (purposes) for messages to be shared. - Explain why engaging with messages can be enjoyable. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.
Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine different reasons (purposes) for messages to be shared. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.

Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Explain why engaging with messages can be enjoyable. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.
Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	
Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine a variety of features that enhance the meaning of messages.
Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.
Lesson 9: Growth Mindset	Growth mindset; mistakes; goal setting; perseverance	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Identify community or cultural protocols that may influence respectful communication. ELA-Students examine and apply a variety of processes to comprehend text - Share personal connections that support understandings of ideas or information in texts.
Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	ELA-Students examine and adjust listening and speaking to communicate effectively. - Identify community or cultural protocols that may influence respectful communication. PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.

Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine different reasons (purposes) for messages to be shared. - Explain why engaging with messages can be enjoyable. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. - Examine messages that combine both verbal and non-verbal language. - Enhance messages by combining verbal and non-verbal language. - Adjust verbal or non-verbal language according to purpose and audience.
Lesson 12: Sorry	Sincere apologies; repairing harm; communication	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine different reasons (purposes) for messages to be shared. - Explain why engaging with messages can be enjoyable. - Examine a variety of features that enhance the meaning of messages. ELA-Students examine and adjust listening and speaking to communicate effectively. - Contribute to a variety of listening and speaking activities to build confidence in oral language skills. - Examine messages that combine both verbal and non-verbal language. - Enhance messages by combining verbal and non-verbal language. - Adjust verbal or non-verbal language according to purpose and audience.
Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	SS-Students relate traditions to Canada's heritage. ELA-Students examine and adjust listening and speaking to communicate effectively. - Explore how oral traditions are shared. - Identify community or cultural protocols that may influence respectful communication.
Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	ELA-Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. - Examine a variety of features that enhance the meaning of messages.
Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	PE-Students demonstrate teamwork and support participation in a variety of physical activities. - Display behaviours that support participation, safety, and participant enjoyment. - Exhibit teamwork in a variety of physical activity contexts.

Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Consider the contributions of others when exchanging ideas or opinions. - Combine verbal and non-verbal language to enhance interactions and learning. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.

Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	SS-Students investigate natural and created features of Alberta. SS-Students relate diversity to Alberta's western identity. SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Investigate oral traditions that have been shared over time. - Discuss how oral stories show respect for traditional shared knowledge. - Share information of personal or cultural significance passed between generations of people. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. ELA-Students analyze text and make connections to personal experiences to support meaning. - Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future world events. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Practice self-regulation to maintain engagement in a variety of situations. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
Lesson 4: Gossip	Power of words; rumours; responsible communication	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.

Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.

Lesson 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. ELA-Students analyze text and make connections to personal experiences to support meaning. - Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future world events. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.

Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. ELA-Students analyze text and make connections to personal experiences to support meaning. - Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future world events. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Lesson 10: People Search	Visibility; belonging; getting to know classmates; inclusion	SS-Students investigate natural and created features of Alberta. SS-Students relate diversity to Alberta's western identity. SS-Students explore civic actions. ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Investigate oral traditions that have been shared over time. - Discuss how oral stories show respect for traditional shared knowledge. - Share information of personal or cultural significance passed between generations of people. - Consider the contributions of others when exchanging ideas or opinions. ELA-Students analyze text and make connections to personal experiences to support meaning. - Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future world events. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. ELA-Students analyze text and make connections to personal experiences to support meaning. - Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future world events. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Engage in dialogue to express and understand messages. - Examine the effectiveness of dialogue in learning and social interactions. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. - Combine verbal and non-verbal language to enhance interactions and learning. - Develop communication skills through individual or group presentations. PE-Students examine how participation in a variety of challenging physical activities foster well-being. - Experience and reflect how well-being is supported through a variety of physical activities. - Identify and implement personal strategies to overcome challenges in a variety of physical activities. - Participate in risk-taking and adventurous play activities that promote well-being. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Practice self-regulation to maintain engagement in a variety of situations. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others. - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students examine how participation in a variety of challenging physical activities foster well-being. - Identify and implement personal strategies to overcome challenges in a variety of physical activities. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Practice self-regulation to maintain engagement in a variety of situations. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Consider the contributions of others when exchanging ideas or opinions. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Practice self-regulation to maintain engagement in a variety of situations. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.

