

2015

REVISED

The Ontario Curriculum
Grades 11 and 12

Canadian and World Studies

ECONOMICS • GEOGRAPHY • HISTORY • LAW • POLITICS



support every child
reach every student

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PREFACE

This document replaces *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2005*. Beginning in September 2015, all Canadian and world studies courses for Grades 11 and 12 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including Canadian and world studies, and that learning in turn contributes to their overall well-being.

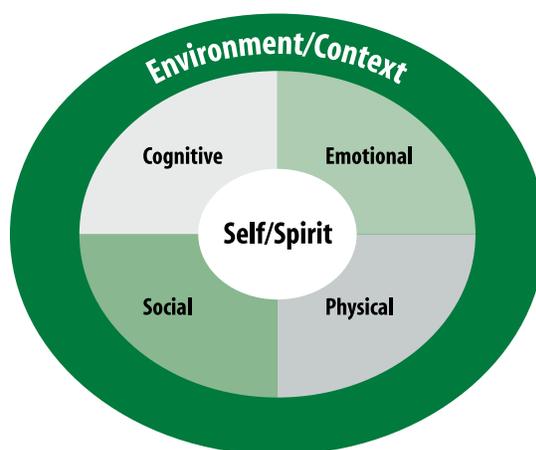
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal

aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),¹ identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an "enduring (yet changing) core" – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- **cognitive development** – brain development, processing and reasoning skills, use of strategies for learning
- **emotional development** – emotional regulation, empathy, motivation
- **social development** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- **physical development** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf, and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx.

The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.²

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

2. See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013).

INTRODUCTION

THE VISION AND GOALS OF THE CANADIAN AND WORLD STUDIES CURRICULUM

The Grade 9 to 12 Canadian and world studies curriculum shares a common vision with the Grade 1 to 8 social studies, history, and geography curriculum. That vision and the goals of the elementary and secondary program are as follows:

Vision and Goals for Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8; and Canadian and World Studies, Grades 9 to 12

Vision

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

Goals

In social studies, history, and geography, and all the subjects in Canadian and world studies, students realize the vision for the program as they:

- develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events, and developments;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
- build collaborative and cooperative working relationships;
- use appropriate technology as a tool to help them gather and analyse information, solve problems, and communicate.

The chart on the next page outlines how students will achieve the goals in the individual subjects of the Grade 11 and 12 Canadian and world studies curriculum – economics, geography, history, law, and politics³ – and how these subjects will prepare them to realize the vision of the program.

3. The goals for history and geography in the secondary Canadian and world studies curriculum are the same as those for history and geography in the elementary curriculum. The goals for social studies in the elementary curriculum can be found in Appendix A on page 543.

<p>Goals of Economics – Developing a sense of value</p> <p><i>What do we value? How do we determine the worth of goods and services? What are their costs? What are their benefits?</i></p>	<p>Goals of Geography – Developing a sense of place</p> <p><i>What is where, why there, and why care?</i></p>	<p>Goals of History – Developing a sense of time</p> <p><i>Who are we? Who came before us? How have we changed?</i></p>	<p>Goals of Law – Developing a sense of fairness and justice</p> <p><i>What are our rights and responsibilities? How does society create its rules? What structures can people use to address conflict?</i></p>	<p>Goals of Politics – Developing a sense of responsibility</p> <p><i>Where do I belong? How can I contribute?</i></p>
<p>Students will work towards:</p> <p>developing an understanding of how scarcity and wealth affect individual and collective choices, and assessing the trade-offs that can influence and/or arise from these choices;</p> <p>analysing the application of economic models, and assessing the factors that can influence economic decisions;</p> <p>analysing how competing stakeholders influence economic policies, and assessing the impact of these policies on different stakeholders;</p> <p>developing an understanding of the basic needs and wants of people and that people’s needs should be respected when economic decisions are made.</p>	<p>Students will work towards:</p> <p>developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;</p> <p>analysing the connections within and between natural and human environments and communities;</p> <p>developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;</p> <p>being responsible stewards of the earth by developing an appreciation and respect for both natural and human environments and communities.</p>	<p>Students will work towards:</p> <p>developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;</p> <p>analysing how people from diverse groups have interacted and how they have changed over time;</p> <p>understanding the experiences of and empathizing with people in past societies;</p> <p>developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</p>	<p>Students will work towards:</p> <p>developing an understanding of the fundamental principles of justice as well as the relevance of law to society and to the daily lives of individuals;</p> <p>analysing the role of law in determining and upholding the rights and responsibilities of all people, and assessing the impact of the law and legal systems in people’s lives;</p> <p>developing an understanding of the role of the justice system in a healthy democracy and the contribution of individuals and groups to the evolution of law;</p> <p>analysing issues and managing conflict in their own lives through the application of legal reasoning.</p>	<p>Students will work towards:</p> <p>developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;</p> <p>analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;</p> <p>assessing the power and influence of different people involved in civic issues, using political perspective;</p> <p>developing a respect and appreciation for different points of view on various political issues.</p>

Tools and Strategies to Help Achieve the Vision of the Program

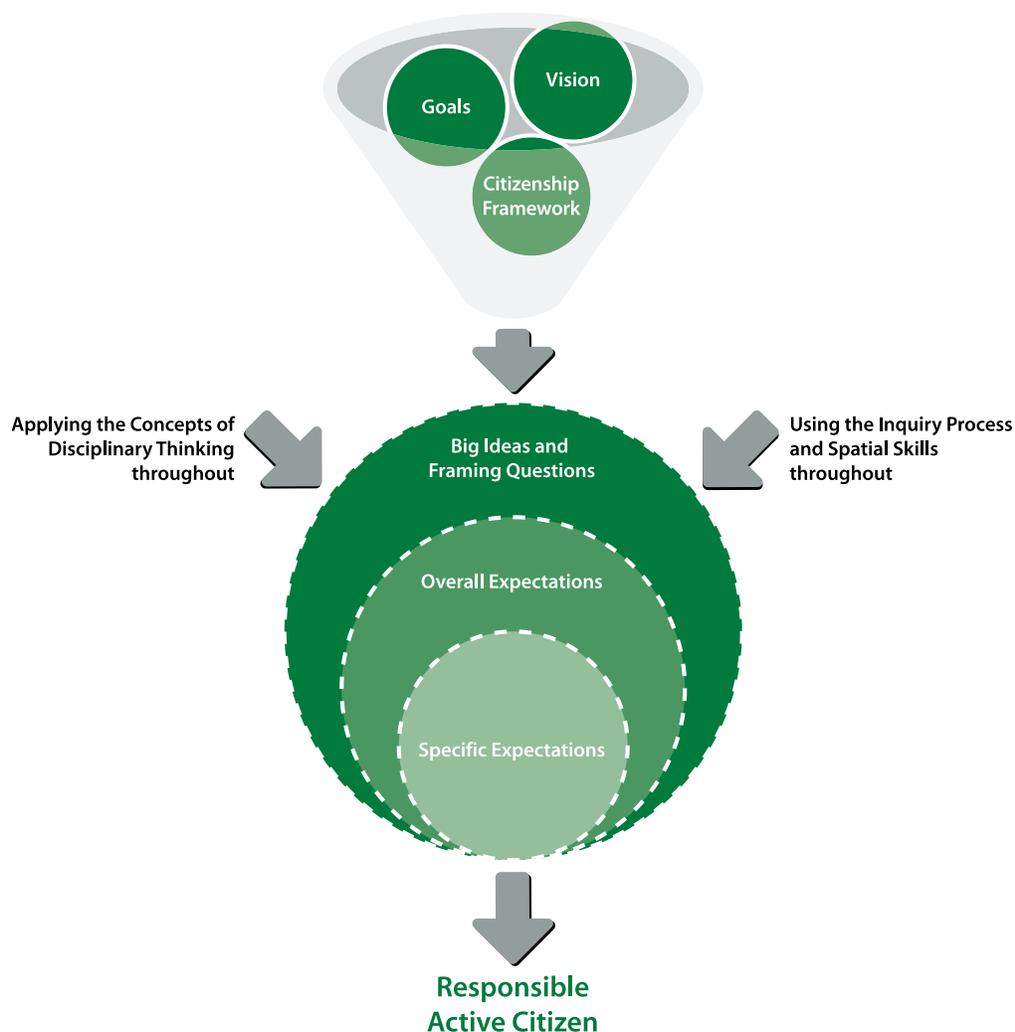
The following tools and strategies have been incorporated into the curriculum to help students achieve the vision for learning in the Canadian and world studies curriculum.

- **The citizenship education framework** (see page 13): This framework brings together the main elements of citizenship education. All subjects in the Canadian and world studies curriculum provide multiple opportunities to incorporate aspects of citizenship education.
- **The concepts of disciplinary thinking** (see page 16): These concepts provide a way for students to develop the ability to think critically about significant events, developments, and issues, both within the curriculum and in their lives outside the classroom.
- **The inquiry process** (see page 32): Students use the components of the inquiry process for each subject to investigate, and to communicate their findings about, significant events, developments, and issues. By applying the inquiry process, students develop skills that they need in order to think critically, solve problems, make informed judgements, and communicate ideas.
- **Big ideas** (see page 17): The big ideas provide context for the overall expectations and the concepts of disciplinary thinking that are related to them. The big ideas reflect the enduring understandings that students retain from their learning, transfer to other subjects, and draw upon throughout their lives.
- **Framing questions** (see the overview charts for each course): The framing questions are overarching questions related to the overall expectations and big ideas. They are intended to stimulate students' critical thinking and to encourage them to consider the broader relevance of what they are studying.
- **Spatial skills**⁴ (see page 34): Students use spatial skills and tools to analyse and construct various types of maps and graphs. By developing these skills, students will be able to understand and analyse visual data and information, contributing to their ability to solve problems.

The figure on the following page illustrates the interrelationship between these tools and strategies and the achievement of expectations in the Canadian and world studies curriculum.

4. Spatial skills are directly taught in the geography courses but are used in all subjects in the Canadian and world studies curriculum. All of the Grade 11 and 12 geography courses include specific suggestions for the use of spatial skills.

Connecting the Pieces



THE IMPORTANCE OF THE CANADIAN AND WORLD STUDIES CURRICULUM

In Canadian and world studies, students develop skills, knowledge and understanding, and attitudes that will serve them both inside and outside the classroom, including in the world of work and as responsible citizens in the various communities to which they belong. The focus of teaching and learning in the Canadian and world studies curriculum is the development of ways of thinking and of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these ways of thinking and skills in a variety of contexts to examine information critically; to assess the significance of events, developments, and processes; to develop an understanding of and respect for different points of view; to reach supportable conclusions; and to propose solutions to, and courses of action to address, real problems.

Citizenship Education in the Canadian and World Studies Curriculum

The responsible, active citizen participates in the community for the common good. Citizenship education provides *“ways in which young people are prepared and consequently ready and able to undertake their roles as citizens”*.

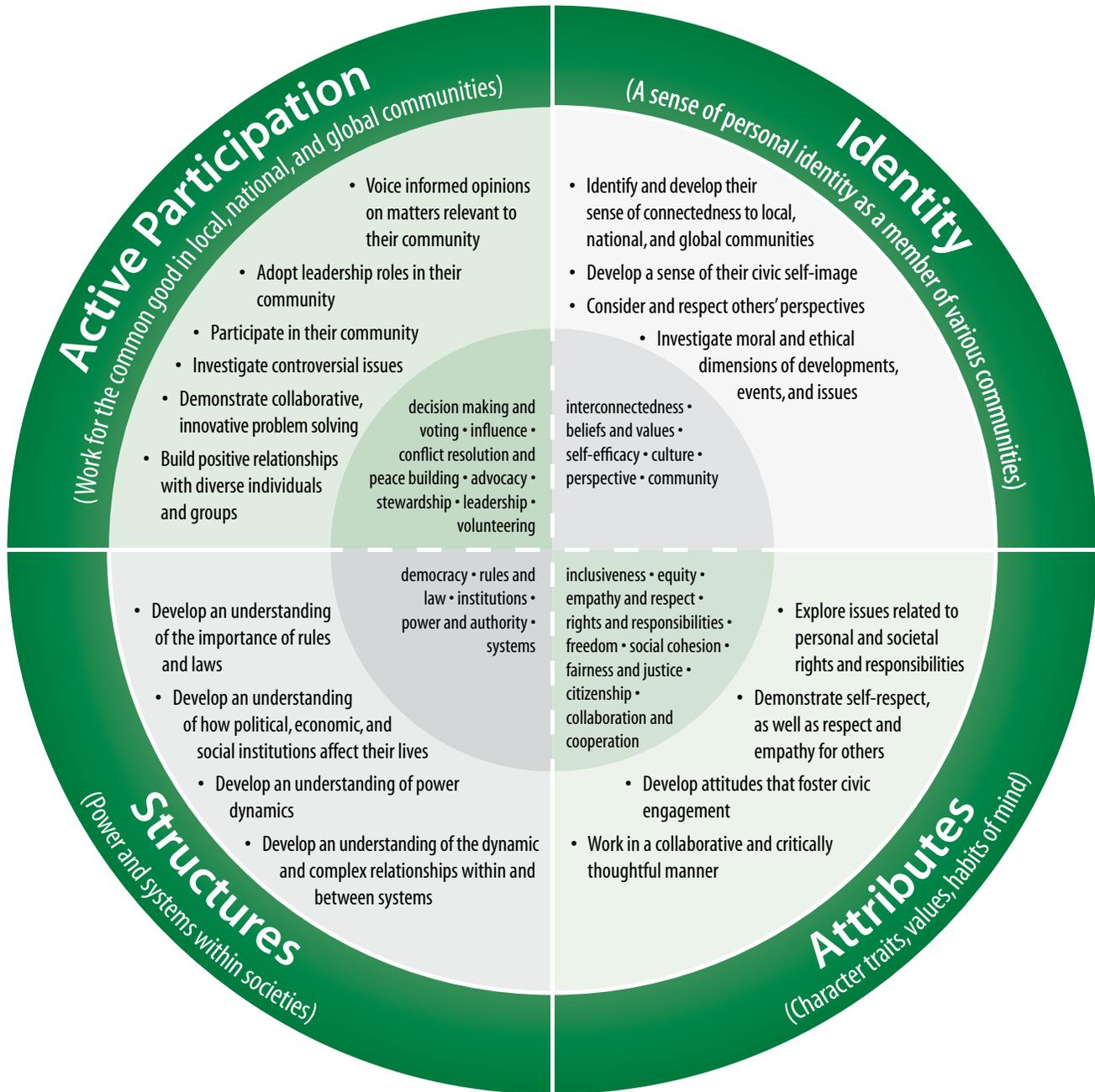
Julian Fraillon and Wolfram Schulz, “Concept and Design of the International Civic and Citizenship Study” (2008)

Citizenship education is an important facet of students’ overall education. In every grade and course in the Grade 11 and 12 Canadian and world studies curriculum, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse communities to which they belong within and outside the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.

The diagram on page 13 presents a framework for citizenship education. In this figure:

- the outer circle lists the four main elements of citizenship education – active participation, identity, attributes, and structures – and describes each element;
- the second circle outlines ways in which students may develop the knowledge, skills, and attitudes associated with responsible citizenship. Teachers should ensure that students have opportunities to develop these attitudes, understandings, and practices as they work to achieve the expectations in the subjects that make up the Canadian and world studies curriculum (and those in other subjects as well);
- the innermost circle lists various terms and topics that are related to citizenship education. Teachers may focus on these terms/topics when making connections between citizenship education and expectations in the Canadian and world studies curriculum as well as those in other curriculum documents. In the figure, each term/topic in the innermost circle is connected to a specific element within the framework. However, it is important to note that, in practice, a term can be applied to more than one element – as the dotted lines imply – and that a number of terms may be woven together in a unit that incorporates citizenship education.

The Citizenship Education Framework



ECONOMICS

Economic problems are an ever-present and inherent part of our lives: the existence of high levels of unemployment, global competition in world markets, arguments about the wisdom of free trade agreements, the merits of alternative pollution control policies, and the Bank of Canada's forceful endeavours to restrain inflation. While many issues are fundamentally economic in nature, there are many other social, political and environmental problems that have important economic consequences. ... Economics is our attempt to analyze and understand these and many other problems.

Queen's University Economics Department, "Why Study Economics?"

Economics is about making choices, as individuals and as a society, about how best to use limited resources. An understanding of fundamental concepts, models, and methods of inquiry associated with economics can help us make informed decisions about how to allocate resources to address people’s unlimited needs and wants.

The Grade 11 and 12 economics courses provide students with opportunities to develop an understanding of different economic systems and institutions and to assess the ability of those systems and institutions to satisfy people’s needs and wants. These courses examine how markets, societal values, and governments influence economic decision making, and they provide opportunities for students to assess the costs and benefits of market and government activities for different stakeholders. The economics curriculum will also help students make better choices as consumers of goods and services, as contributors to the economy, and as economic citizens.

The Grade 11 and 12 economics courses introduce students to the economic inquiry process and the concepts of economic thinking. Students will develop ways of thinking about economics through the application of these concepts and will use the economic inquiry process as they gather, interpret, and analyse data and information relating to issues of economic importance. Students will make informed judgements and draw conclusions about local, national, and global economic issues.

GEOGRAPHY

Our daily lives are interwoven with geography. Each of us lives in a unique place and in constant interaction with our surroundings. Geographic knowledge and skills are essential for us to understand the activities and patterns of our lives and the lives of others.

Gilbert M. Grosvenor Center for Geographic Education,
Why Geography Is Important (2007)

In defining geography, Charles Gritzner notes that “All geographic inquiry should begin with the question, ‘Where?’” He argues that, in considering “major Earth-bound events, features, and conditions”, geographers also investigate why they are where they are, or happen where they happen. And, because these events, features, and conditions “can and often do have some impact on our lives”, geographers consider why they are important to us.⁵ Gritzner has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?” The Grade 11 and 12 geography courses provide students with opportunities to explore these three aspects of geography as they investigate geographic issues in Canada and internationally.

In the Grade 11 and 12 geography courses, students will develop their ability to apply both the geographic inquiry process and the concepts of geographic thinking. They apply this process and these concepts as they investigate a wide range of geographic issues and deepen their awareness of interconnections between Canadian and global issues. These courses enhance students’ ability to act as responsible global citizens and environmental stewards. Students will develop their spatial skills as they analyse information and data obtained from diverse sources, including field studies, aerial photographs, satellite

5. Charles Gritzner, “Defining Geography: What Is Where, Why There, and Why Care?”, accessed at http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/155012.html.

imaging, various types of maps and graphs, geographic information systems (GIS), and digital representations. The study of geography in Grades 11 and 12 builds on the knowledge, attitudes, and skills, including thinking skills, developed in geography in Grades 7, 8, and 9.

HISTORY

Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this requires “knowing the facts”, but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.

Peter Seixas, “Scaling Up the Benchmarks of Historical Thinking” (2008)

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. The Grade 11 and 12 history courses provide students with opportunities to study many aspects of Canadian and world history, from early societies to the present. These courses convey a sense of the dynamic nature of Canadian and world history. Students learn that the people of the world have many stories and that each one is significant and requires thoughtful consideration. Students will develop their ability to apply the concepts of historical thinking in order to deepen their understanding of the peoples, events, and forces they are studying. They will also develop their ability to apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and reach conclusions about a wide range of historical issues, developments, and events.

The study of history enables students to more fully appreciate heritage and identity, both in Canada and around the globe, the diversity and complexity of different societies, and the challenges and responsibilities associated with participation in the international community. It also enhances students’ understanding of the historical roots of many current issues around the world. In doing so, it helps prepare students to fulfil their role as informed and responsible Canadian and global citizens. The study of history in Grades 11 and 12 builds on the knowledge, attitudes, and skills, including thinking skills, developed in history in Grades 7, 8, and 10.

LAW

Injustice anywhere is a threat to justice everywhere.

Martin Luther King Jr.

The law is about society’s efforts to promote fairness and justice. It involves formal rules that are enforced and adjudicated by institutions. The law shapes politics, the economy, and society in many ways as it attempts to mediate relationships between people.

The Grade 11 and 12 law courses provide students with opportunities to develop an understanding of the historical and philosophical foundations of our legal system.

Students develop an understanding of the relevance of law in everyday life and of their rights and responsibilities within the Canadian legal system. What they learn about the law will also help students understand why laws change over time.

The Grade 11 and 12 law courses introduce students to the legal studies inquiry process and the concepts of legal thinking. Students will develop ways of thinking about law through the application of these concepts. They will also use the legal studies inquiry process as they gather, interpret, and analyse evidence and information on issues relating to justice and human rights and make informed judgements and draw conclusions about them.

POLITICS

The global project of the twenty-first century is political: to engage citizens in and out of government ... in responding to [serious global] challenges.... We need a way of understanding politics that embraces citizens both inside and outside of government since each have work that only they can do.

Harold H. Saunders, *Politics Is About Relationship: A Blueprint for the Citizen's Century* (2005)

Politics involves the study of how societies are governed, how policy is developed, how power is distributed, and how citizens take public action. The Grade 11 and 12 politics courses focus on the processes of public decision making, ways to implement political change, and how individuals, groups, and institutions respond to issues of local, national, and international importance. These courses enable students to develop their understanding of what it means to be a responsible citizen and to explore various elements of the citizenship education framework.

The Grade 11 and 12 politics courses provide opportunities for students to investigate a range of issues of political importance at the local, national, and global level. Students will explore issues related to policy making, political engagement, the distribution of power, human rights, and international relations. Students are encouraged to explore political thought, to clarify their own values and positions relating to political issues, and to explore ways in which they can contribute to political change.

In the Grade 11 and 12 politics courses, students will develop their ability to apply the political inquiry process and the concepts of political thinking. Students will continue to develop ways of thinking about politics through the application of these concepts. They will also develop their ability to apply the political inquiry process as they gather, interpret, and analyse data and information relating to issues of political importance and make informed judgements and draw conclusions about them.

CONCEPTS UNDERLYING THE CANADIAN AND WORLD STUDIES CURRICULUM

Concepts of Disciplinary Thinking

In Canadian and world studies, it is crucial that students not simply learn various facts but that they develop the ability to think and to process content in ways best suited to each subject. To that end, the curriculum focuses on developing students' ability to apply *concepts of disciplinary thinking*, which are inherent in "doing" each subject. Each of the subjects in the Canadian and world studies curriculum features a particular way of thinking

and a particular set of concepts. The concepts associated with each of the subjects in Grade 11 and 12 Canadian and world studies – as well as the subjects in the Grade 9 and 10 Canadian and world studies curriculum and the elementary social studies, history, and geography curriculum – are listed in the following chart. Given the inherently interdisciplinary nature of social studies, the six concepts of social studies thinking listed below provide the foundation for the concepts of thinking in each subject in the Canadian and world studies program. (Note that the variations in the wording of the concepts reflect terminology specific to each subject.) For full descriptions of the concepts of disciplinary thinking in economics, geography, history, law, and politics, see the charts on pages 70, 124, 294, 444, and 508, respectively.

Concepts of Disciplinary Thinking across Subjects					
Social Studies	Economics	Geography	History	Law	Politics
Significance	Economic Significance	Spatial Significance	Historical Significance	Legal Significance	Political Significance
Cause and Consequence	Cause and Effect		Cause and Consequence		Objectives and Results
Continuity and Change			Continuity and Change	Continuity and Change	Stability and Change
Patterns and Trends	Stability and Variability	Patterns and Trends			
Interrelationships		Interrelationships		Interrelationships	
Perspective	Economic Perspective	Geographic Perspective	Historical Perspective	Legal Perspective	Political Perspective

Concepts of disciplinary thinking can be used in any investigation in economics, geography, history, law, and politics, although certain concepts are more obviously related to some topics than others, and concepts are often interrelated. Students use the concepts when they are engaged in the inquiry process, whether they are conducting an investigation that involves the process as a whole or are applying specific skills related to different components of that process as they work towards achieving a given expectation. In Grade 11 and 12 Canadian and world studies, at least one concept of disciplinary thinking is identified as a focus for each overall expectation. Teachers can use the specified concepts to deepen students' investigations (for example, encouraging students to apply the concept of geographic perspective to look at an issue from multiple points of view). It is important that teachers use their professional judgement to ensure that the degree of complexity is appropriate for both the grade level and the individual student's learning style and that it does not lead to confusion.

“Big Ideas” and Framing Questions

A “big idea” is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the course content. The big ideas address basic questions such as “Why am I learning this?” or “What is the point?” Through exploration of the big ideas, students are encouraged to become creators of their understandings and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way.

In this document, the big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. They are listed in the chart on the overview page that precedes each course in Canadian and world studies. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand. By way of example, the following chart shows the big ideas and framing questions that are related to the overall expectations in strand C of the Grade 12 history course "World History since the Fifteenth Century" (CHY4C).

Sample Overview – World History since the Fifteenth Century (CHY4C)		
Overall Expectations and Related Concepts of Historical Thinking	Big Ideas	Framing Questions
C. The World, 1650–1789		
C1. Social, Economic, and Political Context: analyse the impact of some key social, economic, and political developments in different regions of the world between 1650 and 1789 (FOCUS ON: Historical Significance; Continuity and Change)	Increased trade and colonization during this period helped change demographic patterns.	How did science contribute to change during this period?
C2. Communities, Conflict, and Cooperation: analyse various types of interactions between different groups between 1650 and 1789 and some forces that affected these interactions (FOCUS ON: Cause and Consequence; Historical Perspective)	The building of commercial and political empires had an impact on relationships within and between various countries.	What were the short- and long-term consequences of exploration and empire building for indigenous peoples around the world?
C3. Identity, Citizenship, and Heritage: explain how some political, cultural, and religious developments contributed to identity, citizenship, and/or heritage in different regions of the world between 1650 and 1789 (FOCUS ON: Historical Significance)	Religion, art, and architecture had an impact on the identity of countries and empires around the world.	How did colonial policies help shape events and developments around the world at this time? How do they continue to play a role in the world today?

ROLES AND RESPONSIBILITIES IN THE CANADIAN AND WORLD STUDIES PROGRAM

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility

for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the Canadian and world studies curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, explore new ideas, keep an open mind, collaborate with peers, and follow safety practices both during field studies and in the classroom. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, the communities to which they belong, and the natural environment.

Parents

Parents⁶ have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also enhance parents' ability to work with teachers to improve their children's learning.

Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops, and becoming involved in school council activities (including becoming a school council member). Parents who encourage and monitor project completion or home practice, including the application of skills in new contexts, further support their children in their studies in economics, geography, history, law, and politics. Parents can be supportive by taking an interest in and discussing current events with their children, helping them make connections between their studies and current issues and developments. Parents can also promote their children's understanding of and appreciation for the multiple communities to which they belong – ethnocultural, religious, linguistic, national – by exposing them to people, cultural events, and stories related to their heritage. Within the school, parents can promote and attend events related to Canadian and world studies.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

6. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills, as they apply the concepts of disciplinary thinking to the content of the Canadian and world studies courses. The activities offered should give students opportunities to relate their knowledge and skills to the social, environmental, political, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens and to become lifelong learners.

Teachers can help students understand that applying the subject-specific inquiry processes in Canadian and world studies often requires a considerable expenditure of time and energy and a good deal of perseverance. Teachers can also encourage students to explore alternative solutions and to take the risks necessary to become successful problem solvers and investigators. To enable students to feel comfortable and confident in the classroom and to support them in approaching their inquiries with openness and creativity, it is important that teachers create a learning environment that will foster a sense of community, where all students feel included and appreciated and where their perspectives are treated with respect. One way to accomplish this is for teachers to select topics, resources, and examples that reflect the diversity in the classroom, and, where possible, to involve students in this selection process.

Canadian and world studies teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers also help students become thoughtful, creative, and effective communicators. Opportunities to relate knowledge and skills developed in Canadian and world studies to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning and achievement.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including Canadian and world studies, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses, and adult students need this information to help them choose their courses.

Community Partners

Community partners can be an important resource for schools and students. They can be models of how the knowledge and skills acquired through the study of the curriculum relate to life beyond school. Partnerships with community organizations can enrich not only the educational experience of students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve various community members in supporting learning related to the course expectations and in promoting a focus on issues related to Canadian and world studies inside and outside the school. Community partners can be included in events held in the school, such as skills competitions, ceremonies, information events, career days, and special days of recognition. Schools and boards can collaborate with leaders of existing community-based programs for youth, including programs offered in public libraries and community centres. Local museums, heritage sites, conservation lands, parks, and neighbourhoods can provide rich environments for field studies and for exploration of the local community and its resources. Where the opportunity presents itself, schools and boards may also extend their partnership with international communities and programs.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants. Community partnerships can help students make direct connections between their learning and the "real" world.

THE PROGRAM IN CANADIAN AND WORLD STUDIES

OVERVIEW OF THE PROGRAM

The overall aim of the secondary Canadian and world studies program is outlined in the vision statement and goals on page 8.

The Canadian and world studies program offers a number of optional courses in all five of the subject areas – economics, geography, history, law, and politics – in Grades 11 and 12. These courses build on the foundational learning – including learning related to the application of inquiry processes and the concepts of disciplinary thinking – in social studies, history, and geography in Grades 1–8 and Canadian and world studies in Grades 9 and 10.