Lesson 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	ELA-Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. - Consider the contributions of others when exchanging ideas or opinions. - Use a variety of listening strategies to enhance interactions and learning. PE-Students identify and demonstrate how teamwork supports positive interactions during physical activity. - Explore opportunities to contribute to teamwork. - Engage in positive interactions that support teamwork. PE-Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. - Identify emotions in a variety of situations. PE-Students investigate and describe how problem solving can affect healthy relationships. - Generate solutions to problems in a variety of contexts. - Identify respectful and positive interactions with others, - Practise conflict-resolution or problem-solving strategies that support friendships. - Investigate how communities use resolution to restore balance within relationships. - Explain the connection between resolution and developing healthy relationships.
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Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Describe personal connections to spirit, land, the universe, time, or people revealed through oral traditions. - Discuss protocols used to share oral traditions. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development. - Explore ways of supporting personal development.

Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Describe personal connections to spirit, land, the universe, time, or people revealed through oral traditions. - Discuss protocols used to share oral traditions. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development. - Explore ways of supporting personal development.
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Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Describe personal connections to spirit, land, the universe, time, or people revealed through oral traditions. - Discuss protocols used to share oral traditions. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development. - Explore ways of supporting personal development.
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Lesson 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development.
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Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development.
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Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 9: Empathy	Empathy; recognizing feelings; supporting others	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 10: Trouble Talk	Gossip; rumours; hurtful words; respectful communication	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 11: Reporting vs. Tattling	Reporting; tattling; safety; responsible communication	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 12: Mindfulness	Mindful breathing; body scan; gratitude; self-regulation	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Describe personal connections to spirit, land, the universe, time, or people revealed through oral traditions. - Discuss protocols used to share oral traditions. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development. - Explore ways of supporting personal development.
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Lesson 13: Working With Others	Cooperation; communication; group work; collaboration	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Contribute respectfully to a variety of interactions that involve listening and speaking. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. - Identify ways volunteering can contribute to a sense of purpose and belonging. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations.
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Lesson 14: Stress	Stress awareness; stress responses; coping strategies	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development.
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Lesson 15: Goal Setting	SMART goals; wishes vs. goals; action steps; personal growth	ELA-Students examine and demonstrate how listening and support connections and clarify understandings. - Demonstrate active listening when engaging in collaborative work. - Use a variety of listening strategies to support understanding. ELA-Students construct and organize text to share perspectives and develop creative expression. - Apply creative-thinking processes to enhance the expression of ideas or emotions. PE-Students connect and demonstrate how teamwork enhances participation in physical activity. - Reflect on contributions made during team activities. - Demonstrate effective teamwork strategies during physical activity. - Experience a variety of roles and responsibilities that support team performance. - Explain the impact of communication on role clarity and responsibilities during physical activity. PE-Students interpret how resilience and perseverance can be influenced by a variety of life experiences. - Determine a variety of contexts in which experiences can be individual or shared. - Investigate experiences in a variety of contexts. - Describe strategies that support resilience. - Examine how challenging situations can involve perseverance. - Examine the connection between perseverance and personal growth and learning. - Examine how perseverance affects skill development and motivation. PE-Students reflect on resolution and explain connections to healthy relationships. - Describe strategies that can be used to support resolution to a problem, conflict, or challenge. - Recognize harmful bullying behaviours. - Identify actions that can be taken when bullying occurs. - Explain the significance of acknowledging conflict and taking responsibility when working toward resolution. - Discuss multiple points of view involved in a resolution. PE-Students explore various areas of development. - Describe changes related to social-emotional development. - Consider how to interact and respond to others in a variety of contexts and situations. - Describe changes related to intellectual development. - Explore ways of supporting personal development.
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Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy relationships	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.

Lesson 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 3: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students examine the effect of motivation on physical activity. - Describe internal and external factors that influence motivation to be physically active. - Consider why motivation is important to active living. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Lesson 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students examine the effect of motivation on physical activity. - Describe internal and external factors that influence motivation to be physically active. - Consider why motivation is important to active living. PE-Students reflect and relate life experiences to perseverance and well-being. - Examine how life experiences can shape understanding over time. - Identify life experiences that have influenced thinking or behaviour. - Reflect on personal learning and development in a variety of experiences. - Describe the effects of perseverance on well-being. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges. PE-Students investigate maturation and identity changes during adolescence. - Describe the impact maturation has on the brain. - Identify and describe physical, cognitive, and behavioural changes that occur during adolescence.
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Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students examine the effect of motivation on physical activity. - Describe internal and external factors that influence motivation to be physically active. - Consider why motivation is important to active living. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students reflect and relate life experiences to perseverance and well-being. - Examine how life experiences can shape understanding over time. - Identify life experiences that have influenced thinking or behaviour. - Reflect on personal learning and development in a variety of experiences. - Describe the effects of perseverance on well-being. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges. PE-Students investigate maturation and identity changes during adolescence. - Describe the impact maturation has on the brain. - Identify and describe physical, cognitive, and behavioural changes that occur during adolescence.
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Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students reflect and relate life experiences to perseverance and well-being. - Examine how life experiences can shape understanding over time. - Identify life experiences that have influenced thinking or behaviour. - Reflect on personal learning and development in a variety of experiences. - Describe the effects of perseverance on well-being. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges. PE-Students investigate maturation and identity changes during adolescence. - Describe the impact maturation has on the brain. - Identify and describe physical, cognitive, and behavioural changes that occur during adolescence.
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Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	ELA-Students investigate how oral language can be designed to communicate ideas and information. - Integrate verbal, non-verbal, and paraverbal language to enhance communication. - Select appropriate formats for oral communication based on audience and purpose. - Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. - Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. - Use respectful language when collaborating with others. - Demonstrate adaptability to build consensus when perspectives or opinions within groups differ. PE-Students demonstrate how collaboration influences physical activity. - Practise collaboration during physical activity. - Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals. PE-Students analyze responsibility and consider the impact on well-being. - Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. - Examine the impacts of a variety of factors on personal actions and decisions. - Practise digital citizenship by being considerate of others. PE-Students acknowledge and connect perspectives of self and others through communication and listening skills. - Describe how experiences can affect individual or group perspectives. - Describe how listening and communication skills can support understanding of individual and group perspectives. - Identify ways to reach shared understandings when perspectives or opinions within a group are different. - Demonstrate respectful communication when working with others on tasks or challenges.
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Grade 6 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. - Connect physical needs to maturation changes during adolescence.

Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. - Apply motivation strategies in a variety of contexts. - Relate strategies to achieving goals in a variety of contexts. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. - Apply motivation strategies in a variety of contexts. - Relate strategies to achieving goals in a variety of contexts. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. - Apply motivation strategies in a variety of contexts. - Relate strategies to achieving goals in a variety of contexts. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze motivation and its relationship to personal development and active living. - Connect daily routines and planned physical activities with active living goals. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. - Apply motivation strategies in a variety of contexts. - Relate strategies to achieving goals in a variety of contexts. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. - Connect physical needs to maturation changes during adolescence.
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Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	ELA-Students connect the quality and efficacy of oral communication to oral language skills. - Analyze the effectiveness of verbal, non-verbal and paraverbal language used in oral communications. ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. - Connect physical needs to maturation changes during adolescence.
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Lesson 12: Support Networks	Support systems; community connections; helping others	ELA-Students connect the quality and efficacy of oral communication to oral language skills. - Reflect on how oral communication processes or protocols can enhance the quality of personal relationships. ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze motivation and its relationship to personal development and active living. - Describe personal and community supports associated with motivation for active living. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	ELA-Students connect the quality and efficacy of oral communication to oral language skills. - Analyze the effectiveness of verbal, non-verbal and paraverbal language used in oral communications. ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. - Connect physical needs to maturation changes during adolescence.
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Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	ELA-Students connect the quality and efficacy of oral communication to oral language skills. - Analyze the effectiveness of verbal, non-verbal and paraverbal language used in oral communications. ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. - Connect physical needs to maturation changes during adolescence.
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Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	ELA-Students interpret and respond to texts through application of comprehension strategies. - Connect perspectives reflected in texts to personal experiences. - Compare personal perspectives to varied perspectives found in texts. PE-Students analyze and apply conflict resolution in physical activity. - Practise conflict resolution. - Reflect on practices used to resolve conflict. - Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict. PE-Students connect strategies for well-being to life opportunities and lifelong learning. - Relate personal skills and interests to various life roles. - Examine changes in personal interests, strengths, and skills. - Reflect on personal skills and interests for continued development and growth. - Develop and apply personal strategies to support learning and development. PE-Students examine risk and identify the factors that influence action. - Discuss how feelings associated with risk taking affect actions and decisions. - Assess safety and vulnerability risks associated with use of digital technology. - Identify potential harms from online and social media use. - Explain how to deal with unwanted attention, communication, or images. - Describe consequences that may result from risk taking in various contexts. PE-Students consider and describe a variety of perspectives that support the development of healthy relationships. - Demonstrate positive social behaviours to develop and maintain healthy relationships. - Consider ways in which diverse perspectives align or differ. - Identify how the consideration of others' perspectives contribute to empathy. - Examine the connections between perspectives and social and emotional well-being. - Examine how empathy toward others with different perspectives supports healthy relationships. PE-Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. - Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence. - Identify personal and environmental factors that can influence well-being and maturation during adolescence. - Connect personal and environmental factors to decision making during adolescence. Connect physical needs to maturation changes during adolescence.
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Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Mental Wellness	Importance of mental wellness; supporting your mental health.	W-7.1 - Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection. W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/social support. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. R-7.1 - Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. 7-7.2 - Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations. L-7.4 - Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community. B7-8 - Understand the connection between physical activity, stress management and relaxation. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-6 - Record and analyze personal goals based on interests and abilities. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills.

		P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R2 - Compare needs, wants and consequences, with consideration of self, others and society. R11 - Develop strategies to overcome potential resource challenges. C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C8 - Determine skills, attitudes and behaviours necessary to getting a position. C9 - Determine the skills, attitudes and behaviours necessary for retaining a job. C11 - Design a plan for turning life goals and aspirations into reality.
Lesson 2: Win-Win	Effective strategies for conflict resolution; benefits of the "win-win" approach.	W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. R-7.9 - Develop group goal-setting skills; e.g., collaboration. L-7.3 - Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels.

Lesson 3: Attitudes and Behaviours	Positive/negative attitudes and behaviours.	W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.12 - Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. L-7.2 - Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations. L-7.4 - Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P5 - Apply a variety of strategies for lifelong learning. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. R2 - Compare needs, wants and consequences, with consideration of self, others and society. R11 - Develop strategies to overcome potential resource challenges. C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C8 - Determine skills, attitudes and behaviours necessary to getting a position. C9 - Determine the skills, attitudes and behaviours necessary for retaining a job. C11 - Design a plan for turning life goals and aspirations into reality.
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Lesson 4: Anger	Understanding the natural emotion of anger; learning healthy strategies to manage and cope with anger.	W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.6 - Explore and evaluate the impact of media violence on relationships. R-7.8 - Analyze the potential effects of belonging to a group, team, gang. L-7.3 - Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.
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Lesson 5: Obstacles	Obstacles are inevitable; how to be empowered by problem-solving strategies.	W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.12 - Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.6 - Explore and evaluate the impact of media violence on relationships. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. L-7.3 - Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P4 - Develop approaches/tactics for creative problem solving and decision making. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P13 - Investigate how science, technology and media affect wellness. R2 - Compare needs, wants and consequences, with consideration of self, others and society. R11 - Develop strategies to overcome potential resource challenges. C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C11 - Design a plan for turning life goals and aspirations into reality.
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Lesson 6: Mental and Physical Fitness	Harmful effects of STIGMA; promotion of healthy and compassionate responses regarding mental health.	W-7.1 - Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection. W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. B7-8 - Understand the connection between physical activity, stress management and relaxation. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.
Lesson 7: Use and Abuse	The use and abuse of medicinal and non-medicinal substances; potential challenges and dangers connected with addictions.	W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances B7-5 - Discuss performance-enhancing substances as a part of the negative effect on physical activity. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P6 - Determine practices and behaviours that contribute to optimal physical well-being.