Courses in Canadian and World Studies, Grades 11 and 12

Five types of courses are offered in the Grade 11 and 12 Canadian and world studies program: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students choose between course types on the basis of their interests, achievements, and postsecondary goals. The course types are defined as follows:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to many apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Courses in Canadian and World Studies, Grades 11 and 12*

Grade	Course Name	Course Type	Course Code**	Prerequisite
Economics				
11	The Individual and the Economy	University/College	CIE3M	Canadian History since World War I, Grade 10, academic or applied
12	Analysing Current Economic Issues	University	CIA4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Making Personal Economic Choices	Workplace	CIC4E	Canadian History since World War I, Grade 10, academic or applied, or the LDCC [†]
Geography				
11	Regional Geography	University/College	CGD3M	Issues in Canadian Geography, Grade 9, academic or applied
11	Forces of Nature: Physical Processes and Disasters	University/College	CGF3M	Issues in Canadian Geography, Grade 9, academic or applied
11	Travel and Tourism: A Geographic Perspective	Open	CGG3O	Issues in Canadian Geography, Grade 9, academic or applied
11	Introduction to Spatial Technologies	Open	CGT3O	Issues in Canadian Geography, Grade 9, academic or applied
12	World Issues: A Geographic Analysis	University	CGW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World Geography: Urban Patterns and Population Issues	University/College	CGU4M	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	The Environment and Resource Management	University/College	CGR4M	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Spatial Technologies in Action	University/College	CGO4M	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World Issues: A Geographic Analysis	College	CGW4C	Issues in Canadian Geography, Grade 9, academic or applied
12	Living in a Sustainable World	Workplace	CGR4E	Issues in Canadian Geography, Grade 9, academic or applied

Grade	Course Name	Course Type	Course Code**	Prerequisite
History				
11	American History	University	CHA3U	Canadian History since World War I, Grade 10, academic or applied
11	World History to the End of the Fifteenth Century	University/College	CHW3M	Canadian History since World War I, Grade 10, academic or applied
11	Origins and Citizenship: The History of a Canadian Ethnic Group	Open	CHE3O	Canadian History since World War I, Grade 10, academic or applied, or the LDCC [†]
11	World History since 1900: Global and Regional Interactions	Open	CHT3O	Canadian History since World War I, Grade 10, academic or applied, or the LDCC [†]
12	Canada: History, Identity, and Culture	University	CHI4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World History since the Fifteenth Century	University	CHY4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World History since the Fifteenth Century	College	CHY4C	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Adventures in World History	Workplace	CHM4E	Canadian History since World War I, Grade 10, academic or applied, or the LDCC [†]
Law				
11	Understanding Canadian Law	University/College	CLU3M	Canadian History since World War I, Grade 10, academic or applied
11	Understanding Canadian Law in Everyday Life	Workplace	CLU3E	Canadian History since World War I, Grade 10, academic or applied, or the LDCC [†]
12	Canadian and International Law	University	CLN4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Legal Studies	College	CLN4C	Civics and Citizenship, Grade 10

Grade	Course Name	Course Type	Course Code**	Prerequisite
Politics				
11	Politics in Action: Making Change	Open	CPC3O	Civics and Citizenship, Grade 10
12	Canadian and International Politics	University	CPW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

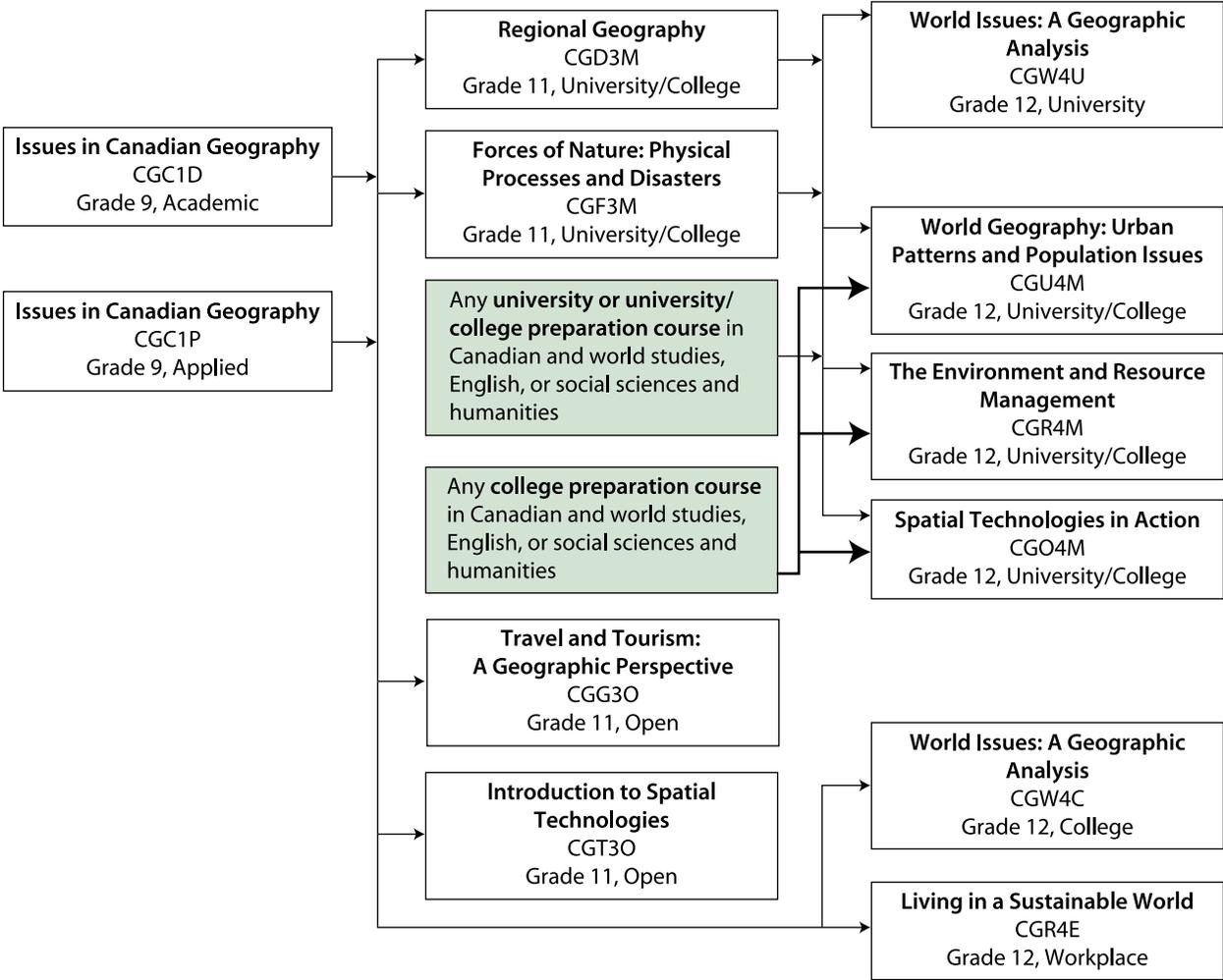
* Each course has a credit value of 1.

** Course codes consist of five characters. The first three characters identify the subject; the fourth character identifies the grade (i.e., Grade 11 courses are represented by 3 and Grade 12 by 4); and the fifth character identifies the type of course (i.e., U refers to “university”, M to “university/college”, C to “college”, E to “workplace”, and O to “open”).

† LDCC – locally developed compulsory credit course.

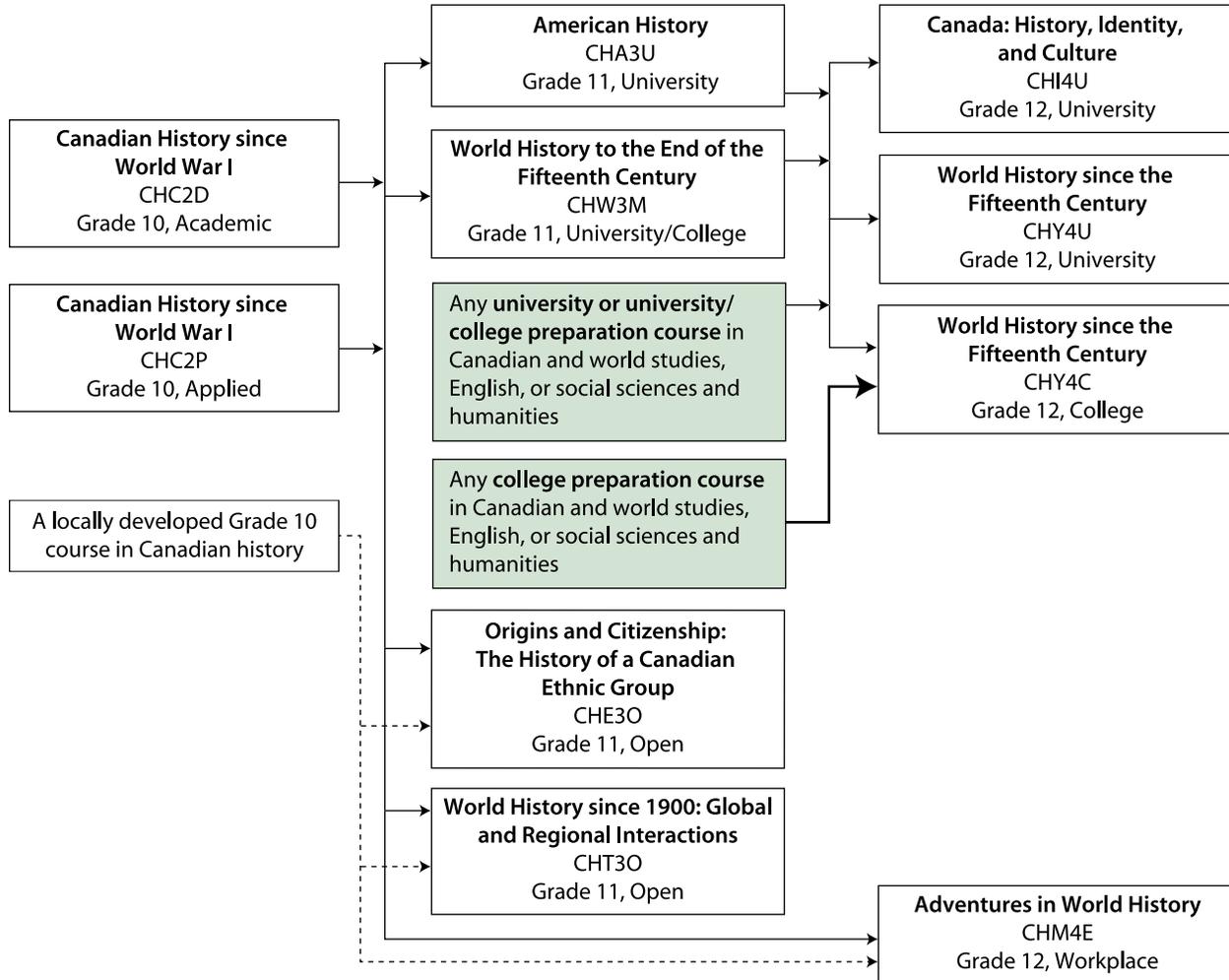
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – Geography

This chart maps out all the courses in geography and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



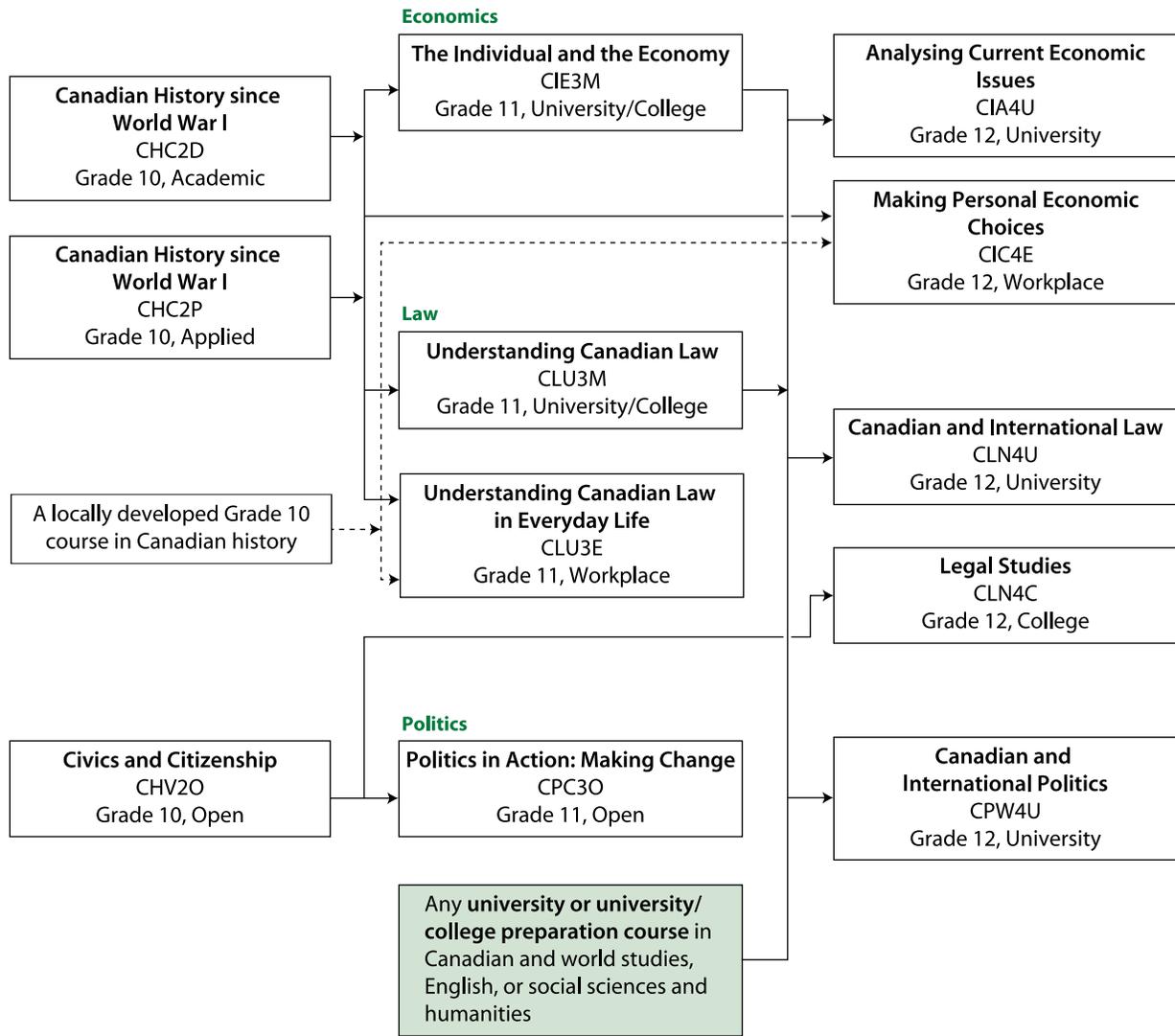
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – History

This chart maps out all the courses in history and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Prerequisite Chart for Canadian and World Studies, Grades 9–12 – Economics, Law, and Politics

This chart maps out all the courses in economics, law, and politics, and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Half-Credit Courses

The courses outlined in the Grade 11 and 12 Canadian and world studies curriculum document are designed as full-credit courses. However, *with the exception of Grade 12 university preparation and university/college preparation courses*, they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (In most courses in Canadian and world studies, the strands are numbered A through E.) Taken together, the overall and specific expectations represent the mandated curriculum.

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.

The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Most specific expectations are accompanied by examples and “sample questions”, as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The sample questions are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the sample questions have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. Both are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and sample questions that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. In geography an additional element, “using spatial skills”, follows a number of specific expectations. This element highlights opportunities for students to learn or apply specific spatial skills relevant to the expectations. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 31 shows all of the elements to be found on a page of curriculum expectations.

Expectations in most of the courses in Canadian and world studies are organized into five *strands*, numbered A through E. The expectations in the Grade 11 politics course, CPC30, and one of the Grade 12 history courses, CHM4E, are organized into four strands, numbered A through D.

The *overall expectations* describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. Between two and four overall expectations are provided for each strand in every course. The numbering of overall expectations indicates the strand to which they belong (e.g., B1 through B3 are the overall expectations for strand B).

B. NATURAL AND HUMAN SYSTEMS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Regional Characteristics:** demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- B2. Patterns of Natural and Human Systems:** describe patterns in natural features and population distribution in the selected region, and analyse the relationship between them (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B3. Quality of Life:** assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Regional Characteristics

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- B1.1** identify the countries in the region and analyse information and data to determine basic differences between them (e.g., use maps to compare population density, locate and analyse statistics to compare ethnic and/or religious make-up) interpret and analyse visual images to compare topography)

Sample questions: “What types of visual sources might you use when investigating similarities and differences in the physical geography of different countries in this region? How might you communicate your findings using a map?” “Where might you find information on the different political systems in the countries in this region?”

Using spatial skills: Students can explore satellite images to gain an understanding of the different types of information that can be gathered by satellite. Satellite imagery can also help students develop a sense of spatial orientation for the region.

- B1.2** describe the region’s main cultures (e.g., with reference to language; religious groups; ethnic groups, including indigenous cultures; the arts; food; history), and assess the level of cultural diversity in the region

Sample questions: “What are some significant cultural differences between the countries of the region? How has the history of the region contributed to these differences?” “Would you characterize the region as culturally diverse or homogeneous?”

- B1.3** analyse data on various economic indicators to investigate where individual countries in the region, and the region as a whole, rank within the global economy (e.g., with reference to natural resources, gross domestic product [GDP] and/or gross national product [GNP], value of exports, per capita income, debt, aid, types of industry, and/or infrastructure)

Sample questions: “Where might you find data on the GDP of countries in this region? Are there significant variations in GDP among these countries? How does the region’s GDP compare to that of countries outside the region? What are the implications of these differences?” “Are there emerging economies in the region? If so, have they affected the trend in global rankings in recent years?”

Using spatial skills: Students can plot data on various economic measures onto graphs to show patterns in the region or between this region and other regions of the world. Graphs can be placed on a regional or world map to show the spatial distribution of these patterns.

A *numbered subheading* introduces each overall expectation and is repeated in the coloured bar used to identify each group of specific expectations related to that particular overall expectation (e.g., “B1. Regional Characteristics” relates to overall expectation B1).

At least one *concept of disciplinary thinking* relevant to the overall expectation and its related specific expectations is listed following the overall expectation as well as its numbered subheading above the specific expectations.

The *examples* help to clarify the requirement specified in the expectation and to suggest the intended depth and level of complexity of the expectation. The examples are illustrations only, not requirements. They appear in parentheses and are set in italics.

In the Grade 11 and 12 geography courses, *using spatial skills* highlights opportunities for students to apply particular spatial skills related to the content of some specific expectations. They are suggestions only, not requirements. The skills relate directly to the map, globe, and graphing skills continuum in Appendix C.

The *specific expectations* describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectations to which it relates (e.g., B1.1, B1.2, and B1.3 relate to the first overall expectation in strand B).

Sample questions illustrate the kinds of questions that teachers might pose in relation to the requirement specified in the expectation, suggesting the intended depth and level of complexity of the expectation. They are illustrations only, not requirements. Sample questions follow the specific expectations and examples.

STRANDS IN THE CANADIAN AND WORLD STUDIES CURRICULUM

The expectations for the Grade 11 and 12 Canadian and world studies courses are organized into distinct but related strands. The first strand (strand A) in all courses focuses on the inquiry process for the particular subject and on skill development. The remaining strands – B through D in *Adventures in World History (CHM4E)* and *Politics in Action (CPC3O)*, and B through E in all other courses – represent the major content areas for each course.

The Inquiry Processes in Economics, Geography, History, Law, and Politics

The inquiry processes for all the subjects in the Canadian and world studies program are based on the same general model, although terminology, content, concepts of thinking, and the types of questions asked vary from subject to subject. This model represents a process that students use to investigate events, developments, and issues; solve problems; develop plans of action; and reach supportable conclusions and decisions. The inquiry process consists of five components:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings and/or plans of action

It is important for teachers to understand that the inquiry process is not necessarily implemented in a linear fashion. Not all investigations will involve all five components; moreover, there are different entry points within the process. For example, teachers may:

- provide students with questions and ask them to gather and analyse information, evidence, and/or data to investigate them;
- provide students with a piece of evidence and ask them to analyse it and to draw conclusions based on their analysis;
- ask students to apply the entire process.

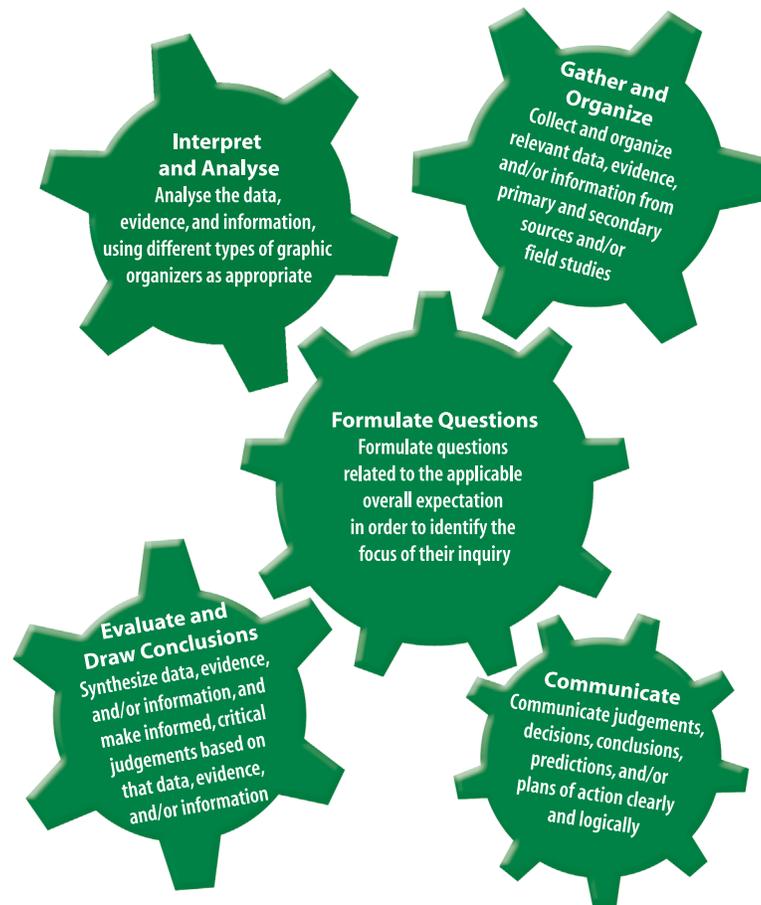
The entry points into the inquiry process may depend on student readiness. Prior knowledge, resources, and time may also be factors.

It is important to be aware that inquiries will not always result in one “right answer”. Rather, to assess the effectiveness of their investigations, students must develop the ability to reflect on their work throughout the inquiry process. Such reflection requires the ability to develop criteria that can be used, for example, to evaluate the relevance of their questions, the accuracy and strength of their evidence, the depth and logic of their analysis, and the strength of the support for their interpretation and conclusion. Teachers need to demonstrate the skills needed for reflection, and provide opportunities for students to practise them, while encouraging students to continually reflect on their work.

Likewise, students are engaged in aspects of communication throughout the inquiry process, as they ask questions, organize and analyse information, and critically evaluate their findings. The final communication of a student’s findings should take the form most suited to the nature of the inquiry, as well as to the intended audience, and should take the student’s learning style and strengths into account.

Each subject brings a particular way of thinking through content, and a different approach to the inquiry process. Skills and strategies for every stage of the inquiry process for each subject need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject. Charts outlining approaches to the inquiry process in economics, geography, history, law, and politics can be found on pages 72, 126, 296, 446, and 510, respectively.

The Inquiry Process



The Content Strands

In each course in Canadian and world studies, the content strands follow strand A. Although the inquiry strand is presented separately from the content strands, in practice students constantly apply the skills and approaches included in strand A, as well as the related concept(s) of thinking, as they work to achieve the expectations in the content strands.

Given the diversity of subjects in the Canadian and world studies program, the content strands in each subject are distinct, reflecting different topics, focuses, skills, and understandings. In the history courses, the content strands are organized using a chronological or modified chronological approach; in economics, geography, law, and politics, they are organized thematically.

SPATIAL SKILLS: USING MAPS, GLOBES, AND GRAPHS

Spatial skills underpin spatial literacy, enabling students to develop and communicate a sense of place. Map, globe, and graphing skills help students visualize and make meaning of spatial data. These skills help students understand how data relating to three-dimensional spaces can be represented on two-dimensional surfaces. In the twenty-first century, a range of spatial technologies can assist students in their inquiries, and it is important that students develop the skills needed to use these technologies. Although students learn spatial skills in geography, they apply them, in conjunction with the concepts of disciplinary thinking, in all subjects in the Canadian and world studies curriculum. In addition, students may apply these skills in everyday contexts and in other subjects.

Using Spatial Skills and the Spatial Skills Continuum

While students have opportunities to develop their spatial skills in all subjects in the Canadian and world studies curriculum, these skills are particularly central to geography. In order to highlight the use of spatial skills in that subject, some of the specific expectations are followed by an element, “using spatial skills”, that suggests how students might apply particular spatial skills related to the content of the expectation.

To provide teachers with a clear indication of appropriate skill development throughout the social studies, history, geography, and Canadian and world studies program, selected spatial skills have been organized into a continuum, which appears in Appendix C to this document (see page 546). This continuum illustrates progression in the categories of map and globe skills (divided into map elements and spatial representation) and graphing skills from Grades 1 to 12.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement⁷ of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to secondary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

7. “Professional judgement”, as defined in *Growing Success* (p. 152), is “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction”.

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and the student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 42–43). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

THE ACHIEVEMENT CHART FOR CANADIAN AND WORLD STUDIES

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in Canadian and world studies. The components of the chart are explained below. (See also the section “Content Standards and Performance Standards”, on page 36.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students’ acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the Canadian and world studies curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content
- understanding of content

Thinking

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes

Communication

- expression and organization of ideas and information in oral, visual, and/or written forms
- communication for different audiences and purposes in oral, visual, and/or written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

Application

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of or thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CANADIAN AND WORLD STUDIES

INSTRUCTIONAL APPROACHES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in Canadian and World Studies

Instruction in Grade 11 and 12 Canadian and world studies should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to think critically throughout their lives about issues related to economics, geography, history, law, and politics. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in Canadian and world studies is important and valuable for all students.

Students' views of and attitudes towards Canadian and world studies can have a significant effect on their achievement of expectations. When students believe that these subjects simply represent a body of preordained knowledge about certain topics, they may question the relevance of their studies or may not approach their investigations with an open and inquiring mind. Students must be given opportunities to see that inquiry is not just about finding what others have found, and that they can use the inquiry process not only to uncover knowledge but also to construct understandings and develop their own positions on issues. Learning should be seen as a process in which students monitor and reflect on the development of their knowledge, understandings, and skills.

The Grade 11 and 12 Canadian and world studies curriculum provides opportunities for teachers and students to select, within the broad parameters of the expectations, topics for investigation. This flexibility allows teachers to tailor topics to suit the interests and readiness of their students and to address the context of their local communities. It also allows students to focus on the process of “doing” economics, geography, history, law, and politics, rather than simply assimilating content. It is important that teachers plan their program or units with the “end in mind”, selecting appropriate content, including issues and examples, and ensuring that students develop the knowledge, understanding, and skills to support this end.

Connections to Current Events and Issues

Teachers need to integrate current events and issues within the curriculum expectations, and not treat them as separate topics. The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyse controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students’ interest in and curiosity about the world around them. The inclusion of current events in Canadian and world studies will help keep the curriculum a relevant, living document.

PLANNING CANADIAN AND WORLD STUDIES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning Canadian and world studies courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design⁸ and differentiated instruction⁹ are effective and interconnected means of meeting the learning or productivity needs of any group of students.

8. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

9. Differentiated instruction, as discussed on page 45 of this document, is effective instruction that shapes each student’s learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning Canadian and world studies courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student’s particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations¹⁰ or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,¹¹ can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry’s requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.ontario.ca/edu.)

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student’s learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A student’s IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

10. “Accommodations” refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

11. Alternative programs are identified on the IEP by the term “alternative (ALT)”.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires “accommodations only” in Canadian and world studies courses, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s provincial report card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In Canadian and world studies courses, modified expectations for most students with special education needs will be based on the regular course expectations, with an increase or decrease in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student’s IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the provincial report card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in Canadian and world studies courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the provincial report card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students’ English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;

- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*

ENVIRONMENTAL EDUCATION AND CANADIAN AND WORLD STUDIES

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

There are many opportunities to integrate environmental education into the teaching of Canadian and world studies. In all subjects of this program, students can be encouraged to explore a range of environmental issues. In economics, students have opportunities to analyse the environmental impact of economic growth as well as issues related to the scarcity of natural resources. Students also consider how the actions of consumers and producers can affect the environment. In the geography courses, students may investigate environmental issues relating to topics such as resource management, population growth and urban sprawl, and the impact of human activity on the natural environment. Students also analyse the environmental sustainability of current behaviours and practices, explore ways in which environmental stewardship can be improved, and make connections between local, national, and global environmental issues, practices, and processes. In the history courses, students are able to explore various Canadian and international political policies and social movements related to the environment. In the Canadian and American history courses, as well as World History to the End of the Fifteenth Century, students explore how the environment affected settlement and contributed to differentiation between societies and regions. In the law courses, students explore the concept of “justice” for animal species and other living things and how human rights legislation and environmental protection legislation are interconnected. In Canadian and International Law, students evaluate the effectiveness of environmental protection legislation, both domestically and internationally. In the politics courses, students learn that the responsibilities of citizenship include the protection and stewardship of the global commons, such as air and water, on a local, national, and global scale. They are also given opportunities to explore various environmental issues of political importance.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the *context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12curr.pdf.

HEALTHY RELATIONSHIPS AND CANADIAN AND WORLD STUDIES

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

One of the elements of the citizenship education framework (see page 13) is attributes – that is, character traits, values, and habits of mind that are associated with responsible citizenship. Several of these attributes – including collaboration, cooperation, empathy, fairness, inclusiveness, and respect – are conducive to healthy relationships. The inter-connections between citizenship education and the Canadian and world studies curriculum

provide multiple opportunities for students to explore and develop these attributes, which help foster not only responsible, active citizenship but also healthy relationships, both inside and outside the classroom.

A climate of cooperation, collaboration, respect, and open-mindedness is vital in the Canadian and world studies classroom. These attitudes and attributes enable students to develop an awareness of the complexity of a range of issues. Moreover, in examining issues from multiple perspectives, students develop not only an understanding of various positions on these issues but also a respect for different points of view. Students develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada or the world, or from different historical eras. These attitudes and attributes provide a foundation on which students can develop their own identity, explore interconnectedness with others, and form and maintain healthy relationships.

EQUITY AND INCLUSIVE EDUCATION IN THE CANADIAN AND WORLD STUDIES PROGRAM

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

The valuing of inclusiveness is an element of the vision statement for the social studies, history, geography, and Canadian and world studies programs (see page 8). Thus, encouraging students to understand and value diversity is a focus of economics, geography, history, law, and politics in Grades 11 and 12. The expectations in these courses provide numerous opportunities for students to break through stereotypes and to learn about various social, religious, and ethnocultural groups, including First Nations, Métis, and Inuit people, and how their beliefs, values, and traditions are reflected in the community. Students also investigate injustices and inequalities within various communities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for responsible, active citizenship.

It is important that teachers of Canadian and world studies create an environment that will foster a sense of community where all students feel included and appreciated. It is imperative that students see themselves reflected in the choices of issues, examples, materials, and resources selected by the teacher. When leading discussions on topics related to diverse ethnocultural, socio-economic, or religious groups or the rights of citizenship, teachers should ensure that all students – regardless of culture, religious affiliation, gender, class, or sexual orientation – feel included and recognized in all learning activities and discussions. By teachers carefully choosing support materials that reflect the makeup of a class, students will see that they are respected. This will lead to student understanding of and respect for the differences that exist in their classroom and in the multiple communities to which they belong.

FINANCIAL LITERACY IN CANADIAN AND WORLD STUDIES

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

One of the elements of the vision for the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is connected to this element. In the Canadian and world studies program, students have multiple opportunities to investigate and study financial literacy concepts related to the course expectations. For example, in the economics courses, students explore challenges and opportunities in the Canadian as well as the global economy. Students investigate the economic role of firms, workers, and government as well as their own role as individual consumers and producers, and how all of these affect the Canadian economy. Students also examine practical financial matters in order to develop their ability to make informed economic choices in their day-to-day lives. In geography, students can develop their financial literacy skills when analysing the international trade of commodities, the economic impact of a natural disaster, and the use of natural resources around the world. Students also examine their role as consumers and investigate sustainable options related to consumption. In history, students investigate the economic factors that played a role in the development and/or decline of various civilizations and nations around the world. They also analyse how different communities responded to or were affected by various economic events, trends, and developments. In the politics courses, students enhance their understanding of their responsibilities as taxpayers and economic citizens. They analyse some of the economic implications of political processes and policies and how economic considerations can affect domestic and international politics. In the law courses, students learn about financial contracts and the voluntary legal obligations that they entail. They also examine how Canadian and international employment laws affect economic stability and the lives of workers, and consider the impact of Canadian economic values and interests on domestic and foreign policy objectives and actions.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY SKILLS IN CANADIAN AND WORLD STUDIES

Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.

Reach Every Student: Energizing Ontario Education, 2008, p. 6

Literacy instruction must be embedded across the curriculum. All teachers of all subjects ... are teachers of literacy.

Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003, p. 10

As these quotations suggest, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

Many of the activities and tasks that students undertake in the Canadian and world studies curriculum involve the literacy skills relating to oral, written, and visual communication. For example, they develop literacy skills by reading, interpreting, and analysing various texts, including diaries, letters, government legislation and policy documents, interviews, speeches, treaties, information from non-governmental organizations, news stories, and fiction and non-fiction books. In addition, they develop the skills needed to construct, extract information from, and analyse various types of maps and digital representations, including topographic, demographic, thematic, annotated, choropleth, and geographic information systems (GIS) maps. In all Canadian and world studies courses, students are required to use appropriate and correct terminology, including that related to the concepts of disciplinary thinking, and are encouraged to use language with care and precision in order to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for effectively addressing the literacy demands of different curriculum areas, including those represented in Canadian and world studies, may be found in resource materials available in the literacy domain of the EduGAINS website, at www.edugains.ca/newsite/literacy/index.html.

The Canadian and world studies program also builds on, reinforces, and enhances mathematical literacy. Many courses in Canadian and world studies provide students with opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs. For example, students exploring trends in geography might need to interpret population pyramids or climate graphs as well as data related to economic development and/or quality of life. Calculations and graphing are often used in field studies: students

engaged in a field study focusing on traffic congestion, for example, may need to develop methods of gathering data on the vehicle count per minute for selected times of day and then might construct graphs to communicate their findings. In addition, students may use their mathematical literacy skills when interpreting data from various types of maps and when creating maps to communicate their findings. In economics, students have opportunities to develop skills related to mathematical literacy when creating personal budgets, when studying and applying economic models and measures, and when investigating terms of trade, exchange rate regimes, monetary policy, and economic inequality.

Inquiry and research are at the heart of learning in all subject areas. In Canadian and world studies courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

CRITICAL THINKING AND CRITICAL LITERACY IN CANADIAN AND WORLD STUDIES

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in Canadian and world studies when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students, including many First Nations, Métis, and Inuit students, may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

In developing critical-thinking skills in Canadian and world studies, students must ask themselves effective questions in order to interpret information, detect bias in their sources, determine why a source might express a particular bias, and consider the values and perspectives of a variety of groups and individuals.

The development of these critical-thinking skills is supported in every course in the Canadian and world studies curriculum by strand A on inquiry and skill development as well as by the concepts of disciplinary thinking that are identified as a focus for each overall expectation (for a description of the concepts of disciplinary thinking, see page 16). As they work to achieve the Canadian and world studies expectations, students frequently need to identify the possible implications of choices. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why a source might express a particular bias.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, communities, education, experiences), intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).

In Canadian and world studies, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of "texts", which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, visual art works, maps, graphs, graphic texts, and other means of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Another aspect of critical thinking is metacognition, which involves developing one's thinking skills by reflecting on one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. In Canadian and world studies, metacognitive skills are developed in a number of ways. Throughout the inquiry process, students use metacognitive skills to reflect on their thinking, ensuring, for example, that their questions are appropriate,

that they have logically interpreted the information they have generated, and that the appropriate concepts of disciplinary thinking are reflected in their analysis. Through the application of metacognitive skills, students constantly revisit and rethink their work, leading to a deepening of the inquiry process.

Outside of the research and inquiry strand, students are given many opportunities to reflect on and monitor their learning. As they develop hands-on practical skills related to daily life, as well as relationship skills, communication skills, and critical-thinking skills, students are given opportunities to reflect on their strengths and needs and to monitor their progress. In addition, they are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In all areas of Canadian and world studies, students are expected to reflect on how they can apply the knowledge and skills they acquire in their courses to their lives, in meaningful, authentic ways – in the classroom, in the family, with peers, and within the various communities to which they belong. This process helps students move beyond the amassing of information to an appreciation of the relevance of Canadian and world studies to their lives.

THE ROLE OF THE SCHOOL LIBRARY IN THE CANADIAN AND WORLD STUDIES PROGRAM

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the Canadian and world studies curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of Canadian and world studies to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access Canadian and world studies information, databases, demonstrations, and a variety of performances;
- design questions for Canadian and world studies inquiries;
- create and produce single-medium or multimedia presentations.

Teachers of Canadian and world studies are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., biographies and/or autobiographies of people who have contributed to Canada or to the global community; books with historical, geographic, and/or political photographs and maps of the world; collections of legal documents or political cartoons; graphic representations of economic data from Canada and countries around the world; culture-specific image collections; and informational videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos, databases).

Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE CANADIAN AND WORLD STUDIES PROGRAM

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technologies into the Canadian and world studies program represents a natural extension of the learning expectations. ICT tools can be used in a number of ways:

- *In the inquiry process:* ICT programs can help students throughout the inquiry process as they gather, organize, and analyse information, data, and evidence, and as they write, edit, and communicate their findings.
- *When developing spatial skills:* Students can extract and analyse information using online interactive mapping and graphing programs. Such programs can also help students organize and present information using maps and graphs. Students in geography continue to develop their ability to use GIS to layer information when analysing and creating new maps. The "using spatial skills" suggestions that follow some specific expectations in the geography courses provide students with opportunities to use various ICT tools and programs.

- *As part of field studies:* When engaging in a field study, students can combine a number of ICT tools such as GPS, hand-held personal digital devices, and digital cameras.
- *As simulations:* Various simulation programs are available that provide hands-on visual engagement to support student learning.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums, galleries, archives, and heritage sites in Canada and around the world; databases of laws and regulations; political information and economic data on various countries; and digital atlases and other sources of information and data. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies, digital cameras, GIS maps, interactive whiteboards, and projectors to organize and present the results of their investigations to their classmates and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in Canadian and world studies are licensed through the ministry and are listed at www.osapac.org/db/software_search.php?lang=en.

THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND BUILDING SKILLS

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the “Essential Skills” and work habits important in work, learning, and life. Teachers planning programs in Canadian and world studies can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication
- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the provincial report card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks and that teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

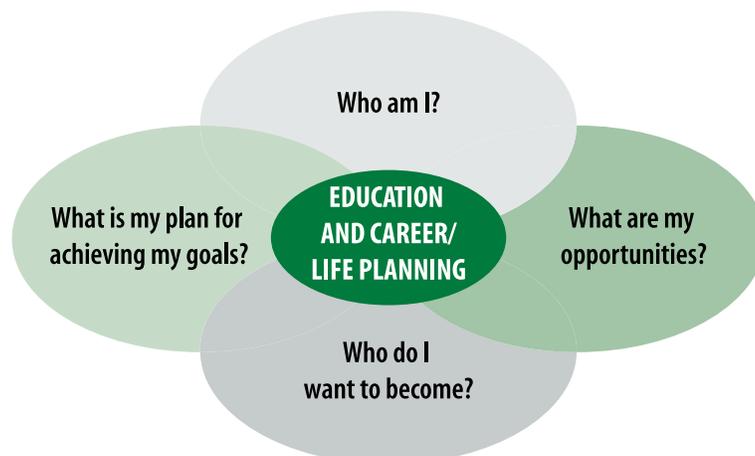
For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit <http://skills.edu.gov.on.ca>.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE CANADIAN AND WORLD STUDIES CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and (4) achieving goals and making transitions – What is my plan for achieving my goals?



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in Canadian and world studies provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. In addition, through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations.

Experiential learning opportunities associated with various aspects of the Canadian and world studies curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including parks and recreation; environmental industries such as water management or alternative energy development; public institutions such as government offices, libraries, museums, and archives; the public service; local not-for-profit organizations; financial and law-enforcement institutions; and the tourism industry.

Students who choose to take a two-credit cooperative education program with a Canadian and world studies course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding workplace opportunities, including job shadowing, work experience, and cooperative education, are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, which is available on the ministry website, at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students who are at least fourteen years of age and are on work placements of more than one day, see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), at www.edu.gov.on.ca/extra/eng/ppm/76a.html. Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or working in specific workplace settings.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH SKILLS MAJOR

Canadian and world studies courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this

curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Canadian and world studies courses can also serve as the in-school link with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

HEALTH AND SAFETY IN THE CANADIAN AND WORLD STUDIES PROGRAM

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Health and safety issues not usually associated with Canadian and world studies education may be important when the learning involves field trips and field studies. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.

ETHICS IN THE CANADIAN AND WORLD STUDIES PROGRAM

The Canadian and world studies curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. During the inquiry process, students may need to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teachers may need to help students in determining appropriate factors to consider when making such judgements. In addition, it is crucial that teachers provide support and supervision to students throughout the inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways. If students are conducting surveys and/or interviews, teachers must supervise their activities to ensure that they respect the dignity, privacy, and confidentiality of their participants.

Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in an inquiry. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of others in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in Canadian and world studies classes. Using accepted forms of documentation to acknowledge sources is a specific expectation within the inquiry and skill development strand for each course in the Canadian and world studies curriculum.

COURSES



ECONOMICS

INTRODUCTION

Economics is about how individuals, governments, and firms make choices about the allocation of scarce resources. It involves an understanding of various economic concepts, models, and theories as well as an exploration of economic trends, policies, and practices. Through economic inquiry, students develop their understanding of a range of economic issues, the interests and influence of different stakeholders, and the factors that influence the economic decisions of individuals and institutions.

Strands

The Grade 11 and 12 economics courses each have five strands. In all of these courses, strand A, Economic Inquiry and Skill Development, is followed by four content strands, which are organized thematically.

Citizenship Education

The expectations in the Grade 11 and 12 economics courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 13).

The Concepts of Economic Thinking

The four concepts of economic thinking – economic significance, cause and effect, stability and variability, and economic perspective – underpin thinking and learning in all economics courses in the Canadian and world studies program. At least one concept of economic thinking is identified as the focus for each overall expectation in strands B–E of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 16 for a fuller discussion of the concepts of disciplinary thinking.)

Economic Significance
<p>This concept requires students to determine the importance of economic policies, decisions, practices, issues, trends, theories, and/or developments. Economic significance is generally determined by the impact that such policies, decisions, and so on, have on individuals, groups, institutions, and/or nations. As they explore how scarce economic resources are allocated, students come to understand that the impact of those allocations may be different for different groups.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – What impact has the moving of production from Canada to offshore locations had on Canadian manufacturing and the communities where such industries were located? (CIE3M, E3.1) – What factors might a government consider when deciding how to allocate funding for infrastructure development? How significant would the impact on the economy be as a criterion? (CIA4U, D2.1) – What impact does scarcity have on your own and others' economic decisions? (CIC4E, Overview) – What impact would an increase in the minimum wage have on the working poor in Ontario? (CIC4E, E1.1)
Cause and Effect
<p>This concept requires students to determine factors that affect or contribute to economic policies, decisions, practices, trends, and/or developments as well as the consequences of these policies, decisions, and so on. Students develop an understanding of the complexity of causes and effects, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – Why have some manufacturing and services moved to Asia in the past few decades? (CIE3M, E2.3) – Why might the federal government consider raising Employment Insurance (EI) premiums? How might such a policy affect firms and workers? (CIA4U, D2.4) – How do the effects of economic marginalization contribute to its perpetuation? (CIA4U, E3.1) – What factors have the biggest influence on your own credit rating? Are there financial decisions that you have made or are facing now that might affect your credit rating? Why is it important to consider the long-term consequences of these decisions? (CIC4E, B2.3)

* The “related questions” are drawn directly from the overview charts that precede the Grade 11 and 12 economics courses and from the sample questions that accompany many specific expectations.

Stability and Variability

This concept requires students to determine how and why economic activity and/or well-being changes or stays the same over time. Students analyse various economic indicators related to employment, trade, markets, economic inequality, and/or government intervention in the economy to identify changes in different communities, regions, and countries over time. They also investigate various factors that contribute to economic change and/or help ensure stability.

Related Questions

- What is the role of taxation in the Canadian economy? (CIE3M, Overview)
- Where would you position the present Canadian economy on the business cycle? What are the implications of its position? (CIE3M, B2.3)
- What are the implications of what “counts” and does not “count” in economic indicators? (CIA4U, D1.4)
- What is the purpose of allowing individuals to deduct RRSP contributions when they file their income tax returns? How might this program contribute to individual and/or governmental financial stability? (CIC4E, B3.1)

Economic Perspective

This concept requires students to analyse the beliefs, values, interests, and influence that underpin economic policies, decisions, issues, and/or practices. Students learn that, in economics, people may have diverse perspectives on the same policy or decision, and that economic policies and decisions may benefit some groups while disadvantaging others. Students also learn that economic development may have social, cultural, and environmental, as well as direct economic, effects. Students also come to understand that their own economic perspective affects their personal economic/financial decisions.

Related Questions

- What are your financial goals in the next five years? Ten years? Twenty years? In what ways do your goals differ from the short- and long-term goals of your parents and/or grandparents? (CIE3M, B4.1)
- Should Canada sell resources such as asbestos or depleted uranium to countries that could use them in an unethical manner? (CIE3M, E3.3)
- What are some ways in which economic trade-offs might differ for the average person in developing and developed countries? (CIA4U, C2.1)
- Why might different stakeholders have different perspectives on economic issues that affect the environment? (CIC4E, Overview)

The Economic Inquiry Process

In each economics course in the Canadian and world studies curriculum, strand A focuses explicitly on the economic inquiry process, guiding students in their investigation of economic issues, trends, concepts, models, policies, decisions, and outcomes. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 32 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the economic inquiry process.

Formulate Questions
<p>Students formulate questions:</p> <ul style="list-style-type: none"> – to explore various issues, developments, concepts, models, policies, and/or decisions that are related to the overall expectations in order to identify the focus of their inquiry – to help them determine which key concept (or concepts) of economic thinking is relevant to their inquiry – that reflect the selected concept(s) of economic thinking – to develop criteria that they will use in evaluating data, evidence, and/or information; in making judgements, decisions, or predictions; in reaching conclusions; and/or in solving problems – to determine which economic model it would be appropriate to apply
Gather and Organize
<p>Students:</p> <ul style="list-style-type: none"> – collect relevant qualitative and quantitative data, evidence, and/or information from a variety of primary and secondary sources,^a including community resources^b – determine if their sources are credible, accurate, and reliable – identify the purpose and intent of each source – identify the points of view in the sources they have gathered – use a variety of methods to organize the data, evidence, and/or information they have gathered – record the sources of the data, evidence, and/or information they are using – decide whether they have collected enough data, evidence, and/or information for their inquiry

a. Primary sources may include, but are not limited to, statistical data, government budgets, financial statements, interviews, and treatises by classic economic theorists. Secondary sources may include, but are not limited to, financial/business reports, books and articles based on primary sources, reference books, news articles and editorials, political cartoons, and documentaries and other films. Depending on the context, digital sources, including social media and websites, can be either primary or secondary sources.

b. Community resources may include, but are not limited to, a range of resources from community groups and associations, government offices, businesses, and non-governmental organizations.

Interpret and Analyse

Students:

- analyse data, evidence, and/or information, applying the relevant concepts of economic thinking (see preceding chart)
- use different types of tools to help them interpret and analyse their data, evidence, and/or information
- identify the key points or ideas in each source
- interpret data and representations of data (e.g., graphs, matrices, statistical tables) to help them analyse issues, policies, events, trends, and/or developments
- construct graphs, charts, and/or diagrams to help them analyse the issue, policy, event, trend, and/or development they are investigating
- analyse their sources to determine the importance of an issue, policy, and/or economic/financial decision for individuals and/or groups, including different groups
- identify biases in individual sources as well as economic models and data
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

Evaluate and Draw Conclusions

Students:

- synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information
- make connections between different factors and contexts when analysing issues, policies, decisions, trends, and developments
- determine the short- and long-term impact of issues, policies, decisions, events, and/or developments for different individuals, communities, groups, and/or regions
- assess the ethical implications of economic decisions, policies, and/or practices
- reach conclusions about the subject of their inquiry, and support them with their data, evidence, and/or information
- make predictions based on their data, evidence, and/or information

Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, multimedia) for different audiences and purposes
- communicate their arguments, conclusions, and judgements clearly and logically
- use economic terminology and concepts correctly and effectively
- cite sources, using appropriate forms of documentation

The Individual and the Economy, Grade 11

University/College Preparation

CIE3M

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Economic Inquiry and Skill Development
Overall Expectations
A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada
A2. Developing Transferable Skills: apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
B. Fundamentals of Economics		
B1. Scarcity and Choice: analyse the relationship between scarcity and choice and how these considerations affect economic decision making (FOCUS ON: <i>Economic Significance; Cause and Effect</i>)	Scarcity is a fundamental economic problem and has a major impact on economic decision making.	Why are there trade-offs in any economic decision? How do your personal wants and needs influence your choices as a consumer?
B2. Economic Models: apply economic models to analyse economic choices and issues affecting Canada and Canadians (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Economists use models to illustrate theories about how the economy works and to analyse and predict change.	How does scarcity affect the economies of different Canadian communities?
B3. Political and Economic Systems: analyse how different political and economic systems and entities, including governments in Canada, make economic decisions (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Economic decision making is affected by political values. Political decision making can be affected by economic factors.	How do political values affect economic decisions? What impact do people's immediate and long-term financial goals have on their economic decisions?
B4. Financial Planning: demonstrate an understanding of key considerations related to personal financial planning, and use economic data to analyse the costs and benefits of personal financial decisions (FOCUS ON: <i>Economic Significance; Economic Perspective</i>)	Individuals need to consider a range of factors when making decisions about saving, spending, borrowing, or investing money. There can be "good debt" and "bad debt".	
C. Economic Challenges and Responses		
C1. Market Systems: analyse how various factors, including the practices of different stakeholders, affect markets and the value of goods (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	Different stakeholders can have different perspectives about which economic course of action is most appropriate.	How is the value of goods determined? How can consumers influence markets?
C2. Workers in Canada: explain the main roles, practices, and concerns of workers, both organized and unorganized, in Canada (FOCUS ON: <i>Economic Significance; Economic Perspective</i>)	Workers in Canada have both rights and responsibilities.	Why do governments intervene in market systems? Why might different categories of workers have different interests and perspectives?
C3. Employment Patterns and Trends: analyse patterns and trends related to employment and unemployment in Canada, their causes, and their impact on individuals and society (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Employment patterns and types of employment change over time as a result of various factors, including changes in education, technology, demographics, and supply and demand.	What are the main employment/unemployment patterns in Canada?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
C. Economic Challenges and Responses <i>(continued)</i>		
C4. Economic Inequality: analyse causes and measures of, as well as responses to, economic inequality in Canada (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Geographic, social, political, and demographic factors contribute to economic inequality in Canada. There are diverse viewpoints regarding the causes and impact of economic inequality and how to best address it.	Why is there economic inequality in Canada? How is it addressed?
D. Interrelationships among Economic Citizens		
D1. Producers and Consumers: analyse ways in which producers and consumers participate in the Canadian economy and some ways in which governments affect this participation (FOCUS ON: <i>Economic Significance; Cause and Effect</i>)	Government policy affects the economic roles and responsibilities of producers and consumers.	Why does the federal government regulate competition in Canada? What is the role of taxation in the Canadian economy?
D2. Government Intervention: analyse various ways in which governments in Canada intervene in the economy as well as factors that influence this intervention (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Governments in Canada intervene in the economy to promote growth and to alleviate economic inequality.	What impact does government spending have on your life and your community?
D3. Economic Citizenship: explain the roles, perspectives, and influence of various economic citizens in Canada (FOCUS ON: <i>Stability and Variability, Economic Perspective</i>)	Canadian citizens have various economic rights and responsibilities as well as different perspectives on economic issues.	How do different groups influence economic policy? Do all groups have a similar level of influence?
E. Economic Interdependence		
E1. Perspectives on Scarcity and Sustainability: analyse competing perspectives on scarcity and sustainability in Canada and assess their significance (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Different stakeholders have different viewpoints on scarcity and sustainability.	How do different stakeholders in Canada respond to issues relating to scarcity?
E2. Weighing Trade-offs, Making Choices: explain the criteria that governments and firms in Canada use to weigh trade-offs and make economic choices (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Scarcity of resources necessitates economic trade-offs.	What factors influence business decisions? What is the importance of trade and foreign investment to the Canadian economy?
E3. Economic Globalization: assess the impact of globalization, including international trade and investment, on the Canadian economy (FOCUS ON: <i>Economic Significance; Economic Perspective</i>)	Globalization has costs and benefits for the Canadian economy.	

A. ECONOMIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Economic Inquiry:** use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through economic investigations, and identify various careers in which a background in economics might be an asset.

SPECIFIC EXPECTATIONS

A1. Economic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into current economic issues in Canada (*e.g.*, factual questions: *What are the rights of workers in Canada?*; comparative questions: *What is the difference between a partnership and a cooperative business model?*; causal questions: *Why do governments intervene in the economy?*)

- A1.2** select and organize relevant data, evidence, and information on economic issues in Canada from a variety of primary and secondary sources (*e.g.*, primary: *Bank of Canada forecasts, federal/provincial budgets, financial statements, interviews, Statistics Canada data*; secondary: *academic or institutional reports based on primary sources, documentaries, government or business websites, newspapers, political cartoons*), ensuring that their sources reflect a range of perspectives

Sample questions: “What questions could you ask a business owner regarding the impact of government regulation on his or her business?” “What types of data can one gather from personal financial statements?” “If you were investigating the policies and practices of a multinational corporation, why might it be useful to supplement information from its website with other sources? What other sources might you consult?”

- A1.3** assess the credibility of sources, data, evidence, and information relevant to their investigations (*e.g.*, *by considering how the data*

or information was constructed; the accuracy and/or context of the evidence; the intended audience; the bias, purpose, values, and/or expertise of the author)

Sample questions: “Whose point of view is represented in this source? Whose perspective is not included?” “When analysing information from a government budget, why might it be useful to note which political party is in power?” “How might you assess the reliability of statistics from online sources?”

- A1.4** interpret and analyse data, evidence, and information relevant to their investigations, using various tools, strategies, and approaches appropriate for economic inquiry (*e.g.*, *create a graph to help them analyse data on income distribution in a Canadian city; use a cost-benefit matrix to help them analyse a real or theoretical business decision; use a Venn diagram to help them compare economic systems; interpret tables of statistics to determine seasonal and regional unemployment rates in Canada; use a supply and demand model to predict the effect on Canadian wheat prices of drought on the Prairies*)

Sample questions: “How will you determine the criteria you will use to assess the impact of globalization on the Canadian economy?” “What are some tools that can help you analyse raw data? Which type of table or graph might be most appropriate for the purposes of your inquiry?”

- A1.5** use the concepts of economic thinking (*i.e.*, economic significance, cause and effect, stability and variability, and economic perspective) when

analysing and evaluating data, evidence, and information and formulating conclusions and/or judgements about economic issues in Canada (e.g., *use the concept of economic significance to help them analyse the impact of income taxes in Canada; consider the concept of cause and effect when comparing the costs of fair-trade and conventional goods; apply the concept of stability and variability when investigating the impact of unions on wages over time; use the concept of economic perspective to help them assess the suitability of business models for a new venture*)

Sample questions: “Why would it be appropriate to consider the concept of economic significance when analysing the impact of a free trade agreement on producers and/or consumers?”
“How might applying the concept of economic perspective help you understand why an individual might get a payday loan?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements and/or predictions about the economic issues they are investigating

Sample questions: “What criteria did you consider to reach your conclusion about the impact of reduced government regulation of agricultural markets? Did your conclusion match your prediction at the beginning of your investigation? If not, what evidence influenced your position?” “What conclusions did you reach about the personal savings and investments that would best support your short- and long-term plans?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a report on a cost-benefit analysis of government subsidies to corporations; a seminar on the impact of consumer choices; a presentation with graphs and/or other diagrams on wages and benefits in different sectors of the Canadian economy; a debate on whether the federal government should pay down the debt or expand social spending; a blog for peers about how to manage personal debt*)
- A1.8** use accepted forms of documentation (e.g., *footnotes or endnotes, author/date citations, reference lists, bibliographies, credits*) to reference different types of sources (e.g., *articles, blogs, books, documentaries, interviews, statistical tables, websites*)
- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry topics; terminology related to economics and the concepts of economic thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which economic investigations can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., *skills related to reading texts, writing, document use, computer use, oral communication, numeracy*) and skills related to financial literacy, that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through economic investigations (e.g., *use skills related to budgeting and cost-benefit analysis to help them determine whether to take a part-time job; use numeracy skills to analyse the implications of statistics in a newspaper article; apply work habits such as initiative to identify strategies that will enable them to successfully complete a task, or organization to help them establish priorities and manage their time both in class and at home*)

- A2.3** apply the concepts of economic thinking when analysing current events involving economic issues (e.g., *costs and benefits of supporting infrastructure development in the First Nations community of Attawapiskat; the closing of a factory in a small community; a proposal to raise the minimum wage in Ontario; air pollution in China from coal-burning factories; debates over North American energy pipelines*) in order to enhance their understanding of these events and their role as informed citizens

Sample questions: “Why is there debate between different stakeholders about the value of carbon taxes or eco fees? What concept or concepts of economic thinking might help you deepen your understanding of this issue?”

- A2.4** identify various careers in which the skills learned in economics might be useful (e.g., *agriculturalist, asset manager, co-op manager, corporate strategist, customer service representative, entrepreneur, financial consultant, policy analyst, small-business owner, wealth manager*)

B. FUNDAMENTALS OF ECONOMICS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Scarcity and Choice:** analyse the relationship between scarcity and choice and how these considerations affect economic decision making (**FOCUS ON:** *Economic Significance; Cause and Effect*)
- B2. Economic Models:** apply economic models to analyse economic choices and issues affecting Canada and Canadians (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- B3. Political and Economic Systems:** analyse how different political and economic systems and entities, including governments in Canada, make economic decisions (**FOCUS ON:** *Stability and Variability; Economic Perspective*)
- B4. Financial Planning:** demonstrate an understanding of key considerations related to personal financial planning, and use economic data to analyse the costs and benefits of personal financial decisions (**FOCUS ON:** *Economic Significance; Economic Perspective*)

SPECIFIC EXPECTATIONS

B1. Scarcity and Choice

FOCUS ON: *Economic Significance; Cause and Effect*

By the end of this course, students will:

- B1.1** explain the concepts of scarcity and opportunity costs, and analyse how individuals, governments, and organizations apply these concepts as they make economic choices (*e.g., the opportunity costs of a firm deciding to invest in research and development rather than adding to its immediate profits, or of a government using limited resources to pay down the debt, invest in infrastructure, or increase funding for social programs*)

Sample questions: “What is the opportunity cost of doing your homework this evening instead of going out with friends? What type of scarcity is implicit in this choice?” “How would you assess the opportunity costs of renting versus buying a home?”
- B1.2** describe the two major branches of economics (i.e., micro, macro) and the two forms of economic analysis (i.e., normative, positive), demonstrating the understanding that they all consider questions of scarcity and choice

Sample questions: “What are the main concerns of microeconomics? How are they different

from those of macroeconomics?” “What is the role of normative economics in government policies related to poverty? How do questions of economic fairness compete with those related to the efficient use of scarce resources when such policies are being formulated?”

- B1.3** analyse how the scarcity of the factors of production (i.e., land, labour, capital, entrepreneurship) influences productivity and specialization
- B1.4** explain how needs (*e.g., clean water, food, shelter, leisure time*), wants (*e.g., designer jeans or running shoes, a new smartphone, sweatshop-free clothing, fair-trade produce*), and values (*e.g., fairness, individualism, community mindedness*) influence consumer decisions

Sample questions: “Which of your own values have the greatest influence on your decisions as a consumer? What impact do these values have on your behaviour as a consumer?” “Why might an individual pay more for a fair-trade product?”
- B1.5** compare prices in different communities in Canada (*e.g., the price of groceries on a fly-in First Nation reserve, in the North, in large urban centres, in rural communities; housing prices in Toronto and Windsor; the price of gasoline in Calgary and*

Charlottetown), explaining reasons for the variations, and analyse the impact of these variations on individuals' choices and decisions

Sample questions: "How does scarcity affect the cost of living for diverse groups of people?" "What factors contribute to the relatively higher price of food in St. John's or Iqaluit compared to southern Ontario?" "Why might prices contribute to the decision of some people to leave a large city for a smaller town when they retire?"

B2. Economic Models

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

B2.1 explain the purpose of a production possibilities curve (PPC) and apply this model to analyse potential choices with respect to production (*e.g., between consumer goods and capital goods, among different types of consumer goods, between a good and a service, between an essential and a non-essential good or service*)

Sample questions: "What types of goods or services might you plot on a PPC? What does the graph show? What are its implications?" "Who might use a PPC? Why?" "Why might it be useful to apply a PPC model when trying to determine how an economy should allocate production between defence and education?"

B2.2 use cost-benefit analysis to analyse current economic choices facing individuals and organizations in Canada (*e.g., a business deciding whether to invest in new technology, a student weighing postsecondary options, a family deciding whether to rent or buy a home, a local government considering how to most effectively invest in public transit*)

Sample questions: "How might a cost-benefit analysis inform an individual's decision regarding whether to collect unemployment insurance and stay in his or her current community, where there are few jobs, or relocate in order to get a job in another community?" "What factors might you consider in a cost-benefit analysis of whether to attend university or college or seek an apprenticeship?"

B2.3 identify economic models that are relevant to specific economic issues/problems in Canada, and apply these models to analyse some of these issues/problems (*e.g., use the business cycle model to analyse long-term variations in the economy, a Keynesian model to analyse the impact of unemployment on supply and demand, an accounting model when investigating the implications of the national debt*)

Sample questions: "Where would you position the present Canadian economy on the business cycle? What are the implications of its position?" "What do consumption behaviour models suggest about consumer spending and savings? Based on your analysis of a consumption behaviour model, what predictions would you make about consumer spending and savings in Canada? What are the implications of your predictions?"

B2.4 assess the suitability of various business models (*e.g., sole proprietorship, partnership, corporation, cooperative, Crown corporation*) for different purposes

Sample questions: "What business model do you think is best suited for Canadian farming? Why?" "What are the advantages and disadvantages of the business models of banks and credit unions?" "What are the arguments for and against privatizing Crown corporations?"

B3. Political and Economic Systems

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

B3.1 compare how different economic systems (*i.e., market, mixed, traditional, command*) answer the three fundamental economic questions about production (*i.e., what, how, and for whom to produce*)

Sample questions: "How does a market economy differ from a command economy in terms of investment and production? Do pure market systems actually exist? If so, where?" "How do the means of production differ in a mixed economy and a command economy? How do these differences affect production decisions?"

B3.2 analyse how different political-economic systems (*e.g., capitalism, socialism*) respond to challenges associated with stability and variability

Sample questions: "How might the government in a socialist country respond to an economic downturn? In what ways might this response be different from that of a government in a capitalist country? How would you account for the differences?"

B3.3 analyse how governments in Canada prioritize competing economic goals when responding to economic challenges (*e.g., unemployment, inflation, recession, increasing public debt*)

Sample questions: "Why might economic development not always be compatible with

environmental stewardship? How do governments weigh these competing goals?" "How do political values affect the economic decisions of governments in Canada?" "Which do you think should be more important to a government, cutting spending to reduce public debt and/or taxes, or increasing spending on social programs to help alleviate the effects of inequitable distribution of income? Does your answer reflect current government policy? If not, how do the government's priorities differ from your own?"

B4. Financial Planning

FOCUS ON: *Economic Significance; Economic Perspective*

By the end of this course, students will:

B4.1 describe key personal financial planning principles (*e.g., set realistic goals, start to save early, maintain a good credit rating, diversify*), and explain how and why financial planning may differ depending on an individual's stage of life and/or personal experiences

Sample questions: "What are your financial goals in the next five years? Ten years? Twenty years? In what ways do your goals differ from the short- and long-term goals of your parents and/or grandparents? What financial planning principles might you use to best achieve your goals?" "How might the experience of growing up in a household where job loss or seasonal unemployment was the norm affect an individual's financial planning choices?"