Lesson 8: Personal Goal Setting	Using SMART strategies to help move toward long-term goals.	W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.1 - Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. L-7.2 - Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations. L-7.4 - Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-6 - Record and analyze personal goals based on interests and abilities. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P4 - Develop approaches/tactics for creative problem solving and decision making. P5 - Apply a variety of strategies for lifelong learning. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. R1 - Identify personal resources, and explain how they could be of value to self and others. R3 - Examine sources of lifestyle aspirations, and relate these to personal resources. R11 - Develop strategies to overcome potential resource challenges. C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C8 - Determine skills, attitudes and behaviours necessary to getting a position. C9 - Determine the skills, attitudes and behaviours necessary for retaining a job. C11 - Design a plan for turning life goals and aspirations into reality.
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Lesson 9: Problem Solving	Solving problems by choosing to ACCEPT, IGNORE or MAKE A CHANGE.	W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.1 - Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. L-7.2 - Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations. L-7.4 - Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-6 - Record and analyze personal goals based on interests and abilities. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P5 - Apply a variety of strategies for lifelong learning. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. R11 - Develop strategies to overcome potential resource challenges.
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		C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C8 - Determine skills, attitudes and behaviours necessary to getting a position. C9 - Determine the skills, attitudes and behaviours necessary for retaining a job. C11 - Design a plan for turning life goals and aspirations into reality.
Lesson 10: Decisions that Affect our Future	Adopting a healthy and responsible approach to making important decisions.	W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.12 - Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.1 - Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. R-7.8 - Analyze the potential effects of belonging to a group, team, gang. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. B7-5 - Discuss performance-enhancing substances as a part of the negative effect on physical activity. B7-8 - Understand the connection between physical activity, stress management and relaxation. D7-6 - Record and analyze personal goals based on interests and abilities. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P5 - Apply a variety of strategies for lifelong learning. R3 - Examine sources of lifestyle aspirations, and relate these to personal resources. R11 - Develop strategies to overcome potential resource challenges.

		C4 - Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work. C8 - Determine skills, attitudes and behaviours necessary to getting a position. C9 - Determine the skills, attitudes and behaviours necessary for retaining a job. C11 - Design a plan for turning life goals and aspirations into reality.
Lesson 11: Compliments	Powerful, positive effects of a sincere compliment.	W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills.

Lesson 12: Healthy Communication	Aggressive, passive, and assertive communication styles; recognizing how each approach to communication can lead to different outcomes.	W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P11 - Examine the relationship between commitment and intimacy in all its levels. R2 - Compare needs, wants and consequences, with consideration of self, others and society. R11 - Develop strategies to overcome potential resource challenges.
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Lesson 13: Mental Skills	Appreciating the power of the mental skills you already possess; exploring new skills to practice.	W-7.1 - Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection. W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.12 - Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour. R-7.1 - Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.7 - Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose. R-7.9 - Develop group goal-setting skills; e.g., collaboration. L-7.1 - Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style. L-7.2 - Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. B7-8 - Understand the connection between physical activity, stress management and relaxation. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-6 - Record and analyze personal goals based on interests and abilities. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers.
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Lesson 14: Reciprocal Relationships	Reciprocal friendships; those who can support us emotionally during both the good and the challenging times.	W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.6 - Explore and evaluate the impact of media violence on relationships. R-7.8 - Analyze the potential effects of belonging to a group, team, gang. L-7.3 - Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others. R2 - Compare needs, wants and consequences, with consideration of self, others and society.
Lesson 15: Social Factors	Social influences and the positive and negative impacts of media.	W-7.4 - Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices. W-7.5 - Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity. W-7.6 - Analyze social factors that may influence avoidance and/or use of particular substances. W-7.7 - Analyze the definition, effects and possible consequences of various forms of harassment. W-7.8 - Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety. W-7.10 - Identify and examine potential sources of physical/emotional/ social support. W-7.11 - Identify characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding. W-7.12 - Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture. W-7.13 - Examine the influences on personal decision making for responsible sexual behaviour.

		R-7.2 - Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals. R-7.3 - Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection. R-7.4 - Analyze and practise constructive feedback; e.g., giving and receiving. R-7.5 - Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex. R-7.6 - Explore and evaluate the impact of media violence on relationships. R-7.8 - Analyze the potential effects of belonging to a group, team, gang. R-7.9 - Develop group goal-setting skills; e.g., collaboration. L-7.3 - Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others. L-7.4 - Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community. L-7.6 - Examine factors that may influence future life role/ education/career plans; e.g., technology, role models. A7-11 - Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity. C7-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C7-3 - Demonstrate etiquette and fair play. C7-6 - Identify and demonstrate positive behaviours that show respect for self and others. D7-9 - Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R2 - Compare needs, wants and consequences, with consideration of self, others and society. R11 - Develop strategies to overcome potential resource challenges.
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Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	W-8.1 - Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.11 - Identify and develop personal resiliency skills; e.g., planning skills, social competence. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.5 - Develop strategies for maintaining healthy relationships. L-8.6 - Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media. B8-4 - Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour.
Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	W-8.1 - Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.1 - Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.4 - Analyze the effects of self-concept on personal communication. B8-4 - Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.

Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	W-8.3 - Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.1 - Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.8 - Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team. B8-4 - Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships.
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Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	W-8.1 - Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs. W-8.2 - Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.6 - Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving. W-8.10 - Develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit. R-8.1 - Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication. L-8.3 - Identify components of ethical decision making, and apply these concepts to personal decision making. L-8.6 - Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.
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Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	W-8.1 - Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs. W-8.2 - Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.6 - Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.5 - Develop strategies for maintaining healthy relationships. R-8.8 - Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team. R-8.9 - Describe the characteristics of, and demonstrate skills of, an effective leader and group member. B8-5 - Discuss performance-enhancing substances and how they can affect body type in relation to physical activity. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour.
Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.

Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	W-8.2 - Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium. R-8.1 - Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.
Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.7 - Determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.5 - Develop strategies for maintaining healthy relationships. R-8.6 - Describe and provide examples of ethical behaviour in relationships; e.g., integrity. R-8.7 - Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts. R-8.8 - Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team. R-8.9 - Describe the characteristics of, and demonstrate skills of, an effective leader and group member. L-8.1 - Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest. L-8.6 - Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. R2 - Compare needs, wants and consequences, with consideration of self, others and society.

Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.11 - Identify and develop personal resiliency skills; e.g., planning skills, social competence. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. R11 - Develop strategies to overcome potential resource challenges.
Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.
Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.11 - Identify and develop personal resiliency skills; e.g., planning skills, social competence. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.5 - Develop strategies for maintaining healthy relationships. B8-4 - Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour.
Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	W-8.2 - Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium. W-8.3 - Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.6 - Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication.

		R-8.5 - Develop strategies for maintaining healthy relationships. B8-4 - Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P13 - Investigate how science, technology and media affect wellness.
Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	W-8.1 - Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs. W-8.2 - Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium. W-8.5 - Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods. W-8.6 - Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving. B8-1 - Monitor and analyze a personal nutrition plan that affects physical performance. B8-5 - Discuss performance-enhancing substances and how they can affect body type in relation to physical activity. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.

Lesson 14: Relationships	Healthy/unhealthy relationships; self, crush/love; friendship foundation	W-8.3 - Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.12 - Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship. W-8.7 - Determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.5 - Develop strategies for maintaining healthy relationships. R-8.6 - Describe and provide examples of ethical behaviour in relationships; e.g., integrity. R-8.7 - Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts. R-8.8 - Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team. R-8.9 - Describe the characteristics of, and demonstrate skills of, an effective leader and group member. L-8.1 - Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest. C8-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. R2 - Compare needs, wants and consequences, with consideration of self, others and society.
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Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	W-8.3 - Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development. W-8.4 - Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look. W-8.10 - Develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit. R-8.2 - Describe signs associated with suicidal behaviour, and identify interventional strategies. R-8.3 - Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours. R-8.4 - Analyze the effects of self-concept on personal communication. R-8.8 - Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team. L-8.1 - Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest. L-8.7 - Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community. C8-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C8-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others. R2 - Compare needs, wants and consequences, with consideration of self, others and society.
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Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	R-9.1 - Identify appropriate strategies to foster positive feelings/attitudes. R-9.2 - Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful. R1 - Identify personal resources, and explain how they could be of value to self and others.
Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	W-9.2 - Analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture. W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.4 - Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. R-9.1 - Identify appropriate strategies to foster positive feelings/attitudes. R-9.2 - Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.