B4.2 assess, with reference to specific economic data, the advantages and disadvantages of different financial institutions (*e.g., banks, credit unions, mortgage companies, payday loan companies, brokerage firms*), specifically with respect to personal savings, investments, and loans

Sample questions: "Do you use a bank or a credit union? On what criteria did you base your decision to use this type of institution? Does your choice best support your immediate and long-term financial goals?" "Why might an individual invest through a brokerage firm rather than a bank or credit union?" "What are the costs of a payday loan? How do the fees charged by these companies differ from those charged by a bank or credit union?"

B4.3 assess, with reference to specific economic data, the short- and long-term costs and benefits of personal debt (*e.g., credit card debt, student loans, payday loans, lines of credit, mortgages*)

Sample questions: "What is the difference between 'good debt' and 'bad debt'? Why is something like a student loan generally considered to be good debt?" "What are the benefits of using a credit card? What are its immediate costs? What are the longer term costs if one fails to pay off the monthly balance?" "What factors can negatively affect one's credit rating? What impact can a poor credit rating have on an individual's ability to secure a loan?"

B4.4 analyse the choices (*e.g., cash, credit, loan, lease*) to determine the best method of payment for major consumer purchases (*e.g., a home, a car, tuition, a holiday, electronics*)

Sample questions: "How might you determine whether you should use cash, a credit card, or a layaway plan to pay for a new smartphone?" "Why might an individual lease a car rather than taking out a loan to buy it outright? What are the costs and benefits of each approach?" "Why might the 'best' method of payment differ depending on the good purchased and the age and economic status of the person making the purchase?"

B4.5 compare various investment choices (*e.g., stocks, bonds, guaranteed investment certificates, mutual funds, tax-free saving accounts, registered retirement income funds*) and explain the importance of diversifying investments

Sample questions: "What are the differences between stocks and bonds? Why might an individual want to have a combination of stocks, bonds, and mutual funds in an investment portfolio?" "What is the importance of socially responsible investing? How can you determine if an asset manager is practising such investing?"

C. ECONOMIC CHALLENGES AND RESPONSES

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Market Systems:** analyse how various factors, including the practices of different stakeholders, affect markets and the value of goods (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- C2. Workers in Canada:** explain the main roles, practices, and concerns of workers, both organized and unorganized, in Canada (**FOCUS ON:** *Economic Significance; Economic Perspective*)
- C3. Employment Patterns and Trends:** analyse patterns and trends related to employment and unemployment in Canada, their causes, and their impact on individuals and society (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- C4. Economic Inequality:** analyse causes and measures of, as well as responses to, economic inequality in Canada (**FOCUS ON:** *Stability and Variability; Economic Perspective*)

SPECIFIC EXPECTATIONS

C1. Market Systems

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

- C1.1** apply supply and demand models to analyse how price is influenced by different factors (*e.g., technology, advertising, weather, shortages of raw materials*)

Sample questions: “How has the increase in online shopping affected prices?” “How and why might effective advertising affect the price of a product?” “Why might drought in Florida affect the price of oranges in Ontario?”
- C1.2** analyse how individual choices, including ethical consumerism (*e.g., buying fair-trade, local, cruelty-free, and/or green products*), influence markets

Sample questions: “To what degree are you influenced by fair-trade logos when making a purchase?” “Is a consumer boycott an effective way to influence producers and markets? Why or why not?” “If members of the public found the name and/or logo of a professional sports team offensive, why might the team choose to change it? Why might it choose to keep it?”
- C1.3** analyse how consumer and producer participation in the underground economy affects markets (*e.g., with reference to grey and black markets, tax evasion, counterfeit products, pirating, illegal downloading*)

Sample question: “What impact do counterfeit products have on prices for producers and consumers in legitimate markets?”
- C1.4** analyse how, in a market system, different stakeholders value public and collective goods (*e.g., fish stocks, air, water, parks*)

Sample questions: “Why might public ground water be valued differently by an adjacent community, a bottling company, and a government department regulating natural resources? Do you think governments should allow private companies to bottle and sell such water? Why or why not?” “Do you think some public goods should be privatized, whether fully or partially?”
- C1.5** explain the causes of Canadian government intervention in market systems (*e.g., to address economic inequalities or market disadvantages, to generate revenue, to protect consumers, in response to lobbying*)

Sample questions: “How do the competing economic goals of equity and efficiency influence

minimum wage legislation in Canada?" "What are 'sin taxes'? What is their purpose?" "Why might the government choose to subsidize agricultural production? What are some examples of such subsidies in Canada? Do all stakeholders agree with such subsidies? If not, why not?"

C2. Workers in Canada

FOCUS ON: *Economic Significance; Economic Perspective*

By the end of this course, students will:

C2.1 describe various ways in which workers organize in Canada as well as different categories of unorganized workers (*e.g., with reference to professional associations, labour unions, worker-run cooperatives, itinerant workers, foreign domestic workers, temporary foreign workers, contract workers*), and explain why different categories of workers may have different perspectives

Sample questions: "In what ways might the concerns of unionized and temporary foreign workers be similar? In what ways might they differ? How would you account for the differences?" "What perspectives are evident in efforts, whether historical or contemporary, to unionize the garment industry?"

C2.2 compare incomes, benefits, and working conditions of unionized and non-unionized workers in different sectors of the Canadian economy (*e.g., resource development, agriculture, manufacturing, service industries, public service*)

C2.3 explain the rights and responsibilities of workers in Canada (*e.g., rights: to a minimum wage, to refuse unsafe work, to compensation for workplace injuries, to freedom from discrimination and harassment; responsibilities: to be aware of and follow workplace health and safety requirements, to report unsafe working conditions, to use appropriate protective equipment, to treat co-workers in accordance with human rights regulations*)

Sample questions: "Do you think a worker has a responsibility to become a 'whistleblower' if he or she witnesses illegal or unethical behaviour in the workplace? Why or why not?"

C2.4 explain various practices and policies (*e.g., collective bargaining, arbitration, walkouts, strikes, closed and open shops, "right to work" laws, back-to-work legislation*) adopted by workers, firms, and governments to assert their interests with respect to labour-management issues, and assess the impact of these practices/policies on various stakeholders (*e.g., workers, business owners, governments, consumers*)

Sample questions: "What is the Rand Formula? What impact has it had on organized labour in Canada?" "What impact does strike action have on workers and the firms that employ them? How are consumers affected by strikes?" "What implication does the government's designation of an occupation as an 'essential service' have for labour action?"

C3. Employment Patterns and Trends

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

C3.1 analyse economic data to identify employment/unemployment patterns (*e.g., youth unemployment, unemployment among college/university graduates, unemployment on First Nations reserves, seniors returning to part-time employment, contract work versus full-time employment, use of temporary foreign workers, outsourcing, loss of manufacturing jobs to other countries, regional expansion of energy-sector jobs*), and explain how these patterns affect individuals and society

Sample questions: "What employment patterns are associated with students who have recently graduated from high school? In what ways, if any, do you think these patterns might affect your postsecondary plans?" "How are changes in the employment rates in manufacturing and service occupations affecting the Canadian economy?"

C3.2 identify trends related to workplace technology (*e.g., continuing automation, cloud computing, use of big data*), and analyse the effects on workers (*e.g., changes in employability skills, flexibility in hours and location of work, use of social media to search for jobs*)

Sample questions: "Why are employability skills changing?" "What are the benefits to workers of increased workplace technology? What are the benefits to employers?"

C3.3 explain the causes of specific types of unemployment (*e.g., frictional, seasonal, structural, cyclical, regional*) and their impact on career choices

Sample questions: "What impact has the demand for workers in western Canada had on workers in other parts of the country? Has this demand or its impact influenced your career plans? Why or why not?"

C4. Economic Inequality

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

C4.1 explain how various factors contribute to income inequality (*e.g., social background, including class, religion, ethnicity; education; the number and types of jobs available in a region; discrimination based on race, gender, sexual orientation, religion, language; skills; the value that society attaches to different jobs*)

Sample questions: “How might the socio-economic background of a person’s family affect his or her economic opportunities?” “Why do some jobs have greater social status or remuneration than others? Who decides the salary or status of different jobs? What factors affect these decisions? Do you think there is any bias inherent in these decisions? If so, what underpins these biases?” “What impact does where you live have on your economic opportunities?”

C4.2 explain how governments, firms, and non-governmental organizations respond to economic inequalities (*e.g., tax credits, rent controls, minimum wages, social assistance, food banks, corporate-funded or government-subsidized daycare, public and private funding of social programs, programs to upgrade job skills or literacy*)

Sample questions: “What are some similarities and differences in the ways in which charities and governments respond to the issue of homelessness?” “Why do you think some businesses support community initiatives aimed at youth?” “What impact do you think minimum wages have on economic equality?” “What is the significance of different types of tax credits for different socio-economic groups?”

C4.3 assess the effectiveness of income taxes and government transfers in reducing income inequality in Canada (*e.g., with reference to the Child Tax Benefit, social assistance, employment insurance, old age security*)

Sample questions: “Why are income tax rates in Canada higher for people with higher net incomes? Why do some people advocate a flat income tax? Do you think a flat tax would be more effective than the current progressive tax in addressing income inequality? Why or why not?” “What impact has the Guaranteed Income Supplement had on the standard of living for seniors?” “Why are old age security payments subject to a clawback?” “Why do some groups advocate the establishment of a guaranteed annual income?”

C4.4 assess the impact that economic fluctuations have had on different communities in Canada (*e.g., Sydney, NS; Athabaska or Calgary, AB; Charlottetown, PEI; Leamington or Oshawa, ON; First Nations reserves across Canada*) by analysing measures of poverty and affluence for those communities (*e.g., number of people below the low-income cut-off, poverty indices, food bank use, social welfare rolls, housing prices, average income*)

Sample questions: “Why do different communities have different employment rates?” “How are youth in different communities affected by economic fluctuations?” “What are some communities in Canada in which the dominant industry closed down or cut production? What happened to those communities?”

C4.5 explain how economic models and data are used to measure social need in Canada and to help frame responses to social issues (*e.g., issues related to poverty, health, crime, education*), and describe challenges associated with the use of these models and data (*e.g., the Lorenz curve, the Gini coefficient, poverty indices, gross domestic product, measures of consumer confidence and spending*)

Sample questions: “Are economic models and data value free? If not, what are some assumptions and/or biases that underlie them?” “What is and is not included in gross domestic product?”

D. INTERRELATIONSHIPS AMONG ECONOMIC CITIZENS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Producers and Consumers:** analyse ways in which producers and consumers participate in the Canadian economy and some ways in which governments affect this participation (**FOCUS ON:** *Economic Significance; Cause and Effect*)
- D2. Government Intervention:** analyse various ways in which governments in Canada intervene in the economy as well as factors that influence this intervention (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- D3. Economic Citizenship:** explain the roles, perspectives, and influence of various economic citizens in Canada (**FOCUS ON:** *Stability and Variability; Economic Perspective*)

SPECIFIC EXPECTATIONS

D1. Producers and Consumers

FOCUS ON: *Economic Significance; Cause and Effect*

By the end of this course, students will:

- D1.1** demonstrate an understanding of competition with respect to markets and firms (*e.g., perfect and imperfect competition, the extent of control of the market, the degree of control over price, the extent of barriers to entry or exit from the market*), and explain how government regulations relating to competition in Canada affect producers and consumers

Sample questions: “What are the similarities and differences between monopolistically competitive and perfectly competitive markets?” “What are the similarities and differences between oligopolies and monopolies?” “What is the significance of the Competition Act and Competition Bureau? How effective do you think they are in terms of promoting competition? What impact do they have on consumers and producers?” “How has government regulation with respect to competition affected the telecommunications or banking sector?”

- D1.2** assess the sources and quality of information available to consumers about products on the market in Canada

Sample questions: “Can Canadian consumers be confident in the safety of the products they purchase? Why or why not?” “What information appears on food labels? Do you find this information useful? Is there any other information that should be included?” “Does the information in advertisements influence what you purchase? How reliable is this information?” “What factors might affect the quality of the information that Health Canada or other government branches provide about products?”

- D1.3** describe taxes paid by producers and consumers in Canada (*e.g., income tax, sales tax, goods and services tax, property tax, capital gains tax, excise tax, corporate tax*), and assess their impact

Sample questions: “What is the difference between progressive and regressive taxes? What differences are there in the impact of these taxes?”

- D1.4** assess the role of entrepreneurship in the Canadian economy

Sample questions: “What is the impact of entrepreneurs in small towns? How does this differ from their impact in cities with a larger population base?”

D2. Government Intervention

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

D2.1 analyse government policy initiatives in Canada that respond to scarcity (e.g., *progressive taxes, income transfers, carbon credits or carbon taxes, the Temporary Foreign Worker Program*)

Sample questions: “How is the value of externalities, such as pollution arising from consumption and production, determined by the government? How might that valuation affect public policy initiatives related to the environment?” “What impact do regulations that are intended to reduce electricity use have on consumption and prices?”

D2.2 analyse how governments in Canada respond to economic problems (e.g., *with reference to changes in taxes, cuts to or increases in spending/services, wage/price controls, changes to minimum wages or to pension or unemployment benefits*), including the problems caused by economic fluctuations (e.g., *recession, recovery, boom*)

Sample questions: “What might happen if a government decided to raise minimum wages during a recession?” “When and why might a government consider lowering sales taxes?” “Why are governments concerned with the potential effects of inflation? What are some ways in which governments attempt to control inflation?”

D2.3 explain various ways in which governments in Canada intervene in the economy (e.g., *laws and regulations related to wages and working conditions, food safety, competition, health and safety, environmental protection; farm or corporate subsidies; marketing boards; tariffs; trade agreements; social welfare payments; Crown corporations*), and analyse the impact of this intervention

Sample questions: “Why do some people advocate increasing the minimum wage? Why do others disagree with such a policy? Do you think an increase in minimum wages would be good or bad for the economy?” “What is the economic and social impact of government spending on health care in Canada?”

D3. Economic Citizenship

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

D3.1 describe economic rights and responsibilities of Canadian citizens (e.g., *rights: equality of*

economic opportunity, mobility rights, eligibility for social assistance, right to private property, free elementary/secondary education, rights associated with copyright and patent laws; responsibilities: to pay taxes; to respect laws relating to business regulations, economic transactions, health and safety; to understand the role of political, economic, and social institutions in their lives and communities; to engage in local, national, and/or global communities for the common good)

Sample questions: “Why are we legally obliged to pay taxes?” “In what respect is preservation of public space an economic responsibility? Why might different groups have differing perspectives about the conservation of public space?” “Is having a job an economic right or responsibility?” “Why must the government consult Aboriginal peoples before allowing development on their land?”

D3.2 explain the responsibilities of individuals, firms, and government with respect to social inequities in Canadian workplaces (e.g., *to report discrimination or harassment, to ensure accessibility, to comply with human rights legislation, to enact and enforce regulations that protect workers’ right to a safe and harassment-free workplace*)

D3.3 explain competing perspectives of various economic citizens (e.g., *baby boomers, youth, taxpayers, shareholders, business people, people with disabilities, people from different classes*) on the value of government services/expenditures in Canada (e.g., *expenditures on health care, social services, education, pensions, transportation, parks, infrastructure*)

Sample questions: “What government services have a direct impact on your life? How significant is this impact? How might your life change if these services were not available? Do you think all Canadians place the same value on these services? If not, why not?”

D3.4 explain ways in which individuals and groups, including firms, influence the economic policy of governments in Canada, and assess the extent of this influence (e.g., *with reference to voting, lobbying, financial support for political parties, media support for or criticism of policy, reports/position papers of think tanks, unethical business practices, promises of investment or threats or withdrawing investment*)

Sample questions: “What are some ways in which firms influence government policy? Do you think they have too much influence, or is it commensurate with their economic importance?”

E. ECONOMIC INTERDEPENDENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Perspectives on Scarcity and Sustainability:** analyse competing perspectives on scarcity and sustainability in Canada and assess their significance (**FOCUS ON:** *Stability and Variability; Economic Perspective*)
- E2. Weighing Trade-offs, Making Choices:** explain the criteria that governments and firms in Canada use to weigh trade-offs and make economic choices (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- E3. Economic Globalization:** assess the impact of globalization, including international trade and investment, on the Canadian economy (**FOCUS ON:** *Economic Significance; Economic Perspective*)

SPECIFIC EXPECTATIONS

E1. Perspectives on Scarcity and Sustainability

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

- E1.1** compare the perspectives of various stakeholders with respect to scarcity in Canada and explain how these perspectives are reflected in the policies or positions of these stakeholders with respect to economic issues (*e.g., with reference to different political parties; conservative and progressive think tanks; the oil and gas industry and the alternative energy sector; corporate and small-scale or organic farmers; First Nations, Métis, and/or Inuit people; environmental NGOs; advocacy groups for the poor; Chambers of Commerce*)

Sample questions: “What do the positions of different stakeholders on the development of the Alberta oil sands tell you about their views on scarcity and sustainability?” “What are the key differences between the perspectives of right- and left-wing groups on the allocation of scarce government resources?”

- E1.2** analyse how First Nations, Métis, and/or Inuit people have responded to issues relating to scarce resources (*e.g., with reference to land claims, fishing rights, resource development on and/or environmental degradation of Aboriginal land*), and explain similarities and differences between their responses and those of other groups in Canada, including governments

(*e.g., environmental groups, mining companies, provincial or federal governments, the courts*)

Sample questions: “What competing beliefs about scarcity and sustainability underpin the Musqueam Nation’s conflict with the B.C. government over fishing rights?” “Why are there often differences in the perspectives of governments, corporations, and First Nations, Métis, and/or Inuit people on the development of natural resources?” “What are the implications for different stakeholders of court decisions on Aboriginal land claims?” “Given the scarcity of land/resources, what are some of the advantages of collective ownership of property? What are some of the disadvantages of collective and private ownership of property? Do you think these advantages/disadvantages are the same for First Nations communities as they are for other groups in Canada? Why or why not?”

- E1.3** compare cooperative and competitive perspectives (*e.g., those of cooperatives, multinational corporations, sole proprietorships, social ventures*) on the management of scarce resources in Canada

Sample questions: “How do credit unions and multinational banks distribute profits?” “What are the similarities and differences between corporations and cooperatives in the allocation of profits?”

- E1.4** explain how firms in Canada respond to issues relating to scarcity of labour and capital (*e.g., by offering apprenticeships and/or internships, using government funds to help them restructure*)

jobs or retrain workers, hiring contract workers, using temporary foreign workers, outsourcing, merging, seeking foreign investment, taking a private firm public or vice versa, cutting costs of production, moving offshore)

Sample questions: “Why are there so many migrant farm workers in Canada?” “What is an initial public offering? How can it help raise capital for a firm that has been held privately?”

E2. Weighing Trade-offs, Making Choices

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

- E2.1** explain criteria that firms use in deciding how to allocate scarce resources (*e.g., when to hire or lay off workers, whether to invest in new technology, the amount of funding for research and development, whether to sponsor cultural events or community organizations*)
- Sample questions:** “What criteria would a business use to determine whether to support a cultural or sports event? What are the potential benefits of such support? What restrictions do cigarette companies face with regard to such sponsorship? Why?” “In what ways might the commitment to profits for shareholders influence how a corporation allocates its resources?”
- E2.2** explain why governments provide financial support to corporations, non-governmental organizations, and other groups (*e.g., to create jobs and/or prevent loss of jobs, to encourage research and development, to promote cultural events, to increase literacy or enhance skills, to support private programs that provide services to specific groups, to enhance their political support*)
- Sample questions:** “What criteria might the federal government use to determine how to allocate grant money to companies researching sustainable energy sources?” “Why might a government help to subsidize a firm that has low profits? Do you think this is a wise investment? Why or why not?” “Why do governments fund service organizations?”
- E2.3** explain business decisions (*e.g., layoffs, relocation, outsourcing, technological integration, mergers*) that may be taken in response to economic challenges and/or fluctuations (*e.g.,*

recessions, increased competition, changes in trade, technological change, shortages of skilled workers)

Sample questions: “What rationale might a company use to continue paying their employees during a closure as a result of a fire or other disaster?” “Why might a business decide to restructure jobs instead of laying off workers?” “Why have some manufacturing and services moved to Asia in the past few decades?”

E3. Economic Globalization

FOCUS ON: *Economic Significance; Economic Perspective*

By the end of this course, students will:

- E3.1** assess the impact of globalization on the Canadian economy, with particular reference to income inequality in Canada
- Sample question:** “What impact has the moving of production from Canada to offshore locations had on Canadian manufacturing and the communities where such industries were located?”
- E3.2** assess the advantages (*e.g., increased capital, potential for increased employment*) and disadvantages (*e.g., loss of local decision making, loss of profits, corporate decisions that favour head office over subsidiaries*) of foreign investment and ownership in Canada
- Sample questions:** “Should Ottawa allow other countries to own potash mines in Canada?” “Why does the Canadian government restrict foreign ownership of telecommunication companies?”
- E3.3** describe key aspects of Canadian trade policy (*e.g., with reference to the North American Free Trade Agreement, the proposed Canada–European Union Comprehensive Economic and Trade Agreement, membership in the World Trade Organization, tariffs and subsidies, export of natural resources, largest trading partners*), and explain its impact
- Sample questions:** “Should Canada sell resources such as asbestos or depleted uranium to countries that could use them in an unethical manner?” “What are some of the effects of increasing trade with China on Canadian society and the economy?”

Analysing Current Economic Issues, Grade 12

University Preparation

CIA4U

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Economic Inquiry and Skill Development
Overall Expectations
A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues
A2. Developing Transferable Skills: apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
B. Fundamentals of Economics		
B1. Scarcity and Choice: demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	Scarcity is a fundamental economic problem and has a major impact on economic choices and decisions.	How does scarcity affect the economies of different regions and countries? What factors tend to contribute to economic change and stability?
B2. Supply and Demand Models: demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Economists use supply and demand models to analyse and illustrate factors affecting economic choices.	How do different groups influence economic decision making?
B3. Growth and Sustainability: analyse aspects of economic growth/development, including its costs, benefits, and sustainability (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	Economic growth and development can have social, cultural, and environmental consequences.	Why is it important to try to find a balance between different ideas and stakeholders when making an economic decision?
B4. Economic Thought and Decision Making: analyse how economic and political ideas and various socio-cultural factors affect economic decision making (FOCUS ON: <i>Economic Significance; Economic Perspective</i>)	When making major economic decisions, it is important to consider different theories and perspectives.	
C. Firms, Markets, and Economic Stakeholders		
C1. The Firm and Market Structures: demonstrate an understanding of markets and theories of the firm (FOCUS ON: <i>Cause and Effect; Stability and Variability</i>)	Firms and market structures affect, and are affected by, regulations and various stakeholders.	In what ways has technology changed the dynamic between consumers and producers?
C2. Economic Trade-Offs and Decisions: analyse economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions (FOCUS ON: <i>Economic Significance; Economic Perspective</i>)	Every economic decision involves a trade-off.	When investigating a current economic issue, why is it important to take the perspectives of different stakeholders into account?
C3. The Role of Government in Redressing Imbalance: explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Governments in different countries take different approaches to address economic imbalances and allocate scarce resources.	What are some ways in which governments address economic and social inequality? Why might some governments choose economic prosperity over other considerations when making an economic decision?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
D. Macroeconomics		
D1. Macroeconomic Models and Measures: demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Statistical indicators are useful tools for comparing countries and analysing global economic issues.	What considerations are missing from some of the common indicators used to measure economic growth and well-being?
D2. Fiscal Policy: demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact (FOCUS ON: <i>Economic Significance; Cause and Effect</i>)	A government's fiscal policies have an impact on individuals, organizations, and other levels of government.	What are some ways in which individuals and/or groups influence economic policies in a country? How does the Bank of Canada influence financial markets?
D3. Monetary Policy: analyse various aspects of monetary policy in Canada and their impact on the economy (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	The Bank of Canada's monetary policies affect financial institutions and thus consumer decisions.	How do the fiscal policies of the federal government affect individuals in Canada?
E. Global Interdependence and Inequalities		
E1. Theories and Models of International Trade: analyse various theories, models, and issues relating to international trade (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	Changes in international trade practices and agreements have an impact on the individual consumer.	Why is it important to be aware of the ethical and/or environmental implications of trade practices?
E2. International Economic Developments: analyse the impact of some key international economic events and developments as well as various responses to them (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	The shifting global economy has an impact on how different nations, groups, and individuals respond to economic problems.	How does economic globalization affect society, culture, and the environment? How might an individual or group address economic inequality and the problems that are associated with it?
E3. International Economic Power and Inequality: explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	Economic disparity continues to be a national and international problem.	How do people create economic change?

A. ECONOMIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Economic Inquiry:** use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset.

SPECIFIC EXPECTATIONS

A1. Economic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into current national and global economic issues (*e.g.*, factual questions: *What type of economic system does Sweden have?*; comparative questions: *How do the Human Development Index and gross domestic product of Canada compare to those of countries with emerging economies?*; causal questions: *What factors affect supply and demand?*)
- A1.2** select and organize relevant data, evidence, and information on current Canadian and international economic issues from a variety of primary and secondary sources (*e.g.*, primary: *data from Statistics Canada or international statistical agencies, forecasts from international financial institutions, government budgets, treatises by economists*; secondary: *articles; business reports; documentaries or other films; newspapers; websites of governments, businesses, and/or non-governmental organizations*), ensuring that their sources reflect a range of perspectives
Sample questions: “If you wanted to compare economic data on different countries, what types of sources might you consult? What types of data can you obtain from these sources? What economic indicators do they report on? Where might you find data on alternative economic indicators?” “If you were investigating the environmental impact of a particular company or industry, why would it be important to consult sources in addition to the company’s website and reports?”
- A1.3** assess the credibility of sources, data, evidence, and information relevant to their investigations (*e.g.*, *by considering how the data or information was constructed; the accuracy and/or context of the evidence; the intended audience; the bias, purpose, values, and/or expertise of the author*)
Sample questions: “Whose point of view is represented in this source? How do you know? Does this person or group have a vested interest in the issue being addressed? If so, do you think this affects the reliability of the source?” “How might you assess the reliability of statistics from online sources?”
- A1.4** interpret and analyse data, evidence, and information relevant to their investigations, using various tools, strategies, and approaches appropriate for economic inquiry (*e.g.*, *interpret data in a graph on the economic impact of a government policy; interpret the information on income inequality presented in a Lorenz curve; use a Venn diagram or other graphic organizer to help them compare two different economic theories; analyse data to test a particular economic theory*)
Sample questions: “What does this graph reveal about supply and demand?” “What criteria might you use to assess monetary policy in Canada? Why did you choose these criteria?” “What type of graphic organizer do you think would be most useful in helping you compare different market structures?”
- A1.5** use the concepts of economic thinking (*i.e.*, economic significance, cause and effect, stability and variability, and economic perspective) when analysing and evaluating data, evidence, and

information and formulating conclusions and/or judgements about current Canadian and international economic issues (e.g., use the concept of economic significance to help them determine the impact of government spending on individuals and/or businesses; take the concept of cause and effect into consideration when analysing supply and demand in relation to non-renewable natural resources; apply the concept of stability and variability when analysing changes to the global balance of economic power; use the concept of economic perspective when analysing the costs and benefits of a trade agreement to ensure that they consider how the agreement has affected different groups)

Sample questions: “What criteria would you use to determine the economic significance of a policy?” “Why might it be appropriate to apply the concept of economic perspective when analysing the rights of workers? How might this concept deepen your analysis of these rights? What other concepts of economic thinking might be relevant? Why?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements and/or predictions about the economic issues they are investigating

Sample questions: “What conclusions did you reach about the causes of global economic inequality? What evidence supports your conclusions? Did you find evidence that did not support your conclusion? What made you decide that your other findings outweighed this evidence?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a report, including tables and graphs, on the economic impact of globalization; a persuasive essay on ways to address global economic disparities; a presentation on trends in international trade; a seminar on issues associated with macroeconomic indicators; a debate on the value of different economic theories; a web page on the costs of black and grey markets; a blog discussing global environmental issues associated with economic development)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., articles, blogs, books, films, online documents, statistical reports, tables and graphs, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to economics and the concepts of economic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which economic investigations can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., reading texts, writing, document use, computer use, oral communication, numeracy skills) and skills related to financial literacy, that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through economic investigations (e.g., use skills related to budgeting, or weighing opportunity costs, to help them make responsible financial decisions; analyse trade-offs to make informed consumer decisions; analyse the meaning of statistics in a news report; apply work habits such as collaboration to help them deal with conflict and build consensus, or self-regulation to monitor their progress towards a particular financial goal)

A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (e.g., the release of a new report on inequitable distribution of wealth in the world or on child labour; demonstrations in support of First Nations land claims; a major accident at a sweatshop in the developing world; a new trade agreement that concerns Canada; a new political conflict with potential economic impact; changes to government policy regarding carbon emissions) in order to enhance their understanding of these events and their role as informed citizens

Sample questions: “What are the positions of different stakeholders with respect to the building of energy pipelines in Canada? How might applying the concepts of economic perspective and cause and effect help you deepen your understanding of this issue?”

A2.4 identify various careers in which the skills learned in economics might be useful (e.g., accountant, banker, economist, educator, entrepreneur, financial consultant, fundraiser, human resources manager, journalist, lawyer, policy analyst, politician)

B. FUNDAMENTALS OF ECONOMICS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Scarcity and Choice:** demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders (**FOCUS ON:** *Economic Significance; Stability and Variability*)
- B2. Supply and Demand Models:** demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- B3. Growth and Sustainability:** analyse aspects of economic growth/development, including its costs, benefits, and sustainability (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- B4. Economic Thought and Decision Making:** analyse how economic and political ideas and various sociocultural factors affect economic decision making (**FOCUS ON:** *Economic Significance; Economic Perspective*)

SPECIFIC EXPECTATIONS

B1. Scarcity and Choice

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

- B1.1** compare, with reference to specific countries, how different economic systems (i.e., market, mixed, traditional, command) answer the three fundamental economic questions about production (i.e., what, how, and for whom to produce)

Sample questions: “How would you characterize the economic systems of Canada, Cuba, and Sweden? What impact do these systems have on how these countries make decisions about production?”

- B1.2** explain, using both normative and positive economic analysis, the interrelationship between needs/wants, production decisions, and consumer choices and decisions

Sample questions: “How might normative and positive economic analyses differ in their assessment of the role of planned obsolescence?” “What role does marketing play in production decisions? What impact can marketing/advertising have on people’s wants and what they may perceive to be their needs?” “If positive economic analysis focuses on facts, how can positive analyses of the same issue reach different conclusions or support different economic decisions?”

- B1.3** demonstrate an understanding of production possibilities curves (PPCs) and how they can be used to guide economic decisions about the allocation of scarce resources (e.g., *decisions about how to achieve full employment; trade-offs with respect to the production of consumer goods and capital goods; whether to invest in new technology, given its likely impact on production*)

Sample questions: “Why do economists often use ‘guns’ and ‘butter’ as alternatives when explaining PPCs? What do these goods signify?”

- B1.4** explain how the concepts of scarcity and opportunity costs influence economic decisions, at both the personal and societal levels (e.g., *the opportunity costs of going to university or college or of entering the workforce after high school; the allocation of limited government resources to infrastructure, education, or health care*)

Sample questions: “What is the relationship between scarcity and opportunity costs?” “What are some economic decisions in your own life and/or that of your family in which opportunity costs were assessed in order to reach a decision?”

- B1.5** explain the costs and benefits of some individual financial choices (e.g., *saving for the future or spending money now, getting a student line of credit or a student loan, enrolling in postsecondary education or taking employment, renting or buying a home*)

B2. Supply and Demand Models

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

B2.1 demonstrate an understanding of models of supply and demand, including price elasticity, and apply these models to analyse selected economic decisions

Sample questions: “In supply and demand models, what factors influence equilibrium?” “Why might a government institute price controls on certain commodities?” “How might issues related to supply and demand influence the decision of an individual to move from a First Nation reserve to an urban centre?”

B2.2 explain how various factors, including taxation, affect supply and demand (e.g., technology, advertising, weather, shortages of raw materials or labour, price, land transfer tax, sales and/or goods and services taxes)

Sample questions: “What might be the impact of taxes on products of different price elasticity? Why might the government choose to tax these products differently?” “What are some factors that affect the supply of and demand for oil?”

B2.3 use supply and demand models to analyse consumer decision making (e.g., how effective marketing or a change in the price of a product can affect consumer demand; how scarcity in the supply of a product can enhance the status associated with ownership; how the number and type of alternative products available can affect consumers’ decisions)

Sample questions: “Why do people line up for hours to purchase the latest game system or smartphone?” “Why are all new cars not hybrids?” “What external and internal factors might affect a consumer’s decision about which running shoes to purchase?”

B3. Growth and Sustainability

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

B3.1 describe the factors of production (i.e., labour, capital, land, entrepreneurship), and analyse the implications of the scarcity of these factors for sustainable development

Sample questions: “What does ‘land’ comprise when it is considered as a factor of production? What are the implications of the scarcity of the components of land for economic development? What might be the long-term effect if land is not

used in a sustainable way?” “What are some ways in which governments try to ensure that there are enough skilled workers to support economic development?”

B3.2 analyse issues associated with the efficient use of the factors of production and the relationship between efficiency, growth, and sustainability (e.g., how the relocation of manufacturing from Canada to China to maximize efficient use of capital has affected workers in Canada and the environment in China; how economies of scale associated with mass production can result in lower prices for consumers but put pressure on small producers)

Sample questions: “Does economic efficiency guarantee sustainability? Why or why not?” “What are the implications of measuring economic efficiency solely in terms of money? What other criteria might one use to assess efficiency? Does changing the criteria by which one might measure efficiency change the relationship between efficiency and sustainability?”

B3.3 assess the benefits and costs, including the environmental costs, of economic growth (e.g., with reference to job creation, loss of jobs as a result of relocation offshore or technological changes, increase in gross domestic product [GDP], technological innovation, new products, increasing consumerism, corporate consolidation and growth of multinational corporations, overfishing, deforestation, air and water pollution, climate change)

Sample questions: “What are some of the environmental costs of economic growth? Can there be environmental benefits to such growth?” “When you analyse examples of economic growth in a region or country, does everyone seem to benefit? If not, who is most likely to benefit? Who is least likely?” “Are the benefits of economic growth largely economic or do they benefit other areas of life as well?”

B3.4 explain the concepts of negative and positive externalities, and apply these concepts when analysing the third-party costs and benefits of various policies, including those intended to enhance environmental sustainability

Sample questions: “What negative externalities are associated with the tobacco industry? Who bears the costs associated with these externalities? What are some government policies that attempt to reduce these costs?” “What are the positive and negative externalities associated with constructing dedicated bicycle lanes in a city?”

B4. Economic Thought and Decision Making

FOCUS ON: *Economic Significance; Economic Perspective*

By the end of this course, students will:

B4.1 explain the key ideas of a variety of prominent economic theorists (*e.g., Adam Smith, Thomas Malthus, Karl Marx, Henry George, John Maynard Keynes, John K. Galbraith, Deirdre McCloskey, Mahbub ul Haq, Marilyn Waring, Paul Romer, Judith Maxwell, Thomas Piketty, Thomas Sowell, Elinor Ostrom, Dambisa Moyo*), and assess the extent to which they influence current economic thought

Sample questions: “What are some differences among economic theorists regarding government intervention in the economy?” “What arguments do different economists make for how we should respond to poverty?” “How influential are Keynesian ideas today?”

B4.2 explain how governments with different political perspectives (*e.g., fascist, neoliberal, socialist, communist*) respond to economic challenges, including the allocation of limited resources among competing interests

Sample questions: “What are the main differences between neoliberal and communist responses to economic challenges? What are some policies in the United States and China that reflect these differences?”

B4.3 analyse ways in which sociocultural factors (*e.g., class, gender, ethnicity, age, education, beliefs and values, the media*) and the influence of political-economic stakeholders (*e.g., firms, lobby groups, think tanks, unions, interest groups*) affect economic decisions

Sample questions: “How and why might a person’s class affect his or her economic decisions?” “In what ways do the economic decisions of young people tend to differ from those of older people?” “What are some ways in which interest groups try to influence government economic policy? Do some groups have more influence than others? If so, why?”

C. FIRMS, MARKETS, AND ECONOMIC STAKEHOLDERS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Firm and Market Structures:** demonstrate an understanding of markets and theories of the firm (**FOCUS ON:** *Cause and Effect; Stability and Variability*)
- C2. Economic Trade-Offs and Decisions:** analyse economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions (**FOCUS ON:** *Economic Significance; Economic Perspective*)
- C3. The Role of Government in Redressing Imbalance:** explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances (**FOCUS ON:** *Stability and Variability; Economic Perspective*)

SPECIFIC EXPECTATIONS

C1. The Firm and Market Structures

FOCUS ON: *Cause and Effect; Stability and Variability*

By the end of this course, students will:

C1.1 explain the main similarities and differences between various types of firms (*e.g., sole proprietorships, private limited companies, partnerships, cooperatives, Crown corporations, multinational corporations, not-for-profit companies*)

C1.2 describe various types of market structures (*e.g., monopoly, perfect competition, oligopoly, monopolistic competition*) and assess their advantages and disadvantages for different stakeholders

Sample questions: “What are the advantages and limitations of a monopoly and a firm in perfect competition?” “How do firms in different market structures reach and maintain equilibrium?” “How would you characterize the Organization of the Petroleum Exporting Countries (OPEC) with respect to its market structure? What impact does the organization have on prices and consumer behaviour?”

C1.3 analyse how new technology has affected markets and consumers (*e.g., with reference to e-tail, e-commerce payment systems, planned obsolescence of electronics, consumers’ digital footprints and concerns about privacy, availability of information on companies and products on the Internet*)

Sample questions: “What impact does rapidly changing personal digital/communications technology have on markets?” “How has online shopping affected consumer choices?” “What role does the Internet play in the peer-to-peer exchanges that characterize the sharing economy?”

C1.4 explain ways in which businesses are regulated in different countries (*e.g., regulations against insider trading, fraudulent practices, discriminatory hiring practices; environmental, labelling and signage, accessibility, health and safety regulations; minimum wages; working conditions; antitrust legislation; marketing boards*), and assess the impact of this regulation on businesses, markets, workers, and consumers

Sample questions: “What are some ways in which competition regulation in Canada has affected business?” “How does regulation of business affect consumer choices?” “How are international trade opportunities affected by national and local business regulations? Why might a foreign investor choose not to invest in a country with complicated or seemingly arbitrary business regulations?” “Why do some countries have weaker health and safety and/or environmental regulations than others?”

C1.5 describe changes in the economic influence of markets and the public sector in Canada, and assess the impact of these changes (*e.g., with references to changes in the availability of public*

services, deregulation, privatization of some services and/or Crown corporations)

Sample questions: “What changes have there been in the past few decades with respect to the balance between markets and the public sector? Do you think there are any goods or services that are currently produced in the public sector that should be open to markets? Why or why not? What might be the impact of increased privatization?”

- C1.6** analyse, from the perspectives of individuals, firms, and governments, the trade-offs associated with economic activity in grey and black markets (e.g., illegal downloading and other types of copyright infringement, tax evasion, unreported work or work done by undocumented workers)

Sample questions: “Why are activities in black/grey markets not included in gross domestic product (GDP)? What is the significance of this omission?” “What are the costs and benefits of grey markets for consumers?” “What impact does the underground economy have on government revenues? How can this affect the citizens of a country?”

C2. Economic Trade-offs and Decisions

FOCUS ON: Economic Significance; Economic Perspective

By the end of this course, students will:

- C2.1** demonstrate an understanding of economic trade-offs (e.g., whether to buy a car or a transit pass, to rent an apartment or buy a house, to send a child from an impoverished family to school or to work, to pay down government debt or increase government spending on infrastructure or social services), and explain their significance for individuals and society

Sample questions: “What are some ways in which economic trade-offs might differ for the average person in developing and developed countries?” “How might the cost of childcare affect the decision of parents regarding paid employment?”

- C2.2** analyse how different stakeholders view the trade-off between economic growth and concerns for the environment (e.g., with reference to coal-fired electrical plants to support manufacturing in China and concerns about air quality; debates about the economic and environmental impact of the North American energy pipelines and/or the continuing development of the Alberta oil sands; the expansion of farmland at the expense of rain forest; innovations such as genetically

modified seeds/foods and their impact on ecosystems; firms that invest in the development of non-renewable resources and those that fund research on alternative energy)

Sample questions: “Why did Ottawa initially sign the Kyoto Protocol? Why did it subsequently withdraw from it?” “How do carbon taxes try to address the environmental impact of economic growth? Why are they controversial?” “How do different stakeholders view the privatization and/or sale of water?”

- C2.3** evaluate the impact of some key socio-economic trends on economic policy in different countries (e.g., trends related to income inequality, pensions, unemployment, aging populations in some countries, gender roles/relations, immigration, increasing public debt)

Sample questions: “How are different governments addressing trends related to labour shortages? What impact do policies with respect to migrant workers have in these countries?” “How does an increase in public debt affect the policy options and decisions of various governments?”

- C2.4** assess some responses, or possible responses, to current economic issues, using cost/benefit analysis (e.g., the cost and benefits of carbon taxes, oil/gas pipelines, child labour, sweatshops, high housing costs, foreign debt relief)

Sample questions: “What are the costs and benefits of plans to build North American energy pipelines? Why is it important to take the perspectives of different stakeholders – such as the oil/gas industry, manufacturers relying on such energy, environmentalists, and First Nations, Métis, and/or Inuit peoples – into account when analysing these costs and benefits?”

C3. The Role of Government in Redressing Imbalance

FOCUS ON: Stability and Variability; Economic Perspective

By the end of this course, students will:

- C3.1** explain how economic factors influence the allocation by governments, both in Canada and internationally, of scarce resources to address social needs (e.g., access to education, health care, and housing; support services for disabled people, immigrants, poor people)

Sample questions: “Why are flu-shot clinics set up in Ontario during flu season? What economic

considerations underlie this practice?" "Why do governments offer student loans for postsecondary education?"

C3.2 explain programs and policies of governments in various countries designed to narrow income inequality (e.g., *progressive income tax, child tax credits, micro loans, affirmative action, educational policies, employment insurance, social assistance*), and assess their effectiveness

Sample questions: "What are some government strategies designed to respond to homelessness in Canada? How are these similar to or different from strategies in some other countries?" "What impact do government microcredit programs have on the standard of living of individuals and their communities?"

C3.3 explain the role and rights of workers as well as the role of governments, both in Canada and internationally, in shaping and enforcing these rights (e.g., *with reference to collective bargaining rights, the Rand formula in Canada and labour legislation in other countries, minimum wages, maximum hours, health and safety legislation, regulations against discrimination and harassment, child labour laws*)

Sample questions: "How do the rights of workers to unionize differ in the United States, Canada, and France?" "What is the purpose of collective bargaining? What is the significance of the right to collective bargaining for unionized workers?" "What are some differences in the rights of workers around the world? What impact do these differences have on their lives?"

D. MACROECONOMICS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Macroeconomic Models and Measures:** demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness (**FOCUS ON:** *Stability and Variability; Economic Perspective*)
- D2. Fiscal Policy:** demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact (**FOCUS ON:** *Economic Significance; Cause and Effect*)
- D3. Monetary Policy:** analyse various aspects of monetary policy in Canada and their impact on the economy (**FOCUS ON:** *Cause and Effect; Economic Perspective*)

SPECIFIC EXPECTATIONS

D1. Macroeconomic Models and Measures

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

- D1.1** demonstrate an understanding of the business cycle model (*e.g., recession, depression, peak, recovery, expansion*) and various economic indicators (*e.g., employment, gross domestic product, inflation*)

Sample questions: “Are gains/losses within the business cycle proportionate for all groups of people in the general population?” “Why is GDP used as a reflection of the health of an economy?” “Why do economists advocate a low and steady rate of inflation?”

- D1.2** use an aggregate demand and aggregate supply model to analyse how government macroeconomic policies can be used to achieve economic aims (*e.g., low inflation, stable growth, high levels of employment*)

Sample questions: “How might changes to the tax system influence the level and growth of aggregate demand?” “Why does the Bank of Canada have an inflation control target?”

- D1.3** explain how economists measure and represent standards of living and distribution of income (*e.g., with reference to the Lorenz curve, Gini coefficient, low-income cut-off, market basket measure*)

Sample question: “Which economic model best reflects the economic realities and choices facing people with low incomes?”

- D1.4** assess the strengths and weaknesses of various macroeconomic indicators (*e.g., GDP, gross national income [GNI], consumer price index, unemployment rate*)

Sample questions: “How does the fact that unemployed workers who stop looking for work are not counted in unemployment rates affect the accuracy of this economic indicator?” “What are the implications of what ‘counts’ and does not ‘count’ in economic indicators? What is the significance of counting paid domestic work but not unpaid housework, or of not counting volunteer work, in GDP?” “What are the limitations of using GDP as the basis for economic policy?”

- D1.5** describe alternative measures and models of economic growth and well-being that are not based on the System of National Accounts (*e.g., Human Development Index, Genuine Progress Indicator, happiness indicators, low-growth model*), and assess their usefulness

Sample questions: “In what ways do alternative economic measures attempt to address shortcomings of traditional economic indicators? Which do you think are more useful or realistic – the traditional or alternative measures? Why?”

D2. Fiscal Policy

FOCUS ON: *Economic Significance; Cause and Effect*

By the end of this course, students will:

D2.1 assess the significance of factors that influence fiscal policy decisions in Canada (*e.g., political business cycle; economic cycle; demands from stakeholders; poverty; responsibilities for health care, education, programs in Aboriginal communities, and other services; resource development/management; infrastructure needs*)

Sample questions: “What factors might a government consider when deciding how to allocate funding for infrastructure development? How significant would the impact on the economy be as a criterion?”

D2.2 describe ways in which individuals and groups influence macroeconomic policies, and assess the effectiveness of their actions (*e.g., with reference to voting, signing petitions, donating money to political parties or interest groups, raising awareness of issues through social media, writing elected representatives, lobbying, boycotts or buycotts, engaging in political protest*)

Sample questions: “What impact have boycotts of certain tuna products had on trade?” “How effective are lobby groups, such as those representing the auto industry or petroleum firms, in influencing Canadian economic policies?”

D2.3 analyse how political and economic institutions (*e.g., governments, Crown corporations, banks, industry*) respond to economic change in Canada (*e.g., moral suasion, public-private partnerships, regulation*)

Sample questions: “What are some ways in which governments respond to grey and black markets? How effective do you think these responses are in reducing the economic impact of these markets?” “What action have governments in Canada taken in response to increases in unemployment?” “Why might a firm change its marketing strategies and/or research and development aims in response to an aging population or other demographic shift?”

D2.4 explain how fiscal policies of governments in Canada influence the economic decisions of individuals and organizations, and analyse the macroeconomic consequences of some of these policies (*e.g., with reference to changes to pension*

plans and/or employment insurance, changes in transfer payments to provinces, Canada Mortgage and Housing Corporation policy, eco fees, income and corporate tax rates, tariffs)

Sample questions: “What impact might government requirements regarding down payments have on potential homeowners?” “What are the potential economic benefits and costs to people and companies of a cut in federal corporate tax rates?” “Why might a government use tax credits to stimulate housing construction? What impact might such a policy have?” “Why might the federal government consider raising Employment Insurance (EI) premiums? How might such a policy affect firms and workers?”

D3. Monetary Policy

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

D3.1 analyse the role of the Bank of Canada, with a particular emphasis on monetary policy (*e.g., with reference to the money supply, interest rates, reserve ratio, exchange rates, its role in responding to economic challenges such as recession or inflation*)

Sample questions: “How does the Bank of Canada create money through its lending practices?” “What monetary policy options does the Bank of Canada governor have to respond to a recession?”

D3.2 analyse the form and function of money in Canada’s economy and how monetary policy affects the Canadian economy

Sample questions: “How do market forces affect commercial lending rates? What impact can changes in these rates have on the economy?” “How can a change in interest rates affect exchange rates and trade?”

D3.3 analyse the role of financial institutions in Canada (*e.g., big banks, near banks, brokerage firms, credit unions*)

Sample questions: “How do financial institutions generate money through loans?” “Why might you want to know the reserve ratio for various banking institutions before you place your money in them?” “Why might an investor use a brokerage firm instead of making his or her own investment choices?”

E. GLOBAL INTERDEPENDENCE AND INEQUALITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Theories and Models of International Trade:** analyse various theories, models, and issues relating to international trade (**FOCUS ON:** *Economic Significance; Stability and Variability*)
- E2. International Economic Developments:** analyse the impact of some key international economic events and developments as well as various responses to them (**FOCUS ON:** *Stability and Variability; Economic Perspective*)
- E3. International Economic Power and Inequality:** explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities (**FOCUS ON:** *Cause and Effect; Economic Perspective*)

SPECIFIC EXPECTATIONS

E1. Theories and Models of International Trade

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

- E1.1** demonstrate an understanding of key aspects of trade theories (*e.g., absolute advantage, national comparative advantage, new trade theory*) and explain how they are reflected in international trading practices

Sample questions: “According to the theory of comparative advantage, what impact does free trade have on border communities?” “According to new trade theory, why did protectionism have a positive impact on the Japanese auto industry in the 1990s?”

- E1.2** demonstrate an understanding of exchange rate regimes (*i.e., fixed, managed, and floating exchange rates*) and how they influence the terms of trade

Sample questions: “What are the main differences between exchange rate regimes? How might the type of exchange rate adopted by a country affect its terms of trade?” “Why was China the last large economy to use a fixed exchange rate?”

- E1.3** assess trade models and practices (*e.g., fair trade, free trade agreements, trade barriers, marketing boards*) with reference to both economic and ethical criteria

Sample questions: “Why might a free trade agreement define ‘dolphin safe’ tuna labels as a trade barrier? With respect to this issue, do you think that ethical/environmental or economic considerations should be paramount?”

- E1.4** analyse the objectives and influence of a variety of trade agreements and political/economic organizations that focus on trade (*e.g., North American Free Trade Agreement, Free Trade Area of the Americas, World Trade Organization, G20, European Union, Association of Southeast Asian Nations, Asia-Pacific Economic Cooperation*)

Sample questions: “Who do you think are the greatest beneficiaries of international trade agreements? Who has not benefited from these agreements?” “Why do political protests often accompany G20 meetings?”

E2. International Economic Developments

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

- E2.1** explain how globalization influences economic decisions of individuals, firms, and governments (*e.g., with reference to closing manufacturing companies in North America and moving them to Asia, use of temporary foreign workers in Canada,*

relaxing of environmental and/or worker protections or lowering of corporate taxes to attract investment, availability of cheap consumer goods produced offshore, consumer backlash and the development of the buy-local movement)

Sample questions: “How has globalization facilitated the international reach of agribusiness? What impact has this had on smaller local producers and on consumer choice?”

E2.2 explain the significance of a variety of international events/developments (*e.g., natural disasters, war, terrorism, changes in governments, technological changes, increasing international debt*) and policies (*e.g., with respect to trade, the environment, energy, security*) for the Canadian economy

E2.3 describe Canadian government responses to global economic challenges that affect stability (*e.g., shifts in the global balance of power, global recession, reliance on oil from the Middle East or other unstable geopolitical areas, misuse of aid by corrupt regimes, increasing gap between rich and poor*), and assess their effectiveness

Sample questions: “What criteria were used by the federal and Ontario governments to justify bailing out auto manufacturers in 2009? What criteria would you have used? How would you evaluate the 2009 bailouts?”

E2.4 describe ways in which individuals and groups attempt to address problems related to international economic activities (*e.g., child labour, environmental degradation, human rights violations, copyright violations, poor working conditions*), and assess their effectiveness

Sample questions: “How effective do you think boycotts are in term of changing business practices? Do you think the use of social media can improve the effectiveness of boycotts or buycotts?” “How effective do you think Idle No More or other indigenous movements have been in raising awareness about the erosion on a global scale of environmental protection of publicly held and/or managed resources?”

E3. International Economic Power and Inequality

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

E3.1 analyse data on global economic disparities and explain the main causes and effects of economic marginalization (*e.g., causes: illiteracy, gender inequality, colonial legacies, capitalism, lack*

of natural resources, private control or ownership of natural resources, lack of infrastructure, lack of access to markets in developed countries; effects: imbalance of power, high infant and maternal mortality rates, lower life expectancy, homelessness or substandard housing, lack of access to education and health care, hunger, social conflict)

Sample questions: “When you analyse data on international economic disparity, what patterns do you notice?” “What criteria would you use to rank the causes of global economic disparities?” “How do the effects of economic marginalization contribute to its perpetuation?”

E3.2 assess responses to economic disparity by various intergovernmental organizations (*e.g., United Nations Educational, Scientific and Cultural Organization [UNESCO], United Nations Development Fund for Women [UNIFEM], United Nations Development Programme, World Health Organization, International Monetary Fund [IMF], World Bank*)

Sample questions: “Why does UNIFEM advocate extending more microcredit to women in low-income countries? Do you think these microcredit programs are effective? Why or why not?” “What are the Millennium Development Goals? What progress has been made with respect to these goals? Have some seen more progress than others?”

E3.3 explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness (*e.g., with reference to Make Poverty History, the International Labour Organization, the Third World Network; Occupy, antiglobalization, environmental, indigenous rights, seed-saving, fair-trade, feminist, anti-child labour movements*)

Sample questions: “In what ways are responses of social justice organizations to global economic inequality different from those of the IMF? Which do you think are more effective? Why?”

Making Personal Economic Choices, Grade 12

Workplace Preparation

CIC4E

This course provides students with a fundamental understanding of a variety of key economic issues and practices, helping them develop their ability to make informed economic choices in their day-to-day lives. Students will examine practical financial matters, such as personal budgeting, taxes, credit and debt, and savings and investment, as well as various economic issues, such as those related to the underground economy, economic inequality, and consumer behaviour. Students will apply the concepts of economic thinking, the economic inquiry process, and economic models to investigate various economic issues and structures and to analyse the impact of economic decisions, including their own decisions, at the individual, community, and national levels.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Economic Inquiry and Skill Development
Overall Expectations
A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating economic issues, including those related to personal economic choices
A2. Developing Transferable Skills: apply in everyday contexts skills developed through economic investigation, and identify some careers in which a background in economics might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
B. Developing Financial Literacy		
B1. Financial Goals and Financial Planning: explain how various factors can affect individuals' financial plans and goals (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	Sound financial planning involves a number of key principles.	What is the difference between a need and a want? What factors can affect a person's financial goals?
B2. Savings, Credit, and Debt: demonstrate an understanding of some key considerations relating to savings, credit, and debt (FOCUS ON: <i>Economic Significance; Cause and Effect</i>)	Personal financial choices can affect an individual's ability to secure credit. There are positive and negative aspects to personal debt.	Why is it important to start saving early? Why is it important to understand different types of credit and debt?
B3. Taxes and Government Expenditures: explain some ways in which governments in Canada raise revenue, with particular emphasis on personal income tax, and analyse the purpose of government expenditures (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	Governments raise revenue in various ways. Some government expenditures are intended to address socio-economic inequality in Canada.	What are some key ways in which governments in Canada use tax revenue?
C. Economic Fundamentals		
C1. Scarcity and Choice: demonstrate an understanding of scarcity and some other key economic concepts, and analyse how they affect economic decision making (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	Scarcity is a basic economic problem.	What impact does scarcity have on your own and others' economic decisions? Why might stakeholders differ in their assessment of the costs and benefits of organized and unorganized labour?
C2. Understanding the Canadian Economy: demonstrate an understanding of some economic concepts and how they are related to key aspects of the Canadian economy (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Households, businesses, and governments all contribute to Canada's economy.	How do entrepreneurs contribute to the Canadian economy?
C3. The Role of Labour: analyse the role of labour in the Canadian economy (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	Workers in Canada have both rights and responsibilities.	Why might different stakeholders have different perspectives on economic issues that affect the environment?
C4. Stakeholders' Views on Economic Issues: analyse a variety of economic issues from the perspectives of different stakeholders (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	Different stakeholders can have different perspectives on economic issues.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Economic Thinking	Big Ideas*	Framing Questions*
D. Markets, Consumers, and Producers		
D1. Market Fundamentals: analyse, with reference to both producers and consumers, how a variety of factors affect markets (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	<p>There are many ways in which people can exchange goods and services.</p> <p>Markets are affected by supply and demand as well as by the decisions of consumers and producers.</p>	<p>How does scarcity affect the price of a product?</p> <p>How do producers create demand for their products?</p> <p>How do consumers affect the economy?</p>
D2. Rights and Responsibilities of Consumers: describe key rights and responsibilities of consumers, as well as some significant aspects of consumer behaviour, and analyse their significance (FOCUS ON: <i>Economic Significance; Cause and Effect</i>)	<p>Consumers have rights and responsibilities.</p> <p>Consumers' choices can affect the economy and the environment.</p>	<p>What are the responsibilities of businesses? How do government rules influence those responsibilities?</p>
D3. Responsibilities of Producers: analyse some responsibilities and business practices of, and some regulations affecting, producers (FOCUS ON: <i>Stability and Variability; Economic Perspective</i>)	<p>Government regulations help enforce the responsibilities of producers.</p>	
E. Economies of Canadian Communities		
E1. Economic Inequality: analyse factors that contribute to, and programs that are intended to address, economic inequality in Canada (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	<p>Wealth is not distributed equally among Canadians.</p>	<p>What are the main causes of poverty in Canada?</p> <p>How effective are government and business responses to economic inequality in Canada?</p> <p>How does where you live affect your economic choices?</p> <p>What are the economic realities in your community? What could be done to improve them?</p>
E2. Economic Variations among Canadian Communities: explain some of the causes and consequences of economic variations in different regions of Canada (FOCUS ON: <i>Cause and Effect; Economic Perspective</i>)	<p>There are regional economic variations in Canada.</p>	
E3. The Local Economy: analyse some key aspects of the economy of their local community (FOCUS ON: <i>Economic Significance; Stability and Variability</i>)	<p>Various factors can affect the economic health of the local community.</p>	

A. ECONOMIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATION

Throughout this course, students will:

- A1. Economic Inquiry:** use the economic inquiry process and the concepts of economic thinking when investigating economic issues, including those related to personal economic choices;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through economic investigation, and identify some careers in which a background in economics might be an asset.

SPECIFIC EXPECTATIONS

A1. Economic Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into economic issues, including those related to personal economic choices (e.g., factual questions: *What types of financial institutions exist in Canada?*; comparative questions: *Would it be better for me to put my money in a chequing account, a savings account, or a guaranteed investment certificate?*; causal questions: *How can my choices as a consumer affect the environment?*)

A1.2 select and organize relevant data, evidence, and information on economic issues, including those related to personal economic choices, from primary and secondary sources (e.g., primary: *bank or credit card statements, contracts or agreements for online products/services, interviews, pay stubs, statistics*; secondary: *advertisements, business reports, documentary films, news articles, textbooks, websites of companies or consumer groups*), ensuring that their sources reflect different perspectives

Sample questions: “What information can you obtain from a pay stub?” “Where could you find information on interest rates offered by various financial institutions?” “What information might be included in the ‘fine print’ of a financial agreement/contract?”

A1.3 assess the credibility of sources relevant to their investigations (e.g., *by considering how the data or information was constructed; the accuracy, purpose, and/or context of the source; the intended audience; the bias, values, and/or expertise of the author*)

Sample questions: “What is the purpose of this advertisement? Do you think that purpose affects the credibility of the claims made by the ad?”

A1.4 interpret and analyse data, evidence, and information relevant to their investigations, using various tools, strategies, and approaches appropriate for economic inquiry (e.g., *create a chart to help them compare the services offered by various financial institutions; use a line graph to help them analyse housing costs in two different cities; analyse data to determine the short- and long-term costs of renting and buying*)

A1.5 use the concepts of economic thinking (i.e., economic significance, cause and effect, stability and variability, and economic perspective) when analysing and evaluating data, evidence, and information and formulating conclusions and/or judgements about economic issues, including those related to personal economic choices (e.g., *take the concept of economic significance into consideration when determining the impact of rising gas prices on personal finances; use the concept of cause and effect when analysing intended and unintended consequences of government involvement in the economy; take the concept of stability and variability into consideration when determining what types of personal investments to make in different economic circumstances; use the concept of economic perspective to help them explain why some stakeholders might promote industrial development in a community while others might discourage it*)

Sample questions: “What concept or concepts of economic thinking might be most relevant to an analysis of the issue of fair trade? Why?” “Why might applying the concept of cause and

effect help you understand why an individual might get a payday loan and the impact of that loan on his or her finances?" "Why is the concept of economic perspective particularly relevant when investigating issues related to supply and demand?"

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements and/or predictions about the economic issues they are investigating

Sample questions: "What have you concluded about how your needs and wants affect your spending habits? Do you think your findings will have an impact on your behaviour? Why or why not?"

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a presentation, including visual elements, on how a particular business contributes to their community; a letter of complaint to the appropriate party regarding a defective product; an information session for the school on the impact of the underground economy; a debate on the merits of renting versus buying a home; a graph showing the cost of compound interest on outstanding credit card charges; a video on the use of tax dollars in their community; a blog on a controversial economic issue)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., articles, books, film or videos, interviews, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to economics and the concepts of economic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which economic investigations can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to oral communication, reading text, computer use, numeracy, decision making) and skills related to financial literacy, that can be transferred to the world of work and/or to everyday life

A2.2 apply in everyday contexts skills and work habits developed through economic investigations (e.g., apply skills to interact respectfully with people in different contexts, to identify bias in a blog or other source, to help them make informed consumer choices; demonstrate work habits such as teamwork by cooperating with others to organize an event in the community, or reliability by following instructions in the classroom or at their part-time job)

A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (e.g., job cuts at a company in a small community; government aid to a large corporation; a report on corruption in a company operating in the developing world; a current issue facing workers in an offshore textile company or migrant workers in Canada; announcements regarding the latest unemployment rate; a strike) in order to enhance their understanding of these events and their role as informed citizens

Sample questions: "Why is this company closing? What impact will its closing have on workers and their families? What impact will it have on the local or regional economy?"

A2.4 identify some careers in which the skills learned in economics might be useful (e.g., charitable foundation worker, customer service representative, entrepreneur, farmer, financial assistant, human resources representative, manager of or clerk in a cooperative)

B. DEVELOPING FINANCIAL LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Financial Goals and Financial Planning:** explain how various factors can affect individuals' financial plans and goals (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- B2. Savings, Credit, and Debt:** demonstrate an understanding of some key considerations relating to savings, credit, and debt (**FOCUS ON:** *Economic Significance; Cause and Effect*)
- B3. Taxes and Government Expenditures:** explain some ways in which governments in Canada raise revenue, with particular emphasis on personal income tax, and analyse the purpose of government expenditures (**FOCUS ON:** *Economic Significance; Stability and Variability*)

SPECIFIC EXPECTATIONS

B1. Financial Goals and Financial Planning

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

- B1.1** describe some ways in which individuals' personal resources (*e.g., education, employability skills, financial resources, inherited resources, time*) and values can affect their financial goals

Sample questions: "What is the difference between a need and a want? How might people's values affect their wants or the ways in which they satisfy their needs?" "How might someone's personal values affect whether he or she gives money to charities and, if so, which charities he or she supports?" "Why should a person consider his or her skills when setting financial goals?" "In what ways are your own financial goals influenced by your personal resources? Do you think these resources will change over time?"