Lesson 3: Time Management	Effective time management; prioritizing tasks and responsibilities through weekly schedules and learning to balance competing demands to achieve a healthier more balanced lifestyle.	W-9.8 - Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. R-9.1 - Identify appropriate strategies to foster positive feelings/ attitudes. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. L-9.1 - Apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination. L-9.3 - Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices. L-9.6 - Develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.
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Lesson 4: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	W-9.2 - Analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture. W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.8 - Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. R-9.1 - Identify appropriate strategies to foster positive feelings/ attitudes. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. L-9.1 - Apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination. L-9.6 - Develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind. C9-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C9-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P3 - Develop and assess personal strategies to enhance creative thinking skills. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.
Lesson 5: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	W-9.2 - Analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. L-9.3 - Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.

Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	W-9.4 - Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal. W-9.6 - Analyze addictions; e.g., stages, kinds, and resources available to treat addictions. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.8 - Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. W-9.12 - Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly. R-9.2 - Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.4 - Analyze, evaluate and refine personal communication patterns. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. R-9.7 - Refine personal conflict management skills; e.g., negotiation, mediation strategies. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. R-9.9 - Evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings. A9-11 - Create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal. C9-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C9-6 - Identify and demonstrate positive behaviours that show respect for self and others. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
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Lesson 7: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.4 - Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.8 - Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks. R-9.1 - Identify appropriate strategies to foster positive feelings/ attitudes. R-9.2 - Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. R-9.7 - Refine personal conflict management skills; e.g., negotiation, mediation strategies. B9-8 - Select and perform appropriate physical activities for personal stress management and relaxation. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P13 - Investigate how science, technology and media affect wellness.
Lesson 8: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change.

Lesson 9: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. W-9.12 - Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly. W-9.14 - Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.4 - Analyze, evaluate and refine personal communication patterns. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. R-9.9 - Evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. P13 - Investigate how science, technology and media affect wellness.
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Lesson 10: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	W-9.4 - Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. R-9.7 - Refine personal conflict management skills; e.g., negotiation, mediation strategies. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. R-9.9 - Evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings. L-9.3 - Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices. B9-4 - Acknowledge and analyze the media and peer influences on body image. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P13 - Investigate how science, technology and media affect wellness.
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Lesson 11: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	W-9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk. W-9.4 - Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. R-9.1 - Identify appropriate strategies to foster positive feelings/ attitudes. R-9.2 - Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. R-9.8 - Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills. L-9.3 - Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices. B9-4 - Acknowledge and analyze the media and peer influences on body image. C9-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels.
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Lesson 12: Substance Use & Addictions Awareness	Risks of substances; addictive behaviours.	W-9.6 - Analyze addictions; e.g., stages, kinds, and resources available to treat addictions. W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.8 - Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks. W-9.14 - Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.5 - Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships. L-9.3 - Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices. B9-5 - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P13 - Investigate how science, technology and media affect wellness.
Lesson 13: Local Mental Health Resources	Explore local mental health resources.	W-9.7 - Evaluate implications and consequences of sexual assault on a victim and those associated with that victim. W-9.10 - Assess the quality and reliability of health information provided by different sources; e.g., on the Internet. W-9.11 - Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour. R-9.3 - Analyze, evaluate and refine personal strategies for managing stress/crises. R-9.7 - Refine personal conflict management skills; e.g., negotiation, mediation strategies. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.

Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	C10-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C10-6 - Identify and demonstrate positive behaviours that show respect for self and others. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	B10-8 - Select and perform appropriate physical activities for personal stress management and relaxation. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	B10-8 - Select and perform appropriate physical activities for personal stress management and relaxation. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	B10-4 - Acknowledge and analyze the media and peer influences on body image. B10-8 - Select and perform appropriate physical activities for personal stress management and relaxation. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health.