- B1.2** explain some of the key principles of sound financial planning (*e.g., start saving early, set realistic and measurable goals, prioritize, diversify*)

Sample questions: "What are the advantages of an early start to saving? What impact can an early start have on a registered education savings plan [RESP] or registered retirement savings plan [RRSP]?" "Why might buying insurance – life insurance, home owners' insurance, and/or health insurance – be a component of a person's financial plan?" "What are the benefits of having a weekly savings plan? How can such a plan

support short- and long-term personal financial goals?"

- B1.3** compare wages, salaries, and benefits typically offered in different types of employment (*e.g., full-time, part-time, and contract employment; apprenticeships; service, sales, and/or professional positions; unionized and non-unionized jobs; base salary and commissions, tips, and/or bonuses*), and explain some ways in which they might affect individuals' financial planning

Sample questions: "Why is it important to consider benefits such as pensions, medical and dental plans, and paid vacations when comparing the financial rewards for full-time and contract employment?" "What is the difference between gross and net income? What types of deductions typically appear on a pay stub?" "If an employee is enrolled in a company pension plan, how might this affect his or her short- and/or long-term financial planning?"

- B1.4** explain how some economic and/or social factors (*e.g., wage rates/salaries, inflation, tax brackets, cost of living in the local community, exchange rates*) can affect the purchasing power of individuals

Sample questions: "How might an increase in fuel prices affect an individual's ability to finance a holiday?" "When a car manufacturer offers rebates on new cars, who benefits from such deals? Who does not?" "How can the fees charged by payday loan companies affect the purchasing power of people who use these institutions?"

B1.5 explain how some financial variables (*e.g., income, deductions, fixed expenses, investments, savings, credit, interest rates*) can affect individuals' personal budgets in the short, medium, and long term

Sample questions: "What does the term 'house poor' mean? Why might the fixed expenses associated with buying a house affect a family's short-term budgets?" "When thinking about long-term budgets, why is it important to consider possible fluctuations in interest rates?" "What is the difference between a fixed- and variable-rate mortgage? Why might a person choose one over the other?"

B1.6 explain key considerations related to preparing a personal budget (*e.g., the need to have an accurate sense of one's personal financial resources, to distinguish between needs and wants, to prioritize wants and balance them against limited resources, to factor in costs of borrowing*), and apply them when creating their own personal budget

Sample questions: "Are you able to cover all your needs in your budget? If there are resources left over, how will you decide the best way to allocate them? Will you allocate money for savings in your budget? Why or why not?"

B2. Savings, Credit, and Debt

FOCUS ON: *Economic Significance; Cause and Effect*

By the end of this course, students will:

B2.1 compare key features of different types of financial institutions (*e.g., banks, including online banks; credit unions; insurance companies; companies offering payday loans; brokerage firms*), with a particular focus on the services they offer

Sample questions: "What are the major differences between banks and credit unions in Ontario? Are there services that banks offer that credit unions do not?" "What are some different types of accounts offered by financial institutions? What are some of the advantages and disadvantages of each?"

B2.2 compare key aspects of different types of credit (*e.g., credit cards, lines of credit, personal loans such as payday loans or car loans, mortgages, business loans*), and describe criteria that financial institutions use to determine whether a person is creditworthy (*e.g., capital, character, capacity, collateral*)

Sample questions: "What are the costs of a payday loan compared to a loan from a bank? Despite its costs, why might some people seek

a payday loan rather than getting a bank loan?" "Why is the interest rate on unpaid balances on credit cards higher than the interest rates on mortgages?" "What would a bank consider when assessing the capacity of a loan applicant to repay the loan?" "What might be some of the unintended consequences of having a credit card?"

B2.3 explain some positive and negative aspects of debt (*e.g., loans enable a person to pay for costly items, such as tuition, a vehicle, or a home, over time; a good credit rating enhances a person's ability to secure a personal loan at a good rate of interest; too much debt can lead to a poor credit rating or to bankruptcy*)

Sample questions: "What types of behaviour can affect a person's credit rating?" "What factors have the biggest influence on your own credit rating? Are there financial decisions that you have made or are facing now that might affect your credit rating? Why is it important to consider the long-term consequences of these decisions?" "What criteria should a person use in deciding whether to save for or get a loan to purchase an expensive item?"

B2.4 describe some factors (*e.g., liquidity, rate of return, risk, disposable income, age*) that influence individuals' decisions about preferred types of savings and investments (*e.g., tax-free savings accounts, guaranteed investment certificates [GICs], bonds, stocks, RESPs, RRSPs*)

Sample questions: "What are the advantages and disadvantages of investing in a stock, buying a GIC, or saving money under your mattress?" "Why might the decisions you make now with respect to savings be different from those your parents are making?" "What level of risk is associated with different types of investments?"

B3. Taxes and Government Expenditures

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

B3.1 describe some key aspects of personal income tax in Canada (*e.g., tax brackets, child tax benefits, deductions for charitable/political donations, tax deferral with RRSPs, penalties for late or unfiled taxes*), and analyse their purpose

Sample questions: "What is the purpose of allowing individuals to deduct RRSP contributions when they file their income tax returns?"

How might this program contribute to individual and/or governmental financial stability?"
"What is the government's purpose in imposing higher tax rates on individuals with higher net incomes?"

B3.2 explain some of the ways in which different levels of government in Canada raise revenue (*e.g., income tax, sales tax, GST/HST, property tax, excise tax, fees for some services*), and analyse how and why they spend these revenues (*e.g., on transit, garbage collection, parks and community centres, roads, education, health care, the military, Old Age Security, tax incentives for some environmental programs, incentives for industries/corporations*)

Sample questions: "What are some ways in which governments invest in infrastructure? Why are such investments important for the economy?" "What is the purpose of environmental tax incentives? Do you think they are effective at influencing people's behaviour?" "What are some ways in which government spending affects your daily life?"

B3.3 analyse the contribution of taxation and government expenditures to socio-economic equality in Canada (*e.g., with reference to progressive income tax rates; use of revenues for both universal and means-tested social programs such as medicare, Old Age Security, social assistance*)

Sample questions: "Why do governments tax some food products and not others?" "What role do tax dollars have in funding your school? Recreation centres in your community? Social assistance for those in need? What contribution do such expenditures make to socio-economic equality?"

C. ECONOMIC FUNDAMENTALS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Scarcity and Choice:** demonstrate an understanding of scarcity and some other key economic concepts, and analyse how they affect economic decision making (**FOCUS ON:** *Economic Significance; Stability and Variability*)
- C2. Understanding the Canadian Economy:** demonstrate an understanding of some economic concepts and how they are related to key aspects of the Canadian economy (**FOCUS ON:** *Stability and Variability; Economic Perspective*)
- C3. The Role of Labour:** analyse the role of labour in the Canadian economy (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- C4. Stakeholders' Views on Economic Issues:** analyse a variety of economic issues from the perspectives of different stakeholders (**FOCUS ON:** *Stability and Variability; Economic Perspective*)

SPECIFIC EXPECTATIONS

C1. Scarcity and Choice

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

- C1.1** demonstrate an understanding of the economic concepts of scarcity, trade-offs, and opportunity costs, analysing how they apply to various economic decisions, including some of their own decisions (*e.g., with reference to allocating time, money, and skills; prioritizing their needs and wants while considering their limited resources; calculating the opportunity costs of different decisions*)

Sample questions: “What do economists mean when they talk about ‘scarcity’? In what ways do you see this concept at work in your own life?” “What do people mean when they say ‘There is no such thing as a free lunch’? What is the significance of this saying in economics?” “What are the trade-offs of working part time while going to school rather than having a full-time job?” “How might a community weigh the opportunity costs of a decision to turn an area into parkland rather than zoning it for business or residential use?”

- C1.2** analyse the interrelationship between scarcity, their needs and wants, and their personal values

Sample questions: “How do your personal values influence the criteria you use when determining what you do with your pay cheque? How might your choices change if you received a raise or lost your job?”

C2. Understanding the Canadian Economy

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

- C2.1** demonstrate an understanding of economic inputs (i.e., the resources of land, labour, capital, and entrepreneurship) and outputs (i.e., goods and services) and their role in Canada’s economy

Sample questions: “Should unpaid housework be included in official measures of economic inputs or outputs? Why or why not?” “How do a country’s natural resources influence labour opportunities?”

- C2.2** compare key characteristics of market, mixed, traditional, and command economies, and analyse their significance for different groups

Sample questions: “What economic system does Canada have? What are some of the advantages and disadvantages of this system?” “Why might an entrepreneur prefer to do business in a market economy rather than a command economy?”

C2.3 apply the circular flow model to analyse interactions between key components of Canada's economy (e.g., households, businesses, governments)

Sample questions: "How are the components of Canada's economy connected to each other? How does money flow between these components?" "What might be the impact of a smaller role for the government in the economy?"

C2.4 describe common business organization models in Canada (e.g., sole proprietorship, partnership, cooperative, corporation), and analyse some of their advantages and disadvantages

Sample questions: "Why might someone choose to join others in forming a cooperative rather than form a sole proprietorship?" "What are some of the factors to consider when determining whether to enter into a business partnership?"

C2.5 describe different ways in which governments are involved in the Canadian economy (e.g., as consumers, regulators, producers, employers, redistributors of income, tax/tariff collectors, quota setters, trade negotiators), and explain some of the effects of this involvement

Sample questions: "What is the role of government transfer payments in Canada?" "Why does the provincial government require drivers to have car insurance? What impact, if any, does this requirement have on you?" "What are some employment opportunities with the local, provincial, and/or federal government?"

C3. The Role of Labour

FOCUS ON: Cause and Effect; Economic Perspective

By the end of this course, students will:

C3.1 describe some key rights and responsibilities of labour (e.g., the right to fair compensation, to fair hiring/firing practices, to safe working conditions, to organize and bargain collectively, to a harassment-free workplace; the responsibility to comply with regulations, to alert the employer to safety hazards)

Sample questions: "What action should a worker take if he or she has been asked to work on damaged or unsafe equipment?" "What type of behaviour constitutes harassment in the workplace? How should a worker respond to such behaviour?"

C3.2 describe some ways in which labour organizes in Canada as well as some categories of unorganized labour (e.g., with reference to

professional associations, labour unions, non-unionized labour, worker-run cooperatives, itinerant workers, temporary foreign workers), and analyse some of the advantages and disadvantages of organized and unorganized labour from the perspective of different stakeholders (e.g., workers, business, governments, consumers)

Sample question: "Why might workers and corporations have different views on unions?"

C3.3 explain how various factors contribute to the value of the individual in the employment market (e.g., productivity; skills, including language and technical skills; education; talent; supply and demand; employers' assumptions related to race, gender, and/or sexual orientation)

Sample questions: "What types of jobs are available in our community? Why types of skills are needed for these jobs?" "What are some factors that can hurt a person's chances of finding a job?"

C3.4 analyse the characteristics of some Canadian entrepreneurs as well as the role of entrepreneurs in the Canadian economy (e.g., First Nations or youth entrepreneurs, small-business people, individuals such as Arlene Dickinson, Clarence Louie, Tom Maracle, Michael Lee-Chin)

Sample questions: "What characteristics do many entrepreneurs seem to have in common? Why do you think that is?" "How important is the role played by entrepreneurs in the Canadian economy?"

C4. Stakeholders' Views on Economic Issues

FOCUS ON: Stability and Variability; Economic Perspective

By the end of this course, students will:

C4.1 describe the main differences between the public and the private sector, and explain some of the advantages and disadvantages of privatizing public services and/or Crown corporations in Canada (e.g., Canada Post, Ontario Hydro, Via Rail, the Liquor Control Board of Ontario)

Sample questions: "What are some Crown corporations that have been privatized? Do you think their privatization was a good idea? Why or why not? Why might different stakeholders have different perspectives on this issue?" "If the Canadian Broadcasting Corporation were privatized, do you think the impact would be the same in northern Ontario as it would be in southern Ontario?"

C4.2 analyse some key economic issues related to Canada’s natural resources from the perspective of different stakeholders (*e.g., extracting and transporting oil and natural gas; the marketing of asbestos overseas; the use and protection of Canada’s water; resource development and Aboriginal land claims; resource extraction in national parks*)

Sample question: “Why might beverage companies, retailers, environmentalists, and different levels of government have differing perspectives on the bottling and selling of water?”

C4.3 explain why various stakeholders might have different views of the costs and benefits of a project affecting the local natural environment (*e.g., a proposal for an energy pipeline, a resource-extraction or -processing proposal, an alternative energy project, highway expansion, a new housing*

or commercial development, the expansion of public transit, a new skateboard park)

Sample questions: “Why might a community agree to have a new landfill site in the area? What might be the benefits for the community? Would all stakeholders benefit, or benefit equally? What might be the costs? Would all stakeholders calculate the costs the same way?” “How might different stakeholders view the costs and benefits of logging a forest in a particular area? Why might some groups, including local Aboriginal communities, believe that not all costs are considered in a traditional cost-benefit analysis of such activity?”

D. MARKETS, CONSUMERS, AND PRODUCERS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Market Fundamentals:** analyse, with reference to both producers and consumers, how a variety of factors affect markets (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- D2. Rights and Responsibilities of Consumers:** describe key rights and responsibilities of consumers, as well as some significant aspects of consumer behaviour, and analyse their significance (**FOCUS ON:** *Economic Significance; Cause and Effect*)
- D3. Responsibilities of Producers:** analyse some responsibilities and business practices of, and some regulations affecting, producers (**FOCUS ON:** *Stability and Variability; Economic Perspective*)

SPECIFIC EXPECTATIONS

D1. Market Fundamentals

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

- D1.1** analyse differences in the perspectives of producers and consumers in the market with respect to supply and demand (*e.g., how a drought affecting wheat farmers in western Canada might affect producers and consumers; how producers influence demand; how demand and availability can affect prices; how producers are influenced by technology*)

Sample questions: “How could you use a supply and demand graph to explain fluctuations in the price of gasoline?” “What role does scarcity play in the price of a product? What are some factors that can contribute to the scarcity of a product or resource?” “How and why do producers try to create demand for products?” “How can consumers influence the market through boycotts or social media?” “How might a change in technology affect the supply of a product? Do you see this at work in your own life?”

- D1.2** explain how and why producers and consumers participate in grey and black markets (*e.g., to avoid taxes, fees, and/or regulations; to avoid paying for, or to pay less for, products or services; to maximize limited resources; to trade services without exchanging money*), and analyse some consequences of participation in these

markets (*e.g., copyright infringement results in lack of fair compensation to people in cultural industries; less tax revenue results in reduced funds available for government services; piracy or income tax evasion can result in fines; work done “under the table” is not regulated and may result in substandard work or safety risks; undocumented workers may not be fairly compensated and may not be protected by labour laws*)

Sample questions: “What are some of the consequences of tax evasion for individuals and governments?” “Why is it important to be documented on an employer’s payroll as opposed to being paid under the table?” “What is the economic impact of the illegal downloading of music or movies?”

- D1.3** explain how various factors can influence consumers’ decisions, including their own decisions (*e.g., price, income, availability of other similar products/services, status associated with products, personal values, loyalty programs, coupons, financing offered by retailers, sales promotions, availability of products online, advertising and promotion*)

Sample questions: “Have you ever bought something on impulse because it was on sale?” “What impact do advertising and the entertainment industry have on consumer preferences? Have they influenced your own personal consumer choices?” “What factors might affect a person’s decision about whether to rent an apartment or buy a house or condo?” “Are you

enrolled in any loyalty/points programs? Do they have an impact on your decisions as a consumer?"

D1.4 analyse how changes in technology have affected ways in which people conduct financial and consumer transactions (*e.g., online banks and online banking services; e-tail; ways of paying for online purchases, including online transfer of funds, electronic gift cards; group coupons*)

Sample questions: "What are the benefits and potential risks for consumers of buying online?" "In what ways has the Internet affected consumer and/or producer practices? How has it affected your own behaviour as a consumer?"

D2. Rights and Responsibilities of Consumers

FOCUS ON: *Economic Significance; Cause and Effect*

By the end of this course, students will:

D2.1 identify key rights of consumers (*e.g., truth in advertising, protection from hazardous products, warnings about potential dangers associated with improper use of products*) and possible recourse when these rights are infringed (*e.g., returning the product to the producer or the point of purchase, writing a letter of complaint, reporting the problem to the relevant government department, using social media to alert others to the problem and/or to campaign for the producer to change its practices*)

Sample questions: "Have you ever bought a product or service that was not as advertised? What action did you take? If you complained, were you satisfied with the response(s)?" "What types of consumer protection are legislated by the Ontario government?"

D2.2 identify key responsibilities of consumers (*e.g., contractual obligations; the responsibility to make informed decisions, read and follow product information and instructions, use and dispose of products safely*), and analyse their significance

Sample questions: "What do you think are the most important consumer responsibilities? Why? What would happen if consumers did not respect those responsibilities?" "What do you do to ensure that you are a responsible consumer?"

D2.3 explain how various consumer choices can affect the natural environment (*e.g., with reference to buying local, cruelty-free, or organic products; buying unsustainable seafood; buying bulk goods to reduce packaging; disposing of old electronics in landfill; buying Energy Star appliances;*

boycotting companies that are environmentally irresponsible)

Sample questions: "In what ways do the consumer choices that you make affect the environment? What could you do to make your choices more environmentally sustainable?" "What do you do with your old cellphones, music devices, or computers? What impact do you think your method of disposal has on the environment?"

D2.4 explain why some Canadian consumers shop in the United States, and analyse the economic significance of this activity (*e.g., for consumers, Canadian-owned businesses, governments*)

Sample questions: "In what ways might Canadians who do not live in a border town be affected by cross-border shopping?" "Why have some Canadian companies decided to hold 'Black Friday' sales?" "How does the value of the Canadian dollar in relation to the American dollar affect cross-border shopping?"

D2.5 explain some of the advantages and disadvantages of buying and selling fair-trade products (*e.g., these products tend to be more expensive but pay a fairer price to producers in developing countries, promote sustainable development, and support healthy working conditions*)

Sample questions: "What are the ideas behind the fair-trade movement? How successful do you think it has been in accomplishing its goals?" "Why might people choose not to buy fair trade items?" "How can you be sure that the products you buy were not made using child labour?"

D3. Responsibilities of Producers

FOCUS ON: *Stability and Variability; Economic Perspective*

By the end of this course, students will:

D3.1 analyse the responsibilities of employers with regard to various stakeholders (*e.g., to provide a safe workplace, to comply with government regulations, to make a profit for shareholders, to act in a socially responsible way*)

Sample questions: "Do you think a corporation's responsibility to its shareholders outweighs its responsibilities to other stakeholders? Why or why not?" "What are the key differences between for-profit and not-for-profit corporations?" "What is a social enterprise? In what ways might it be different from a typical corporation?"

D3.2 describe some unethical and/or illegal business practices (*e.g., bribery, insider trading, disregarding environmental or other regulations*), and explain why they occur

Sample questions: “What was the immediate cause of the collapse of the Rana Plaza garment factory in Bangladesh in 2013? What business practices contributed to this event? What do you think needs to happen to prevent tragedies like this from happening again?” “Why does the Competition Bureau monitor and investigate price fixing and bid rigging in Canada?”

D3.3 identify some government regulations that affect producers (*e.g., regulations related to labour mobility, labelling, the environment, minimum wages, worker health and safety, accessibility, hazardous materials, foreign ownership*), and assess the impact of regulations on different stakeholders (*e.g., consumers, employees, employers, environmentalists*)

Sample questions: “Why might producers want fewer government regulations?” “What are some regulations that affect the mobility of skilled labour? Why are they in place? What are some positive and negative aspects of these regulations?” “Do you think voluntary codes or regulations work? Why or why not?”

E. ECONOMIES OF CANADIAN COMMUNITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Economic Inequality:** analyse factors that contribute to, and programs that are intended to address, economic inequality in Canada (**FOCUS ON:** *Economic Significance; Stability and Variability*)
- E2. Economic Variations among Canadian Communities:** explain some of the causes and consequences of economic variations in different regions of Canada (**FOCUS ON:** *Cause and Effect; Economic Perspective*)
- E3. The Local Economy:** analyse some key aspects of the economy of their local community (**FOCUS ON:** *Economic Significance; Stability and Variability*)

SPECIFIC EXPECTATIONS

E1. Economic Inequality

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

- E1.1** analyse how various factors contribute to poverty in Canada (*e.g., gender, race, language, social background, wage rates, unemployment rates, lack of job opportunities in certain regions, outsourcing of jobs as a result of globalization, lack of affordable housing, inadequate education, increase in single-parent families*)

Sample questions: “What factors do you think have the greatest influence on who is poor in Canada?” “What impact would an increase in the minimum wage have on the working poor in Ontario?”
- E1.2** describe, and assess the effectiveness of, some programs and services that are intended to address economic inequality in Canada (*e.g., minimum wages, social assistance, employment insurance, pensions, public education, universal health care, public housing programs, Habitat for Humanity, Goodwill, skills retraining, microcredit or social finance initiatives, new business grants, food banks*)

Sample questions: “Which programs/services do you think are the most effective in addressing economic inequality in Canada? Do you think these programs/services are adequate? If not, what more do you think should be done?”

- E1.3** explain some ways in which producers can affect economic inequality in Canada (*e.g., by providing well-paying jobs, by paying their taxes, by supporting food banks and other community programs to address the needs of those living in poverty, by closing factories and moving jobs outside Canada, by hiring temporary foreign workers*)

Sample questions: “Why have some Canadian companies moved their operations abroad or hired temporary workers from other countries? What impact have such practices had on Canadian workers and the Canadian economy?” “What impact would the closing of a major manufacturing company in a small town have on employment and community resources?”

E2. Economic Variations among Canadian Communities

FOCUS ON: *Cause and Effect; Economic Perspective*

By the end of this course, students will:

- E2.1** compare the prices of consumer goods in different regions of Canada, and explain the main causes of regional variation (*e.g., availability of goods within the region, transportation costs to relatively remote communities, market size*)

Sample questions: “What factors influence differences in food prices between Hamilton, Ontario, and St. John’s, Newfoundland?” “Why might the cost of housing in a region be an indicator of the general economic health of that region?”

E2.2 explain how some economic variables can affect the cost of living in various communities in Canada (e.g., with reference to employment levels, types of work available, scarcity of housing, types of community services)

Sample question: “Why is the cost of living different in Vancouver than in Windsor?”

E2.3 identify some reasons for variations in employment rates between communities (e.g., proximity of communities to natural resources; jobs moving offshore; changes in demand for a particular product; availability of infrastructure to attract business; the closing or downsizing of a plant)

Sample questions: “What are some regions or communities in Canada that have high unemployment rates? Why are the rates higher in these communities than in other areas? Why are unemployment rates on some First Nations reserves higher than in most other communities in Canada?” “What are some strategies that different communities with high unemployment rates are using to try to boost employment?”

E3. The Local Economy

FOCUS ON: *Economic Significance; Stability and Variability*

By the end of this course, students will:

E3.1 explain the impact, both positive and negative, that businesses can have on a community, with reference, where possible, to their local community (e.g., providing employment; sponsoring sports teams, cultural events, or other community groups/projects; environmental damage; impact of layoffs or the use of temporary foreign workers)

Sample questions: “Why might a business decide to support a local charity, cultural event, or sports team? What types of things do businesses support in your community? What impact does this have on the community?” “What are some of the major employers in your community? Do they provide good and secure jobs?”

E3.2 assess the availability of employment opportunities in their local community

Sample questions: “What opportunities do you have as a student for part-time employment in your community? What opportunities do you think you would have for full-time employment in your community after you graduate?”

E3.3 analyse how various factors, including the influence of different stakeholders, affect decisions with respect to infrastructure in their community (e.g., with reference to limited financial resources, the needs and wants of different citizens groups and businesses, the concerns/interests of politicians from different levels of government or with different political perspectives, environmental considerations)

Sample questions: “What aspects of the infrastructure need to be upgraded in your community? Which of these do you think should take priority? Why? Who might have a different perspective on priorities? Why?”

E3.4 explain how their actions can contribute to the economic health of their local community (e.g., buying local products, supporting local businesses, volunteering at a food bank, getting a job with a local company)

Sample questions: “How might your decision to buy locally produced goods affect your community? What other actions could you take to support the local economy?”

GEOGRAPHY

INTRODUCTION

Geography is about determining the significance of “place” as it relates to the natural environment, the human environment, and interactions within and between them. To investigate geographic issues, students must analyse the influences and interrelationships that give a place its distinctive characteristics and thus its spatial importance. Geographic analysis also requires an investigation of the economic, environmental, social, and political perspectives that relate to an issue. The application of the concepts of geographic thinking, spatial skills, and the use of field studies are central to the geographic inquiry process and the learning of geography.

Strands

The Grade 11 and 12 geography courses each have five strands. In all of these courses, strand A, Geographic Inquiry and Skill Development, is followed by four content strands, which are organized thematically.

Citizenship Education

The expectations in the Grade 11 and 12 geography courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 13).

The Concepts of Geographic Thinking

The four concepts of geographic thinking – spatial significance, patterns and trends, interrelationships, and geographic perspective – underpin thinking and learning in all geography courses in the Canadian and world studies program. At least one concept of geographic thinking is identified as the focus for each overall expectation in the content strands of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 16 for a fuller discussion of the concepts of disciplinary thinking.)

Spatial Significance
<p>This concept requires students to determine the importance of a place or region. They explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place. Students come to understand that the significance of the same place may be different for humans, animals, and plants.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – What does a population settlement map tell us about the preferred range of latitude for settlement in Canada? (CGC1P, B2.2) – How does the official plan for your community address urban sprawl? (CGC1D, E2.3) – How might the uniqueness of a destination make it more appealing to some and less appealing to others? (CGG3O, B1.2) – How does the location of a site influence the feasibility of different types of power generation there? (CGR4E, E3.4) – What are some of the challenges that communities in permafrost regions face in providing safe drinking water and disposing of waste? (CGR4M, E2.3)
Patterns and Trends
<p>This concept requires students to recognize characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental. Students analyse connections between characteristics to determine patterns; they analyse connections between those characteristics over time to determine trends.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – What trends do you see in the use of alternative energy in Ontario? (CGC1P, A1.5) – What pattern or patterns do you see in the location of First Nations reserves across Canada? (CGC1D, D3.1) – What factors have led to population movement in the region? What specific locations have attracted migrants? Why? (CGD3M, E2.1) – In what ways has technological change amplified the impact of population growth on the natural environment? In what ways has it diminished it? (CGW4U, C2.2)

* These questions are drawn directly from the overview charts that precede the geography courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the geography courses in Grade 11 and 12 and those in Grade 9, and to show possible development in the use of the concepts of geographic thinking over those grades, the chart includes some questions from the Grade 9 geography curriculum as well.

Interrelationships

This concept requires students to explore connections within and between natural and human environments. The interconnected parts of an environment or environments work together to form a system. Students must understand the relationships that exist within a system and then critically analyse the relationships between systems in order to determine the impact they have on one another.

Related Questions

- How does surrounding farmland support a community, and what stresses might the community place on the farmland? (CGC1P, E2.1)
- How might the breaking up of continental ice in Greenland and the Antarctic affect Canada’s coastline? (CGC1D, B2.1)
- Why do we need to understand the earth’s physical processes in order to predict their potential hazards? (CGF3M, Overview)
- How can international trade policies and corporate actions influence disparities within or between ecumenes? (CGU4M, D1.2)

Geographic Perspective

This concept requires students to consider the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena that they are analysing. In order to solve problems, make decisions or judgements, or formulate plans of action effectively, students need to develop their ability to examine issues from multiple perspectives.

Related Questions

- In what ways can cultural diversity enrich the life of a community? (CGC1P, D1.2)
- Does the financial benefit of extracting natural resources justify related social and/or environmental impacts? (CGC1D, A1.6)
- How might spatial technologies help governments assess the economic, environmental, infrastructural, and social risks of a potential disaster? Why is it important for governments to know and understand these risks? (CGT3O, D1.2)
- Why might some people believe that there is an ethical imperative to share the world’s resources equitably? (CGW4C, Overview)
- Why might military and/or government satellite information be shared with or withheld from certain countries or military alliances? What are the implications of doing so? (CGO4M, D2.1)

The Geographic Inquiry Process

In each of the geography courses in the Canadian and world studies curriculum, strand A focuses explicitly on the geographic inquiry process, guiding students in their investigations of issues, events, developments, and/or various geographic phenomena. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 32 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the geographic inquiry process.

Formulate Questions
<p>Students formulate questions:</p> <ul style="list-style-type: none"> – to explore various events, developments, issues, and/or phenomena that are related to the overall expectations in order to identify the focus of their inquiry – to help them determine which key concept or concepts of geographic thinking are relevant to their inquiry – that reflect the selected concept(s) of geographic thinking – to develop criteria that they will use in evaluating data, evidence, and/or information; in making judgements, decisions, or predictions; in reaching conclusions; and/or in solving problems
Gather and Organize
<p>Students:</p> <ul style="list-style-type: none"> – collect relevant qualitative and quantitative data, evidence, and information from field studies^a and a variety of primary and secondary sources,^b including visuals^c and community resources^d – determine if their sources are credible, accurate, and reliable – identify the purpose and intent of each source – identify the points of view in the sources they have gathered – use a variety of methods to organize the data, evidence, and/or information they have gathered – record the sources of the data, evidence, and information they are using – decide whether they have collected enough data, evidence, and/or information for their inquiry

a. Field studies may include, but are not limited to, studies in local neighbourhoods, school grounds, and various sites that allow students to explore different land uses (e.g., recreational, commercial, industrial, and transportation uses).

b. Primary sources may include, but are not limited to, census data, land claims, letters, photographs, speeches, and works of art. Secondary sources may include, but are not limited to, documentaries and other films, news articles, reference books, and most websites.

c. Visuals may include, but are not limited to, satellite images, maps, globes, models, graphs, and diagrams.

d. Community resources may include, but are not limited to, local conservation areas, resources from community groups and associations, government resources, and local plans.

Interpret and Analyse
<p>Students:</p> <ul style="list-style-type: none"> – analyse data, evidence, and information, applying the relevant concepts of geographic thinking (see preceding chart) – use different types of graphic organizers to help them interpret and/or analyse their data, evidence, and information – identify the key points or ideas in each source – analyse graphs, charts, diagrams, and maps – construct graphs, charts, diagrams, and maps to help them analyse the issue, event, development, or phenomenon they are investigating – analyse their sources to determine the importance of an issue, event, development, or phenomenon for individuals or groups – identify biases in individual sources – determine if all points of view are represented in the source materials as a whole, and which, if any, are missing
Evaluate and Draw Conclusions
<p>Students:</p> <ul style="list-style-type: none"> – synthesize data, evidence, and information, and make informed, critical judgements based on that data, evidence, and information – determine the short- and long-term impact of an event, development, issue, or phenomenon on people and/or places – reach conclusions about the subject of their inquiry, and support them with their data, evidence, and information – make predictions based on their data, evidence, and information – determine the ethical implications of an issue or action – determine the action required, where appropriate
Communicate
<p>Students:</p> <ul style="list-style-type: none"> – use appropriate forms (e.g., oral, visual, written, multimedia) for different audiences and purposes – communicate their arguments, conclusions, predictions, and plans of action clearly and logically – use geographical terminology and concepts correctly and effectively – cite sources, using appropriate forms of documentation

Regional Geography, Grade 11

University/College Preparation

CGD3M

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region.

Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues in a selected region
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Natural and Human Systems		
B1. Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Regions are not culturally or economically homogeneous.	Why might there be variation in the economies of different countries within a region? What factors account for these differences?
B2. Patterns of Natural and Human Systems: describe patterns in natural features and population distribution in the selected region, and analyse the relationship between them (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human settlement patterns are affected by, and also affect, the natural environment.	In what ways can the environment affect human settlement? In what ways can human settlement affect the environment?
B3. Quality of Life: assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Quality of life in a region is influenced by many factors.	Why might this environmental impact have social, political, or economic consequences? What considerations might be missing from some of the common indicators used to measure quality of life?
C. Sustainability and Stewardship		
C1. Sustainability and Stewardship of Natural Resources: analyse issues associated with sustainability and stewardship of natural resources in the selected region (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	The sustainability of natural resources within regions is affected by social, political, economic, and environmental factors.	Why might some countries be better able than others to extract and use natural resources in a sustainable way?
C2. Inequality and Sustainability: analyse aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	All regions experience issues related to economic sustainability and equality.	Why is it important to look at current economic data as well as historical information when investigating regional inequalities?
C3. Development Projects/Megaprojects: analyse various issues associated with development projects, including, where applicable, megaprojects, in the selected region (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Large-scale development projects can lead to local and regional social, political, economic, and/or environmental issues.	How might competing interests and ideas affect large development and/or construction projects? What strategies can be used to mitigate possible conflicts among stakeholders?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Regional and International Interactions		
D1. International Organizations in the Region: analyse the role and involvement of intergovernmental organizations in the selected region (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Intergovernmental organizations often help address regional issues.	What key geopolitical issues in this region are of global concern? Why?
D2. Conflict and Cooperation: analyse aspects of economic, social, and political conflict and cooperation in the selected region (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The interrelationship among different peoples and between countries within a region is constantly changing.	Why is it important to consider the history of a region when studying the present-day relationship among its peoples and/or between its countries?
D3. Economic Development: analyse economic activity in the selected region as well as factors that contribute to the region's economic development (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Many current and historical factors affect the economies of countries within a region.	Has war had an impact on the economies of the region? In what ways are regional economies tied to international issues and other countries' economies?
E. Dynamics and Change		
E1. Globalization: analyse how globalization has affected the selected region and how the region has responded to it (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Issues related to globalization can have social, economic, political, and environmental implications.	In what ways has globalization had an impact on the lives of people and the environment in this region? Has globalization benefited all countries in this region?
E2. Shifting Populations: analyse current as well as historical patterns of population movement and distribution in the selected region (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Demographic trends can affect a region and the issues that concern it.	How are global population trends reflected in this region?
E3. Climate Change and Natural Hazards: explain how climate, including climate change, and natural hazards affect the selected region (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Natural processes and climate change can cause social, economic, political, and environmental problems in a region.	How is climate change affecting this region? How might it affect it in the future? Which natural hazards are most likely to have an impact on this region? Do all countries within this region face the same threats?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues in a selected region;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into geographic issues in the selected region (e.g., factual questions: *Which country in the region has the highest income per capita?*; comparative questions: *Which government strategy is more apt to improve the lives of children in a country, an increase in funding for education or for food and water safety?*; causal questions: *How have population shifts had an impact on the region?*)

- A1.2** select and organize relevant data and information on geographic issues in the selected region from a variety of primary and secondary sources (e.g., primary: *photographs; raw data, both quantitative and qualitative; satellite images; statistics*; secondary: *atlases, books, charts, digital and print maps, graphs, magazines, newspapers, websites*), ensuring that their sources represent a range of perspectives

Sample questions: “How might you use employment, income, and industry statistics to analyse economic development patterns in different parts of the region? Where might you find this data and information?” “What type of data and information do you need to collect in order to assess the rate of extraction of a specific resource and the impact on the local people?” “What types of maps and graphs will help you analyse the impact of a megaproject in the region?”

- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., by

considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented)

Sample questions: “Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?” “Are the authors’ conclusions consistent with the data they cite?”

- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of money into and out of the region; analyse graphs and charts showing data related to quality of life indicators for countries in the region to determine trends and correlations; use decision-making templates to help them analyse different points of view on an issue of concern to the region; outline various perspectives on the impact of foreign investment in the region)*

Sample questions: “What type of graphic organizer might help you analyse the impact of multinational corporations on the region?” “What data layers and types of information might you include when using a geographic information system (GIS) to analyse the relationship between physical features and natural resources in the region?”

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when

analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues in the selected region (e.g., *use the concept of spatial significance to explain natural hazards to which the region is prone; use the concept of patterns and trends to analyse short- and long-term population trends and phenomena such as the shift of population to urban centres; use the concept of interrelationships to analyse the impact that economic development has had on indigenous peoples in the region; use the concept of geographic perspective to analyse the social, political, economic, and environmental impact of globalization on the region*)

Sample questions: “Why would it be useful to apply the concept of spatial significance when investigating the characteristics of a region?” “How might an understanding of patterns and trends guide your analysis of the effectiveness of international aid in improving maternal health in the region?” “How might an understanding of interrelationships guide your examination of the connections between the distribution of natural resources and their development in the region?” “How might applying the concept of geographic perspective help you understand the advantages and disadvantages of tourism in the region?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about how foreign ownership affects economic disparity in various countries in the selected regions? What conclusions can you draw about why foreign ownership may have different effects in different countries?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a presentation for classmates on trade between Canada and the selected region; a debate on the pros and cons of resource and/or industrial development in the region; a webcast or podcast for the general public on how issues related to food security affect the region; a photo essay for a local community group to illustrate various ways in which the community is connected to other regions of the world*)

Sample questions: “What kind of information does your audience need? How much detail would be appropriate? What format and approach would be most effective in conveying your information to this particular audience?”

- A1.8** use accepted forms of documentation (e.g., *footnotes, author/date citations, reference lists, bibliographies, credits*) to reference different types of sources (e.g., *articles, oral recounts, blogs, books, databases, films, websites*)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., *skills related to reading graphic texts, writing, graphing, computer use, use of GIS and/or satellite imagery, oral communication, numeracy, decision making, planning, management, finding information, problem solving*), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., *use critical thinking, mapping, and/or graphing skills to help them analyse an issue of local importance; use listening skills in discussions to help them understand multiple perspectives; apply work habits such as collaboration when sharing ideas and information with a team, or self-regulation to identify strategies for achieving a goal*)

- A2.3** apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., *use the concept of spatial significance to analyse the importance of pollinators to agricultural production and the impact of their decline; use the concept of patterns and trends to enhance their understanding of issues related to global population shifts; use the concept of interrelationships to help them understand a current issue related to gender inequality; use the concept of geographic perspective to analyse the impact of climate change*) in order to enhance their understanding of these issues and their role as informed citizens

- A2.4** identify some careers in which a geography background might be an asset (e.g., *economic development officer, GIS technician, international aid worker, marketing analyst, owner of an importing business, travel industry analyst, travel writer, urban planner, environmental scientist*)

B. NATURAL AND HUMAN SYSTEMS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Regional Characteristics:** demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- B2. Patterns of Natural and Human Systems:** describe patterns in natural features and population distribution in the selected region, and analyse the relationship between them (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B3. Quality of Life:** assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Regional Characteristics

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- B1.1** identify the countries in the region and analyse information and data to determine basic differences between them (*e.g., use maps to compare population density, locate and analyse statistics to compare ethnic and/or religious make-up, interpret and analyse visual images to compare topography*)

Sample questions: “What types of visual sources might you use when investigating similarities and differences in the physical geography of different countries in this region? How might you communicate your findings using a map?” “Where might you find information on the different political systems in the countries in this region?”

Using spatial skills: Students can explore satellite images to gain an understanding of the different types of information that can be gathered by satellite. Satellite imagery can also help students develop a sense of spatial orientation for the region.

- B1.2** describe the region’s main cultures (*e.g., with reference to language; religious groups; ethnic groups, including indigenous cultures; the arts; food; history*), and assess the level of cultural diversity in the region

Sample questions: “What are some significant cultural differences between the countries of the region? How has the history of the region contributed to these differences?” “Would you characterize the region as culturally diverse or homogeneous?”

- B1.3** analyse data on various economic indicators to investigate where individual countries in the region, and the region as a whole, rank within the global economy (*e.g., with reference to natural resources, gross domestic product [GDP] and/or gross national product [GNP], value of exports, per capita income, debt, aid, types of industry, and/or infrastructure*)

Sample questions: “Where might you find data on the GDP of countries in this region? Are there significant variations in GDP among these countries? How does the region’s GDP compare to that of countries outside the region? What are the implications of these differences?” “Are there emerging economies in the region? If so, have they affected the trend in global rankings in recent years?”

Using spatial skills: Students can plot data on various economic measures onto graphs to show patterns in the region or between this region and other regions of the world. Graphs can be placed on a regional or world map to show the spatial distribution of these patterns.

B2. Patterns of Natural and Human Systems

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

B2.1 describe natural features of the region (e.g., landforms, vegetation, climate, soils, water bodies, natural resources), and analyse the relationship between them

Sample questions: “Which landforms dominate the region?” “What is the relationship between landforms, climate, and vegetation in the region?” “How are the landforms of the region related to its natural resources?” “What criteria would you use when rating the biodiversity of this region?”

Using spatial skills: Students can construct thematic maps showing landform and climate regions within the selected area. By adding an overlay map that uses symbols to indicate the location of different types of natural resources, students can explore the interrelationship between landforms, climate, and resources in the region.

B2.2 describe current patterns of population distribution in the region, with a particular focus on areas of high population density, and assess the impacts, both positive and negative, of these patterns (e.g., preservation of natural ecosystems in some areas of low population; urban sprawl, gated communities, traffic congestion, slums, air pollution, waste management challenges, access to and/or pressure on services/infrastructure, a broader range of economic opportunities in areas of high population)

Sample questions: “What proportion of the population in this region is urban? What proportion of people live in small towns/villages? Are these proportions similar for all countries in the region?” “What are the major cities in this region? What sorts of pressures do they face? What are some policies/strategies that governments and/or citizens’ groups have developed for dealing with these pressures? How effective are they?”

B2.3 analyse key relationships between natural features and population distribution in the region (e.g., with reference to settlement near bodies of water; location of resource towns, tourist towns; agricultural settlements near volcanoes; sparse settlement in mountainous, desert, or ice-covered regions)

Sample questions: “Which parts of the physical environment of this region have attracted people and sustained population growth? Why

have these areas been particularly conducive to population growth?” “What are some challenges that the natural features of this region have presented to settlement? What impact have these challenges had on population distribution in the region? Are there areas in this region where the environment has precluded settlement?”

B3. Quality of Life

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

B3.1 analyse various criteria that are used to measure quality of life, and assess quality of life in the region with reference to several of these criteria (e.g., literacy rates; access to education, medical care, clean water, sanitation, and adequate housing; GDP per capita; per capita income; life expectancy; infant and/or maternal mortality; gender inequality; unemployment and poverty rates; military spending; national debt)

Sample questions: “Why is gender inequality used as a criterion in measuring quality of life? What are some indications of gender equality/inequality in this region?” “Are the statistics in relation to quality of life consistent across the region? If not, how might you account for differences?” “If data were not available, could you use photographs to help you get a sense of the quality of life of people in the region? Why or why not? Why do we have to examine our biases before making observations based on photographs?” “Do you think the region can sustain, or improve, the current quality of life for future generations? Why or why not?”

Using spatial skills: Students can support their analysis of the quality of life in a region by creating a series of graphs using data on indicators that are associated with quality of life (e.g., literacy rates, infant mortality). Students can select two quality of life indicators for countries in the region and plot the related data on a scatter graph to assess the correlation between these indicators.

B3.2 analyse how various factors affect quality of life indicators in the region (e.g., public expenditures on education, health, infrastructure, social services; war; drought or other natural or human-made disasters; pandemics; government corruption; misappropriation of aid; labour and environmental standards/regulations; discrimination against women or minorities; inequitable access to resources; food security)

Sample questions: “Where does this region rank in terms of public expenditures on education

and health care? What relationship do you see between this ranking and the region's ranking with regard to quality of life?" "What is the relationship between environmental stewardship and quality of life? How is that relationship evident in this region?" "Why do analysts speak of a 'cycle of poverty'? What factors contribute to the cycle? Why is it so difficult to break?"

B3.3 assess the effectiveness of programs, policies, and strategies of various groups and organizations, including governments, aimed at improving the quality of life for people in the region (e.g., *policies related to public education, food and water safety, income support for unemployed, aged, and/or disabled people; programs to improve literacy rates among women, reduce the spread of infectious diseases, improve maternal health, provide clean water; strategies such as the provision of microcredit*)

Sample questions: "What types of income-support policies exist in this region? How effective do you think they are at improving quality of life in this region?" "Why do some aid or social service programs specifically target women and children? Are there any such programs in this region? If so, how effective do you think they are?"

Using spatial skills: Students could use data from a number of years to create a set of population pyramids for countries or indigenous populations in the region and then analyse these graphs to determine the effectiveness of strategies for improving quality of life in the region.

C. SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Sustainability and Stewardship of Natural Resources:** analyse issues associated with sustainability and stewardship of natural resources in the selected region (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- C2. Inequality and Sustainability:** analyse aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- C3. Development Projects/Megaprojects:** analyse various issues associated with development projects, including, where applicable, megaprojects, in the selected region (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Sustainability and Stewardship of Natural Resources

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- C1.1** identify the main natural resources that are harvested/extracted in the region (*e.g., water, wood, oil and/or gas, coal, minerals, fish, cotton, wheat, rice, livestock*), and assess the sustainability of current rates of harvesting/extraction

Sample questions: “What is the pattern of resource extraction in the region? What resources are harvested? Do they tend to be used in the region or exported? Is there pressure to increase rates of extraction?” “Does this region have enough fresh water to meet its current needs? Is the use of water for agriculture sustainable? Do you think water shortages will be an issue in this region in the future? Why or why not?” “What impact has the clearing of land for grazing had on local ecosystems?”

Using spatial skills: Students can create a variety of graphs (*e.g., line, bar, circle*) to illustrate patterns and trends relating to regional natural resource extraction.

- C1.2** assess the effects, both positive and negative, on the region of outside demand for its products and/or resources (*e.g., development of infrastructure, job creation, improvement in standards of*

living, increase in tax revenue, deforestation and other types of resource depletion/mismanagement, monoculture and other unsustainable agricultural practices, vulnerability to demands of multinational corporations, sweatshops, air pollution, environmental degradation)

Sample questions: “Which natural resources that are found in this region are in global demand? Has demand for these resources contributed to political or social conflict?” “Why might a government respond to demand for natural resources by either privatizing or nationalizing those resources? Have any countries in this region taken either action? If resources were privatized, who benefited from this move? Who did not?” “Is the issue of bulk water exports relevant to this region? If so, why might groups in the region have different perspectives on this issue?” “How have technological developments increased outside access to the region’s resources? What are the consequences of this increased access?”

Using spatial skills: Students can read/construct flow maps and various graphs to visualize/illustrate data on the types of commodities and products exported by the region and who imports them.

- C1.3** describe programs in the region that are intended to foster stewardship/sustainability with respect to natural resources (*e.g., programs related to resource conservation, alternative energy, tree planting, water quality, seed saving, sustainable*

agricultural practices, land rehabilitation, recycling and waste disposal), and assess their effectiveness

Sample questions: “Have businesses in this region implemented any programs that contribute to stewardship/sustainability? If so, what are they? How would you determine their effectiveness?” “Are there any fair-trade programs in the region? If so, what impact have they had on producers?” “What barriers exist to the development and implementation of stewardship programs?” “How might a family save money by participating in a stewardship or sustainability program?”

C1.4 explain how imperialism/colonialism has affected the region, with reference to its people and their relationship with the natural resources in the region (e.g., with respect to the region’s status as a former colony or imperial power; the exploitation of people and natural resources before, during, and after the colonial period; the impact of colonization on indigenous peoples and/or the language, religion, and culture of the region; current cultural/economic imperialism)

Sample questions: “If this region was colonized, how did practices associated with imperial control affect the types of resources that were harvested or the way this was done? Did colonialism affect who controlled these resources? Is control of resources a continuing issue in this region? Were indigenous people in this region displaced as a result of colonization?” “If countries in this region were imperial powers, what was their relationship with indigenous people in their colonies? What were some of the key short- and long-term effects of this relationship for the indigenous people? Do these historical relationships continue to affect indigenous people today?”

C2. Inequality and Sustainability

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

C2.1 describe the four economic sectors (i.e., primary, secondary, tertiary, and quaternary) and analyse data to assess differences between countries in this region with respect to employment and production in these sectors

Sample questions: “What types of jobs characterize the primary sector? Are any of the countries in this region highly dependent on this sector? If so, what do you think this means for the health of their economy?” “What factors

might account for the dominance of a different economic sector (or sectors) in different countries of the region?”

C2.2 analyse aspects of inequality within the region (e.g., with reference to gender inequality; racial, ethnic, class, and/or religious discrimination; political disenfranchisement; economic inequality between countries in the region; class inequalities within countries), including key causes and consequences of disparities between different groups of people

Sample questions: “What are some measures of gender equality? How does this region rank with regard to these measures? What impact do levels of gender equality or inequality in the region have on women, families, and/or the economy?” “What is the level of income inequality in this region? What are the causes of such inequality?” “Does trade cause, contribute to, or help mitigate economic disparity in the region?” “Can the distribution of natural resources explain current economic disparity?” “What is the status of indigenous people in this region? Do they have rights to and control over their traditional lands? If not, where and under what conditions do they live?” “Has colonialism affected the social, economic, and/or political status of different groups in the region?”

Using spatial skills: Students can use graphs to help them analyse statistical data about the type and impact of inequality in the region.

C2.3 assess the sustainability of the regional economy (e.g., the extent to which the economy depends on non-renewable resources; the mix of primary, secondary, and tertiary industries; whether taxes generate sufficient funds to finance public infrastructure and social programs; the number of stable, well-paid jobs; whether profits stay in the region or go to a multinational corporation headquartered elsewhere)

Sample questions: “How important is public spending, such as the financing of health care, education, and infrastructure, to the health and sustainability of an economy? In what ways is such spending also a measure of the health of the economy? What does public spending in this region tell you about the sustainability of the regional economy?” “What does the dominance of non-renewable resources in a country’s economy mean for the sustainability of the economy?”

Using spatial skills: Students can construct maps illustrating the location of various natural resources and using symbols to indicate whether a resource is renewable or non-renewable.

C2.4 describe the role of non-governmental organizations (NGOs), as well as international government aid, in the region (e.g., with reference to which countries in this region receive or contribute to foreign aid; the work of NGOs in areas such as environmental protection, economic development, human rights, alternative income programs), and evaluate their effectiveness in promoting sustainability

Sample questions: “Do countries in this region receive aid from governments and/or NGOs? If so, why? What are some issues that the support targets? What do they tell you about challenges facing this region?” “Which NGOs are most active in this region? Why? Who funds the NGO most active in this region? How might this funding affect attitudes towards this NGO?” “What criteria might you use when evaluating the success of an NGO in the region? What data would you need for such an evaluation?” “Do some countries within this region contribute to international aid? If so, in what form is aid given? Is the aid given to other countries within the region or to countries in other regions? How do the recipient countries use the aid? Is the aid effective in promoting sustainability within these countries?”

C3. Development Projects/ Megaprojects

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

C3.1 analyse how development projects, particularly, where applicable, megaprojects, affect the sustainability of human and natural systems in the region (e.g., with reference to the development of dams and other hydroelectric projects, public transportation projects, energy pipelines, alternative energy projects, new factories, nuclear power plants, weapons systems, large-scale sports events)

Sample questions: “Who chooses which projects are developed in this region?” “Have countries in this region benefited from large-scale development projects? Did all people in these countries benefit? If not, who did not benefit? In what ways did the projects have a negative impact?” “What impact have some past development projects/megaprojects in this region had on the environment? Do you think they were worth the environmental cost? Why or why not?” “Are new transportation and/or other infrastructure megaprojects necessary for the economic development of this region? Why or why not?”

C3.2 compare the perspectives of different groups on development projects, including, where applicable, megaprojects, in the region

Sample questions: “Why might a government support a megaproject? Why might it refuse to support, or require modifications to, such a project? Even if it has the support of government, why might some other stakeholders oppose a large-scale development?” “Who has a stake in a current development project in the region? What are their points of view about it? How would you account for differences in perspectives? Which do you agree with? Why?” “Are there indigenous people in this region who have a stake in this project? If so, what is their perspective? Does it differ from that of the governments and/or the businesses/business sectors involved in the construction of the project? If so, how and why?”

C3.3 describe some alternatives to large-scale developments/megaprojects in the region, and explain their advantages and disadvantages (e.g., small-scale alternative energy programs, use of solar or geothermal energy in individual buildings, conservation programs)

Sample questions: “What are some alternative energy sources in this region? Are there programs that promote their development?” “What barriers or challenges exist to the development and implementation of alternative infrastructure projects?” “What are the main disadvantages of large-scale development projects? Why might these disadvantages lead some groups to advocate for smaller-scale projects? What sorts of challenges or disadvantages might be associated with these smaller projects?”

D. REGIONAL AND INTERNATIONAL INTERACTIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. International Organizations in the Region:** analyse the role and involvement of intergovernmental organizations in the selected region (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Conflict and Cooperation:** analyse aspects of economic, social, and political conflict and cooperation in the selected region (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D3. Economic Development:** analyse economic activity in the selected region as well as factors that contribute to the region's economic development (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. International Organizations in the Region

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** analyse the role countries in the region play in intergovernmental organizations [IGOs] (*e.g., United Nations [UN], World Bank, World Health Organization, World Trade Organization, Intergovernmental Panel on Climate Change, Organisation for Economic Co-operation and Development, Commonwealth, La Francophonie, African Union, European Union, Organization of American States, Asia-Pacific Economic Cooperation*)

Sample questions: “Which countries in the region have made monetary contributions to IGOs?” “Why are countries in the region active in IGOs?” “Are there disagreements in the region regarding involvement in IGOs?” “What are the criteria used to determine membership in an IGO? Who is allowed to join or work with the IGOs within the region? Who isn’t? Why?”

- D1.2** assess the effectiveness of intergovernmental organizations and/or agreements in addressing issues in the region (*e.g., with reference to UN Women; UN conventions on climate change, children’s rights, and/or the rights of indigenous peoples; the International Criminal Court; alliances, treaties, and/or defence agreements; trade agreements*)

Sample questions: “What are some key geopolitical issues in this region that are of

international concern? Have IGOs responded to such issues? Why or why not?” “Do quality of life indicators in this region suggest the need for support from IGOs?” “What impact have international political agreements had on this region?” “Has a UN force or troops from a military alliance been sent to the region to try to keep the peace or resolve a conflict? What was the source of the conflict? How effective was the international force in defusing it?”

D2. Conflict and Cooperation

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D2.1** explain interrelationships between economic change/development and conflict and/or cooperation involving this region (*e.g., how economic development has heightened tensions over land claims or sovereignty; cooperation on and/or disagreement over joint megaprojects; disagreements over emissions targets or other environmental issues; local resistance to the practices of multinational corporations; conflict over the sale and/or privatization of water or the use of genetically modified organisms [GMOs] in the region’s agriculture industry*)

Sample questions: “Have economic developments in this region affected the ability of indigenous people to access or live off their traditional lands? If so, how did these people respond to the threat to their rights and/or way of life?” “What are some economic projects that

required cooperation between countries in the region or between this region and other countries? What type of negotiation was required for the success of the project? Who benefited from the project? Was there anyone who did not benefit from or who was adversely affected by the project?" "Why might a megaproject lead to conflict between countries in the region and/or outside of the region?" "Have foreign interests and/or multinational corporations contributed to a conflict related to regional economic development? If the conflict escalates, how might it affect people in the region?"

D2.2 analyse key aspects of trade in this region, including trade among countries within the region as well as with those elsewhere in the world (*e.g., trade agreements, trade wars, most important trading partners, largest imports and exports, whether the region exports raw materials or manufactured products, whether there is a trade surplus or deficit*), and assess the impact of trade in this region

Sample questions: "Does this region, or do countries within this region, have trade agreements with other countries? If so, what impact have such agreements had on the region? Do you think they have benefited the region economically? Have they had a cultural impact? Do most people in the region/country support the agreements? If not, who does not?" "What data would you need to gather in order to assess the success of a trade agreement in reducing economic disparities between partners?" "What import and export patterns can you identify in this region?" "Are there resources that the region must import from other regions? Why?" "Is there evidence of increased trade liberalization in countries in the selected region? Is the liberalization the result of national or regional initiatives?"

Using spatial skills: Students can construct proportional flow maps of imports and exports to help them visualize trade data and analyse the volume and direction of trade flows. Students can use graphs to depict the value of exports and imports and develop their understanding of trade balances.

D2.3 analyse key causes of social and/or cultural conflict and cooperation within the region (*e.g., conflict: historical exploitation by colonial powers; historical conflicts between communities based on race, class, ethnicity, language, culture, or religion; population pressures from refugees and/or from*

migrants moving from rural to urban environments; suppression of human rights; disagreements between religious groups over appropriate cultural expression; cooperation: regional development projects that are autonomous and self-sufficient; the need to organize to respond to issues of concern to indigenous peoples, women, environmentalists; responses to human or natural disasters; cultural events or exchanges)

Sample questions: "Where in the region is there evidence of conflict between different cultural groups? What are the roots of this conflict? Is this conflict within or between countries? What role, if any, does former colonial rule play in the present conflict?" "Has conflict arisen in this region as a result of attempts to undermine the cultural traditions of indigenous peoples?" "Are there migrant neighbourhoods in the region? What supports do they offer to migrants?" "Would you characterize countries in this region as multicultural, or are minority cultures expected to integrate into mainstream culture?" "Are there grassroots groups that have been created to address specific socio-cultural issues in the region? What issues are they responding to?"

D2.4 describe instances of political conflict or cooperation in the region, and explain their impact (*e.g., conflict: civil war or international conflict; coups d'états; protests related to political policy, government legitimacy, land claims; suppression of dissent by governments; invasion/aggression over disputed territory; economic or diplomatic sanctions; cooperation: pro-democracy movements; regional groups such as the African Union, Organization of American States, European Union; treaties/alliances*)

Sample questions: "What political disputes exist within the selected region? What historical factors have contributed to these disputes? What impact have these disputes had on people in the region?" "Have foreign powers, or agencies of foreign powers, become involved in conflicts in this region? Why or why not? What impact has their involvement, if any, had on the region?" "What evidence, if any, exists of increased political cooperation within and between countries in the region? Are there emerging regional political organizations in the selected region? If so, what are their goals?" "Are there national/ethnic or indigenous groups seeking independence or self-government in this region? What tactics have these groups used?"

D3. Economic Development

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

D3.1 analyse how various factors affect economic development in the region (*e.g., richness and accessibility of natural resources; level of infrastructure and technology; availability of an educated, skilled workforce; access to markets; subsidies or tariffs, whether within the region or among its trade partners; historical trade and development patterns; legacy of colonialism; political policies; political and social stability*)

Sample questions: “How great an impact has government policy had on the economic development of this region?” “What barriers to economic development exist in this region?” “If there are significant differences in the level of economic development among countries in this region, how would you account for these differences?”

D3.2 describe the main types of industry in the region (*e.g., manufacturing, agriculture and food processing, resource extraction and processing, tourism, service industries, energy generation, knowledge-based industries, high-tech industries*), and assess their impact

Sample questions: “Which type of industry employs the greatest number of people in the region? Who benefits most from the products of this industry?” “Which type of industry makes the greatest contribution to the GDP of countries in this region?” “How would you characterize agriculture in this region? Is it dominated by monoculture and multinational agribusiness corporations, or does it tend to be smaller in scale?” “Do manufacturing jobs in this region tend to be well-paid, unionized jobs, poorly paid jobs in sweatshops, or something in between?” “What impact does industry have on the environment in this region?” “How would you gather evidence on the positive and negative impacts of industrial activity on people in the region?”

Using spatial skills: Students can analyse statistics to predict the future of a natural resource-based industry in the region (*e.g., mining, water, agriculture, energy*) and can construct a line graph that shows change over time.

D3.3 explain the relationship between the distribution of natural resources in the region and their development (*e.g., the amount of a resource that is available and the ease with which it can be*

accessed, extracted, and transported; the relative remoteness or inaccessibility of the area in which resources are located; political disputes over land and/or ownership of resources; the environmental sensitivity of the land where the resources are)

Sample questions: “What natural resources in this region are economically viable? Are there resources in the region that have not been developed? If so, why? Are there resources in the region that can be sustainably managed? Is this being done?” “Who is responsible for funding infrastructure, such as roads, ports, and railways, that supports resource extraction?” “How does the natural environment, and its resources, affect the economic development of countries within the selected region?”

D3.4 explain the benefits and disadvantages of the operations of multinational corporations [MNCs] in the region (*e.g., with reference to creation of jobs, influence of MNCs on government policy, construction of infrastructure, resource depletion, violations of human rights, changes in labour and/or environmental standards, funds from corporate taxes*)

Sample questions: “Are there MNCs that are headquartered in this region? What are they and why are they located there? Are there MNCs that are headquartered elsewhere but have operations in this region? What is the difference between the two for the regional economy?” “How important are MNCs to the regional economy? Where might you find data on the proportion of the labour force that works for an MNC?” “Do MNCs regard environmental and labour regulations in this region as favourable? Why or why not?” “Have factories owned or supported by MNCs in this region been the source of environmental disasters or labour violations? Have such events led governments to tighten lax labour/environmental protection laws? If not, why not?”

D3.5 analyse the advantages and disadvantages of foreign investment for this region, with reference, as appropriate, to countries that invest and those that attract investment

Sample questions: “Is this region a net source of or destination for foreign investment?” “Are there aspects of the economy of this region that owe their development to foreign investment? If so, what local socio-economic benefits have arisen from this investment?” “What impact might foreign control over a resource have on its rate of extraction?” “Why might a government legislate limits on foreign investment? Do any countries in this region have such legislation?”

If so, does it focus on a particular sector of the economy?" "Which stakeholders might encourage the expansion of foreign investment in the region? Which stakeholders might seek reductions in, or greater regulations placed on, such investment? Why?"

D3.6 analyse the role of travel and tourism in the economy of the region as well as the environmental and cultural impact of the tourism industry

Sample questions: "What proportion of the regional economy is related to travel and tourism? Who benefits from the tourism dollars?" "From where do the majority of

tourists originate? How have their cultural expectations affected the region?" "Does this region have environmentally sensitive areas that are an attraction for tourists? If so, do you think the region effectively balances access to and protection of these sites?" "What impact has the tourism industry had on local cultures? Do you think tourism and traditional cultures can co-exist? Is the commercialization of cultures inevitable in a tourist region? Why or why not? Is such commercialization evident in this region? What is gained by such commercialization? What is lost?"