		P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 5: A Balanced Approach to Sleep and Well-being	Sleep habits; consistent sleep routine and the overall impact on well-being; sleep/wake cycles.	P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	C10-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C10-6 - Identify and demonstrate positive behaviours that show respect for self and others. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	B10-4 - Acknowledge and analyze the media and peer influences on body image. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.

Lesson 9: Coping and Substance Use	Explore how challenging experiences influence coping behaviours; develop understanding of the bodies natural feel-good chemicals compared to short-term relief of substances..	B10-5 - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 11: Local Mental Health Resources	Explore local mental health resources.	P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.

Grade 11 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	B20-6 - Analyze the positive benefits gained from physical activity. C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P6 - Determine practices and behaviours that contribute to optimal physical well-being. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	B20-8 - Design and implement a plan for personal stress management. C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

		C20–6 - Identify and demonstrate positive behaviours that show respect for self and others. D20–6 - Determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	C20–1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20–6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 6: Digital Citizenship: Safe, Respectful, Wise Online Choices	Understand reasonable sharing and oversharing online; impacts of digital behaviours; critical thinking use for safe, respectful, and wise choices on social media.	B20–4 - Interpret the impact of the media and peer influences on body image C20–1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20–6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 7: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	B20–8 - Design and implement a plan for personal stress management. C20–1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20–6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.

Lesson 8: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 9: Relationships with Substances	Impacts of substances and potentially addictive behaviours; levels of substance involvement; inclusive, recovery-oriented ways to support health and well-being.	B20-5 - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity. C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 10: Problem Solving	Practice problem solving and decision making strategies; create space in the mind, heart, and body when addressing challenges can significantly impact outcomes.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P4 - Develop approaches/tactics for creative problem solving and decision making. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 11: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.

Lesson 12: Local Mental Health Resources	Explore local mental health resources.	C20-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. C20-6 - Identify and demonstrate positive behaviours that show respect for self and others. D20-8 - Perform service, leadership and volunteer work related to physical activity, in the school and/or community. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.
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Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Alberta Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	B30-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. B30-5 - Develop and apply practices that contribute to teamwork. C30-6 - Identify and demonstrate positive behaviours that show respect for self and others. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build realistic schedules that align with personal wellness goals.	B30-8 - Monitor and evaluate the plan for personal stress management. C30-6 - Identify and demonstrate positive behaviours that show respect for self and others. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.

Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	B30-1 - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. B30-5 - Develop and apply practices that contribute to teamwork. C30-6 - Identify and demonstrate positive behaviours that show respect for self and others. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P9 - Demonstrate and apply effective communication, conflict resolution and team-building skills. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 5: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	B30-8 - Monitor and evaluate the plan for personal stress management. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 6: Responsible Digital Media Use	Responsible digital media choices and their role in wellness; reflect on personal digital media habits; develop strategies with digital media.	B30-4 - Interpret and evaluate the impact of the media and peer influence on body image. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P13 - Investigate how science, technology and media affect wellness. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 7: Sense of Self	Discover identity development over time; reflect on family and community influences on identity development; core values and beliefs; learn how to build connections that support your authentic self.	B30-4 - Interpret and evaluate the impact of the media and peer influence on body image. B30-5 - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity. B30-8 - Monitor and evaluate the plan for personal stress management. P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.

Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P11 - Examine the relationship between commitment and intimacy in all its levels. P12 - Examine aspects of healthy sexuality and responsible sexual behaviour. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 9: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	P1 - Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 10: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 11: Substances and Mental Health	Consider how lifestyle choices impact your well-being; learn how to support individuals facing specific mental health and addiction challenges.	B30-5 - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity. P2 - Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others.
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	B30-8 - Monitor and evaluate the plan for personal stress management. P7 - Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. P8 - Develop and assess strategies for anticipating, identifying, managing and embracing change. P10 - Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships. P14 - Evaluate resources and support systems for each dimension of health and well-being for self and others. R1 - Identify personal resources, and explain how they could be of value to self and others.

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