E. DYNAMICS AND CHANGE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Globalization:** analyse how globalization has affected the selected region and how the region has responded to it (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Shifting Populations:** analyse current as well as historical patterns of population movement and distribution in the selected region (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- E3. Climate Change and Natural Hazards:** explain how climate, including climate change, and natural hazards affect the selected region (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

E1. Globalization

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** assess the impact of globalization on the people of the region (*e.g., with reference to human rights, types of jobs and working conditions, quality of life, minority and indigenous cultures*)

Sample questions: “How would you measure the short- or long-term impact of globalization in the region?” “Are human rights in the region threatened or improved by globalization?” “How have political and/or social conditions or practices changed as a result of globalization?” “How have working conditions changed as a result of globalization? Are they better or worse than before?” “Has globalization helped or hindered the economic development of the region? What evidence supports your answer?” “What evidence do you see of the globalization of culture in the region?”

Using spatial skills: Students could illustrate data on factors related to globalization – number of MNCs, cultural imports/exports, loss/gain of manufacturing jobs, outsourcing – on a map of the region. Students could annotate the map with their analysis of the impact of globalization in the region.

- E1.2** assess the impact of globalization on the natural environment in the region (*e.g., loss of forest as a result of demand for grazing land, and its impact on regional and global climate; weak environmental regulations as an inducement to industrial development; invasive species; air*

pollution and greenhouse gases from increased industrial production; threats to fresh water supplies as a result of global demands for water; threats to native and heritage vegetation, and animals that depend on them, from genetically modified crops)

Sample questions: “Where would you look for evidence about how globalization is affecting the environment in the region?” “Has environmental legislation in the region changed as a result of globalization?” “Are multinational corporations threatening the sustainability of the natural environment in the region?” “Is there evidence that the impact of globalization on the local/regional environment is contributing to global environmental challenges?” “How would you rate the success of this region in protecting the global commons?”

- E1.3** describe local, national, regional, and/or international policies and strategies that address issues associated with globalization, and assess their effectiveness (*e.g., with reference to anti-globalization movements/protests, movements/support for rights/land claims of indigenous peoples, local food movements and buy-local campaigns, organic farming, the trend in stores and restaurants towards identifying sustainably harvested fish and other seafood*)

Sample questions: “What impact has the increasing flow of goods, people, and services had on human health? What are some strategies that address health issues associated with globalization?” “What are the goals of the antiglobalization movement? How effective do you think this movement has been in achieving its goals? What are some barriers to its success?”

E2. Shifting Populations

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

E2.1 identify migration patterns in this region and analyse their significance (*e.g., whether people tend to immigrate to or emigrate from the region and the sociocultural impact of that trend; the presence and impact of refugees; internal migrations, including urbanization; migration related to work; the impact of migration on population distribution*)

Sample questions: “Is the population flow in this region national, regional, or international?” “What factors have led to population movement in the region? What specific locations have attracted migrants? Why?” “Are there a significant number of refugees in this region? If so, do they tend to be political, economic, or environmental refugees? What circumstances led to their status as refugees? Where are they living? Why are they living there?” “How important are remittances from emigrants to the economic health of people in this region?”

E2.2 explain how population distribution has changed historically in the region as a result of changes in population growth, political power, the economy, and/or technology (*e.g., demographic factors such as changes in birth and infant mortality rates; the impact of epidemics, particularly on indigenous populations; the impact of decolonization; economic changes such as the growth and/or decline of resource towns; rural depopulation as a result of factors such as increasingly large farms or unsustainable agricultural practices; the impact of the car on the growth of suburbia in some regions*)

Sample questions: “What demographic change in the region can be measured over the past hundred years?” “What was the population of this region fifty years ago? What is it now? If there has been an increase, is it due mostly to natural increase or to immigration?” “When you compare maps showing population distribution in the past with that of today, what are the most significant changes? How would you account for them? Do you notice any aspects of the distribution that have not changed over time? If so, why do you think they have remained largely the same?” “Are there areas that have experienced depopulation or that have been abandoned completely? If so, what accounts for this?”

E2.3 analyse the effects of rural-to-urban population shifts on the region

Sample questions: “What stresses has rural-to-urban migration placed on the infrastructure of

cities in the region?” “Has this type of migration resulted in social conflict?” “What are the social and economic effects of a declining rural population in the region?” “Under what circumstances, if any, should a government restrict internal population movement? Is there any evidence of such policies in this region?”

Using spatial skills: Students can analyse graphs showing migration and city population statistics to determine areas of population change. Trends can be plotted on a base map, to which annotations can be added to provide information about the “arrival city” that has received the migrants.

E3. Climate Change and Natural Hazards

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

E3.1 explain how various factors affect weather and climate patterns in the region (*e.g., physical features such as mountains, deserts, or bodies of water; ocean currents; latitude; climate change*)

Sample questions: “Are there major water bodies that have an impact on the region’s weather and climate?” “Is there any evidence of climate change in the weather patterns of the region?”

Using spatial skills: Students can construct a story map showing the factors that affect local climate. Symbols could be used to illustrate ocean currents, air masses, mountain ranges, water bodies, and so on, and annotations could be added to explain their effect on weather/climate.

E3.2 explain how climate change currently affects the region and how it is likely to do so in the future

Sample questions: “Have coastal areas in the region experienced increased flooding and/or storm activity?” “What impact would a rise in sea level have on this region and its population?” “Has climate change had an impact on agricultural activity in the region? Do you think it might in the future? Why or why not?” “Has climate change had an impact on human health in the region? Is it likely to do so in the future?”

E3.3 identify natural hazards to which the region is vulnerable (*e.g., volcanic eruptions, earthquakes, tsunamis, drought, landslides, avalanches, floods, tornadoes, hurricanes, typhoons, cyclones*), and assess the level of preparedness in the region for natural and/or human-created disasters

Sample questions: “Is this region particularly vulnerable to a specific natural hazard? What

impact could such a hazard have? In what ways could the impact be minimized by effective preparedness measures?" "What indicators of disaster preparedness are evident in the selected region? Who is responsible for disaster preparedness?" "When you examine a past natural disaster in this region, can you explain how effective the preparedness measures were? Have they been improved since that time?" "Looking at a human-created disaster in the region, do you think it could have been prevented if better safeguards had been in place? Did the disaster lead to any changes in policy/practices?" "What options for financial protection are available to families who live in high-risk areas?"

Forces of Nature: Physical Processes and Disasters, Grade 11

University/College Preparation

CGF3M

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating physical systems, natural phenomena, and natural events
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Spheres of the Earth		
B1. Physical Processes and Natural Hazards: analyse the characteristics of different types of natural hazards, and explain the role of physical processes in their occurrence (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Natural hazards are a result of the earth's natural processes and phenomena.	Why do the earth's physical features change? How have various natural processes altered the earth's landscapes? What was created? What was destroyed?
B2. Spatial Connections: analyse relationships between physical processes and the earth's physical characteristics (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The earth's physical characteristics have been created and are changed by physical processes.	Why do we need to understand the earth's physical processes in order to predict their potential hazards?
B3. Physical Characteristics of the Earth: describe the spatial distribution of the earth's physical features and the processes that form them (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Powerful natural processes formed the earth and continue to change and mould the outer spheres of the earth.	
C. The Physical Environment: Sustainability and Stewardship		
C1. Renewing the Physical Environment: analyse the role of physical processes and human practices in maintaining a sustainable natural environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The choices and actions of individuals, companies, and governments play a role in sustainability.	Why do humans modify the natural environment? Do we have a responsibility to protect the earth?
C2. Human Impact on the Physical Environment: analyse the impacts of human activities on the earth's physical processes and the natural environment (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human activity has an impact on the natural environment.	Why is it necessary for countries to work together on strategies to address sustainability?
C3. Human Use of the Physical Environment: analyse the influence of physical processes and features on human activity (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	The natural environment has an impact on human activity.	How do personal beliefs and values affect the choices that an individual or a government makes about resource use and sustainability?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Systems: Interaction and Interdependence		
D1. Sharing the Physical Environment: analyse issues relating to natural and human impacts on the environment and the sharing of natural resources between population groups (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	What happens in one region can have a direct impact on another region.	Why do humans choose to live in disaster-prone areas? What are the potential impacts of human settlement in a disaster-prone area?
D2. Population and Disasters: analyse the influence of human settlement choices and the earth's physical processes on the impacts of disasters (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	People in different regions of the world need different strategies to deal with potential disasters.	Who owns water? How do we control the use of freshwater resources?
D3. Earth's Planetary Characteristics and Life: explain the significance of Earth's planetary characteristics and history for the development and maintenance of life on Earth (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	We rely on the earth's physical characteristics and processes to sustain life.	What criteria would you use to rank potential geopolitical issues related to trends in human activity or changes in the environment?
E. Impacts of Change		
E1. Impacts of Processes and Disasters: analyse impacts of physical processes and disasters on human and natural systems, locally, nationally, and globally (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Natural processes and disasters can cause social, economic, political, and environmental problems.	Which potential impacts of climate change may affect your community or region?
E2. Disaster Preparedness: assess the role and effectiveness of various options for reducing the impacts of disasters on human populations (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Disaster preparedness is everyone's responsibility.	How does studying disasters of the past help us prepare for disasters of the future?
E3. Processes of Change: describe how the earth's natural systems change, and have changed, over various time scales, and explain some of the processes that cause these changes (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	The earth today is a result of many natural processes. These processes continue to change the planet.	How do individuals and governments prepare for potential disasters? How have the earth's natural processes shaped the world we live in today?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating physical systems, natural phenomena, and natural events;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into physical systems, natural phenomena, and natural events (e.g., factual questions: *What does the Gaia hypothesis describe?*; comparative questions: *What are the similarities and differences between tornadoes and hurricanes?*; causal questions: *How might climate change have an effect on various coastal cities around the world?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: “How might you use shipwreck data to analyse the location of dangerous water currents? Where might you find this data and information?” “What type of data and information do you need to collect in order to determine the best location for mining diamonds?” “What types of maps and graphs will help you analyse landslide patterns?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: “Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?”
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret weather maps indicating barometric pressure systems to predict areas of active weather; analyse graphs and charts of global temperatures over time to identify past ice ages and predict future glaciation trends; use charts to determine the costs and benefits of building structures that are designed to minimize the impact of natural disasters; use graphic organizers to outline various points of view on whether to send relief funds to a country where a natural disaster has occurred*)
Sample questions: “How might remote sensing help you analyse changes in water temperature along a shoreline?” “What data layers might you use with a geographic information system (GIS) in order to analyse impacts on an area affected by a wildfire?”

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about physical systems, natural phenomena, and natural events (e.g., *use the concept of spatial significance to analyse the distribution of cold and hot deserts around the world; use the concept of patterns and trends to predict which regions of the earth will be most prone to future catastrophic seismic events; use the concept of interrelationships to analyse the impacts of fossil-fuel combustion on the earth's climate; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of repeated flooding in an area*)

Sample questions: “How might the concept of spatial significance help you identify the boundaries of a drainage basin?” “How might an understanding of patterns and trends help you determine the best location for a house along a river?” “How might an understanding of interrelationships help you determine locations where solifluction might be an issue?” “How can geographic perspective help you analyse the impacts of climate change?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “How might a knowledge of international agreements such as the United Nations Convention on the Law of the Sea or policies such as Canada’s Arctic sovereignty initiative help you in making judgements about some of the impacts of melting sea ice? Why might melting sea ice be an issue for some countries and not others? Which countries would you expect to be most concerned about the melting of the polar ice caps?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a debate with classmates on the need for natural spaces within their community; a report for the construction industry on the effects of acid precipitation and chemical weathering on various building materials; a webcast or podcast for the general public on ways of protecting themselves from a specific type of natural disaster; a photo essay for a local community group to illustrate the impacts of physical processes at work within their community*)

Sample questions: “What kind of information does your audience need? In how much detail? What format and approach would be most

effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., *footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits*) to reference different types of sources (e.g., *websites, blogs, books, articles, films, data*)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., *reading graphic texts, writing, graphing, computer use, use of GIS, use of satellite imagery, oral communication, numeracy, decision making, planning, management, finding information, problem solving*), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., *use critical thinking, mapping, and graphing skills to analyse statistics and data in order to deepen their understanding of a local environmental issue; use listening skills to consider multiple perspectives when discussing a disaster caused by human error that affects the physical environment; apply work habits such as collaboration when working with a team to determine the criteria that need to be considered when making a decision relating to outdoor safety; use habits of self-regulation to monitor their own progress on a task*)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., *use the concept of spatial significance to analyse the impact of pollutants released into the air; use the concept of patterns and trends to analyse potential impacts of El Niño and La Niña on North and South America; use the concept of interrelationships to analyse the connection between dropping water tables and sinking cities; use the concept of geographic perspective to analyse the potential consequences of harvesting a group of trees in the neighbourhood*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., conservation officer, land surveyor, landscaper, emergency preparedness coordinator, urban planner, civil engineer, insurance adjuster, oceanographer, seismologist, meteorologist, volcanologist*)

B. SPATIAL ORGANIZATION: SPHERES OF THE EARTH

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Physical Processes and Natural Hazards:** analyse the characteristics of different types of natural hazards, and explain the role of physical processes in their occurrence (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B2. Spatial Connections:** analyse relationships between physical processes and the earth’s physical characteristics (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3. Physical Characteristics of the Earth:** describe the spatial distribution of the earth’s physical features and the processes that form them (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

B1. Physical Processes and Natural Hazards

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- B1.1** analyse the characteristics of different types of weather and climatic hazards (*e.g., hurricanes, tornadoes, blizzards, droughts*), and explain the role of atmospheric conditions and processes in their occurrence (*e.g., temperature, pressure, and humidity contrasts; heat transfer through convection and condensation; sea surface temperatures; blocking; wind shear*)

Sample questions: “Why do Atlantic hurricanes tend to follow a boomerang-shaped path? Why do hurricanes lose strength after they move inland or cross over colder waters?” “Why does Oklahoma have more tornadoes than Nova Scotia?” “What hazards are associated with thunderstorms?” “Should forest fires be considered a climatic hazard?” “What is the relationship between tropical storms and hurricanes, storm intensity and atmospheric pressure, or cumulonimbus clouds and thunderstorm cells?”

- B1.2** analyse the characteristics of different types of geological hazards (*e.g., volcanoes, earthquakes, tsunamis, landslides, avalanches, mudflows*), and explain the role of tectonic and other geological processes in their occurrence (*e.g., folding, faulting, volcanism, mass wastage*)

Sample questions: “Why are some regions of the world more prone to volcanoes and earthquakes than others?” “What are some of the hazards associated with volcanoes?” “What are some of the common physical effects that accompany earthquakes, and what is their impact on human and natural systems in the vicinity of the earthquake?”

Using spatial skills: Students can add a map layer of regions prone to earthquakes and volcanoes to a base map of the earth’s fault lines to investigate factors that affect the location of these events. Students can also identify the probable location of an underwater earthquake that triggered a tsunami by adding a map layer of regions struck by the tsunami to a base map of the earth’s fault lines.

- B1.3** analyse the characteristics of different types of hydrological hazards (*e.g., storm surges, avalanches, flooding*), and explain the role of geological and/or atmospheric processes in their occurrence

Sample questions: “What are some of the ways in which flooding can occur?” “Why is the southern part of the Red River prone to flooding in the spring?” “Why is a snow avalanche both a hydrological and a geological hazard?” “How is climate change increasing the potential for damage by storm surges?”

B2. Spatial Connections

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

B2.1 analyse the relationship between atmospheric processes and dynamics and the spatial distribution of major atmospheric and climatic phenomena (e.g., *trade winds, jet streams, and Hadley cells; low-pressure systems and different types of storms; cooling and glaciation*)

Sample questions: “How does the differential heating and cooling of the earth’s surface explain the global wind belts?” “How does albedo contribute to the differences in climate between polar and equatorial regions?”

B2.2 analyse the relationship between the earth’s geological processes (e.g., *rock and mineral formation, plate tectonics, gradational processes*) and the spatial distribution of major physical features and phenomena (e.g., features: *mountain ranges and the Pacific Ring of Fire, river systems, volcanic mountains*; phenomena: *earthquakes, volcanic eruptions, landslides*)

Sample questions: “What kinds of maps and spatial technologies would be most useful for determining the relationship between the pattern of earthquake and volcanic occurrences and crustal plate boundaries?” “Why are there different types of earthquakes and volcanoes?” “How might monitoring and investigating fault lines in Iceland and California help in understanding processes inside the earth?” “How do the geological characteristics of an area determine river drainage patterns?”

Using spatial skills: Students can analyse topographic maps of areas where glacial deposition has occurred in order to understand the connection between glaciation and surface features such as kames, moraines, eskers, and erratics. Students can also use topographic maps to support their investigation of the role of erosion in various stages of river formation.

B2.3 analyse the relationship between the earth’s hydrospheric processes and the spatial distribution of related major physical features and phenomena (e.g., *the relationship between ocean currents and coastal characteristics, ocean currents and climatic patterns, gravitational pull and tides*)

Sample questions: “Why could glaciation be considered an atmospheric as well as a hydrologic process?” “How are tide heights related to the phases of the moon?” “How do rivers alter landforms?”

B2.4 analyse the effects of biological processes on different components of the Earth system (e.g., *the role of trees, decaying plants, mosses, lichens, microorganisms, and worms in weathering and soil formation; the role of animals in the modification of surface features; the influence of living organisms on the composition of the atmosphere and ocean chemistry*)

B3. Physical Characteristics of the Earth

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

B3.1 describe the regional distribution of the earth’s major physical characteristics (e.g., *landforms, water bodies and systems, climate regions, vegetation regions*), and analyse factors that influence their spatial distribution

Sample questions: “What natural processes played a role in the formation of the Sahara? Where else have similar forces played a role in the formation of a desert?” “In which regions of the world would you expect orographic precipitation to occur?” “Using maps of global wind patterns, can you identify countries that are normally affected by monsoon rains?” “What natural factors determine the spatial extent of a rainforest?”

Using spatial skills: Students can identify spatial patterns relating to physical features by overlaying a base map of the earth with maps of different physical features. They can identify further relationships associated with a specific feature by overlaying the map of that feature with maps of other features that might be related to it.

B3.2 describe the characteristics of the earth’s outer spheres (e.g., *lithosphere, hydrosphere, atmosphere, biosphere*) and their relationship to the earth’s internal spheres (i.e., core, mantle), and explain the role of both in the early phases of the earth’s development

Sample questions: “What processes in the earth’s interior led to the formation of the continents?” “How did processes in the earth’s interior contribute to the development of our present atmosphere?” “What conditions were necessary for the development of living organisms?” “How did early life forms modify the atmosphere?”

C. THE PHYSICAL ENVIRONMENT: SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Renewing the Physical Environment:** analyse the role of physical processes and human practices in maintaining a sustainable natural environment (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Human Impact on the Physical Environment:** analyse the impacts of human activities on the earth's physical processes and the natural environment (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- C3. Human Use of the Physical Environment:** analyse the influence of physical processes and features on human activity (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Renewing the Physical Environment

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** describe ways in which the physical environment renews itself naturally (*e.g., decaying matter develops into soil; silt from erosional forces may form rock; biogeochemical cycles such as the carbon, nitrogen, and hydrologic cycles transfer water and nutrients back and forth between the living and non-living components of the environment*)

Sample questions: “How has life on Earth continued for billions of years when the resources needed to support it are virtually finite?” “If mineral resources can be renewed naturally, why do we categorize them as a non-renewable resource?” “How do forest fires contribute to forest regeneration?” “In what ways is destruction and renewal a part of the evolutionary adaptation of natural systems?”

- C1.2** assess the effectiveness of various processes used by resource-based industries to protect or rehabilitate the physical environment

Sample questions: “What are some of the environmental problems associated with the closing of open-pit mines, and what options are available for rehabilitating these sites in order to minimize long-term environmental damage?” “Is ‘green’ mining possible? How can the environmental impacts of mining be reduced?” “Can we make our existing reserves of non-renewable resources last longer? In what ways would that benefit the environment?” “How does contour farming protect against soil

erosion?” “What criteria would you use to assess the effectiveness of a rehabilitation process?”

- C1.3** identify and assess the effectiveness of various national and international strategies and initiatives for reducing the human impact on the natural environment (*e.g., protected areas, such as national parks, marine protection zones, and UNESCO biosphere reserves; environmental monitoring programs; national legislation such as the Species at Risk Act; international agreements such as the Canada–United States Air Quality Agreement or the Great Lakes Water Quality Agreement*)

Sample questions: “Should the international community support the trading of carbon credits?” “Why did the Kyoto Protocol and the Montreal Protocol have different outcomes?”

- C1.4** describe strategies and practices that are used to protect local ecosystems and make them more sustainable (*e.g., watershed and wildlife management programs; conservation areas; wildlife corridors; sustainable agricultural practices, such as no-till farming and use of buffer strips to separate fields from rivers; urban strategies such as municipal transit subsidies, waste-reduction programs, and pesticide bans*)

Sample question: “How do green belts and the curbing of urban sprawl contribute to the sustainability of natural systems in heavily urbanized regions?”

- C1.5** identify strategies and practices that individuals can use to reduce their personal impact on the natural environment (*e.g., changing personal*

consumption patterns, minimizing waste through reuse and recycling, supporting environmental advocacy organizations)

Sample questions: “What are some ways in which individuals can work to reduce emissions of greenhouse gases and smog-causing pollutants?” “What are some simple things that you can do to reduce water pollution?” “What common household items contain toxic materials? How should they be disposed of? Are there alternatives to these items that are not toxic or don’t require hazardous waste disposal?” “What is urban farming and what financial benefit does it have for families? How does urban farming help reduce environmental waste?”

C2. Human Impact on the Physical Environment

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

C2.1 explain how human modification of the landscape (e.g., urban expansion, paving, river damming or diversion, deforestation, draining of wetlands, mining) affects natural systems (e.g., changes in groundwater, loss of habitat, alteration of food chains, creation of heat domes and other local climatic changes, changes in carbon budget and related climate effects, changes in drainage patterns, impairment of surface water quality)

Sample questions: “In what ways did the modification of the Yangtze River, due to the development of the Three Gorges Dam, affect natural systems in that region of China? What criteria would you use to determine which of these changes will have the largest and longest-lasting impacts?”

C2.2 explain how human activities that modify the natural environment may increase the possibility of a natural disaster or intensify its impacts (e.g., deforestation or urban construction that alters bedrock may increase the possibility of a landslide; building houses on permafrost may trigger mudflows; draining and infilling of wetlands may increase the severity of floods)

Sample questions: “How did coal mining in Turtle Mountain, Alberta, contribute to the Frank Slide?” “How did the Vajont Dam in Italy contribute to a flooding disaster, and why was the site of the dam a poor choice?” “How did the construction of offshore islands as part of a land-reclamation process contribute to liquefaction impacts during the Great Hanshin Earthquake of 1995?”

C2.3 assess the effectiveness of various means for decreasing risks from natural hazards (e.g., bans on housing construction in potentially dangerous areas such as floodplains or beachfronts; building code provisions; protective infrastructure such as breakwaters; watershed management practices such as flood control, flood forecasting, and erosion control; avalanche and landslide control measures)

Sample questions: “What impact did the building of a tsunami wall have on the Japanese island community of Okushiri?” “Why did levees fail to protect New Orleans during Hurricane Katrina?”

C3. Human Use of the Physical Environment

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

C3.1 describe how various features in the physical environment provide economic resources or benefits for society (e.g., waterfalls provide energy sources; moraines and eskers provide sand and gravel; forests and minerals provide materials for building and manufacturing; sheltered bays provide good harbours)

Sample questions: “What are the economic benefits of a river?” “What kinds of physical features attract human settlement? What are some of the economic benefits associated with these features?” “What are the economic advantages of your community’s physical environment?”

C3.2 analyse the costs and benefits of various natural phenomena from a human perspective (e.g., volcanic eruptions pose a danger to human settlement but produce fertile soil; monsoon rains lead to flooding of the land but are vital to crop production; subduction at tectonic plate boundaries causes earthquakes and volcanoes but also forms concentrations of minerals)

Sample questions: “Can excessive snowfall provide benefits to humans? Are there costs related to below-average snowfall?”

D. SYSTEMS: INTERACTION AND INTERDEPENDENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Sharing the Physical Environment:** analyse issues relating to natural and human impacts on the environment and the sharing of natural resources between population groups (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Population and Disasters:** analyse the influence of human settlement choices and the earth's physical processes on the impacts of disasters (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- D3. Earth's Planetary Characteristics and Life:** explain the significance of Earth's planetary characteristics and history for the development and maintenance of life on Earth (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Sharing the Physical Environment

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** explain how natural events or human activities in one part of the world can have impacts on other parts of the world (*e.g., downstream impacts of dams, climatic effects of volcanic eruptions, effects of fossil-fuel combustion on global climate and acidity of precipitation, effects of the use of ozone-depleting chemicals on the ozone layer*)

Sample questions: "What impact does a large volcanic eruption have on climate, and what natural processes are responsible for this impact?" "What impact is rapid economic development in Brazil, Russia, India, and China having on global climate change?"

- D1.2** analyse issues relating to the sharing of resources by different countries or population groups (*e.g., water extraction, water level, and water quality issues in the Great Lakes basin; resource exploration and extraction and wildlife management in the Arctic; conflict between herders and farmers in the Sahel region of Africa; conflict between ranchers and ecologists over the reintroduction of wolves to Yellowstone National Park*)

Sample questions: "Who owns the oceans?" "Should governments allow resource extraction

in sensitive environments such as the High Arctic or Antarctica?" "How might Aboriginal treaty rights affect agreements between Canada and the United States for managing shared water resources?" "How have various countries tried to manage shared water resources such as the Rhine, Brahmaputra, and Jordan rivers?" "What were the main issues surrounding the Cochabamba Water War in Bolivia? How did this conflict contribute to the UN's recognition in 2010 that water is a human right?"

- D1.3** make predictions about geopolitical issues that may emerge in the future and the regions that they will affect on the basis of current trends in human activities and environmental conditions

Sample questions: "How will climate change affect the availability of water in different parts of the world, and what issues will countries in water-rich and water-poor regions face as a result?" "What countries are likely to face severe challenges due to rising sea levels, and what are their options for responding?" "How does the distribution of wealth affect the amount and quality of water that different population groups have access to, and how might it affect their ability to respond to related challenges due to climate change?"

D2. Population and Disasters

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D2.1 analyse factors that influence human settlement in hazardous areas (*e.g., slopes of active volcanoes, floodplains, Tornado Alley, coastal areas of Bangladesh*), and assess ways of moderating the risks of living in these areas

Sample questions: “Why might people live in an area that they know is prone to natural disasters?” “What is the difference between a natural hazard and a natural disaster?” “How can people adapt to natural hazards in order to reduce the risk of disasters? What determines whether they can adapt effectively or not? Should people be allowed to settle in areas where there is a high risk of a natural disaster?”

Using spatial skills: Using a world map as a base, students can identify disaster-prone regions by adding layers showing where different types of natural disasters have occurred. They can also use this information to identify the place where, in their opinion, people face the highest natural disaster risk in the world.

D2.2 explain how the earth’s physical processes can affect the impacts of a human disaster (*e.g., wave action and BP’s Gulf of Mexico oil spill of 2010; wind patterns and Japan’s Fukushima nuclear disaster of 2012; wind, precipitation, and forest fire spread*)

Sample question: “Why is it important to understand the earth’s physical processes when dealing with disasters caused by humans?”

Using spatial skills: On a map of the affected region, students can plot the point of origin of a disaster and shade in the areas that experienced impacts. The map can be used to support further investigations of the processes that determined which areas were affected and in what ways.

D3. Earth’s Planetary Characteristics and Life

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

D3.1 explain the biological significance of Earth’s position in space (*e.g., with respect to temperature, presence of liquid water, presence of a life-supporting atmosphere*)

Sample questions: “Why is the story of Goldilocks often referred to when describing Earth’s position in space?” “What are the characteristics of Earth that would need to change in order for Earth to be like Venus or Mars?”

D3.2 explain how the earth’s shape, orbit, rotation, and tilt produce seasonal and regional variations in climate and support biodiversity by creating regionally diverse conditions for life

Sample questions: “What is the significance of the following lines of latitude to the seasons – the tropic of Cancer, the tropic of Capricorn, the equator, the Arctic and Antarctic circles?” “How does the tilt of the earth’s axis cause seasons?” “Why is it summer in the Northern Hemisphere when it is winter in the Southern Hemisphere?” “Which parts of the earth have the greatest quantity and diversity of living organisms? Why?”

D3.3 demonstrate a critical understanding of various theories of the origins of the universe and of Earth’s formation and evolution (*e.g., formation: big bang, nebular hypothesis; evolution: continental drift, plate tectonics*), and describe the theories’ contribution to our understanding of some of Earth’s major characteristics

Sample questions: “What are the strengths and weaknesses of the evidence used to support the theory of plate tectonics?” “How has continental drift contributed to biological diversity?” “How does the nebular hypothesis explain the varying densities of the earth’s layers?”

E. IMPACTS OF CHANGE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Impacts of Processes and Disasters:** analyse impacts of physical processes and disasters on human and natural systems, locally, nationally, and globally (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Disaster Preparedness:** assess the role and effectiveness of various options for reducing the impacts of disasters on human populations (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- E3. Processes of Change:** describe how the earth's natural systems change, and have changed, over various time scales, and explain some of the processes that cause these changes (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

E1. Impacts of Processes and Disasters

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

E1.1 analyse selected short- and long-term impacts of natural processes in various parts of the world (e.g., *river erosion and the development of canyons; rising sea level and the loss of islands; volcanic activity and the loss of islands, the building of islands, and increases in soil capability; glaciation and till deposition and soil formation; earthquakes and separation of land; erosion and sedimentation and the development of deltas, floodplains, and other landforms; sedimentation and fossil-fuel formation; plate tectonics and mineral formation*)

Sample questions: "What are some natural processes that affect your local area? What impacts might these have on your local community or region over time?"

E1.2 compare, from a geographic perspective, the impacts of selected natural and human disasters (e.g., *Hurricane Sandy and Hurricane Katrina; earthquakes in Haiti in 2010 and in Kobe, Japan, in 1995; recent droughts in the Sahel and the dust bowl in North America during the 1930s; the 2010 BP oil spill in the Gulf of Mexico and the grounding of the Exxon Valdez in 1989*)

Sample questions: "What were the impacts of the Indian Ocean earthquake and tsunami of 2004? How did it affect the people, their homes, their schools, and businesses? What political impact did this disaster have on the region in which it occurred? Was the economic impact felt only in the region or did it have global

implications? In what ways did the damage caused by this disaster affect the natural environment? How do these impacts compare with those of the Japan earthquake and tsunami of 2011?"

E1.3 assess potential impacts, both positive and negative, of climate change on different parts of the world, including their local community

Sample questions: "How will Arctic warming affect animal populations and migration patterns? How are indigenous communities likely to be affected? What are the consequences of thawing permafrost? What are some of the economic benefits that are expected to come from the warming of the Arctic?" "What areas of the world currently produce the most grain foods? How might this change? What concerns might a change in grain production raise?" "How might climate change have an impact on tourist destinations that depend on the weather?" "Why are some coastal cities more vulnerable to the rise of sea level than others? Why are poorer regions more vulnerable than richer ones?" "Which countries might be faced with environmental migration issues due to climate change?" "How are regions that depend on glacier-fed rivers for their water supply likely to be affected by climate change?"

Using spatial skills: Students can make a preliminary identification of coastal settlements that are vulnerable to flooding from rising sea levels by adding a map showing coastal elevation data to a world base map showing human settlement.

E2. Disaster Preparedness

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

E2.1 explain how various technologies, devices, and classification systems (e.g., *tilt meters, laser rangefinders, seismographs, the global positioning system [GPS], GIS, satellites, modified Richter scale, Saffir-Simpson scale, Fujita scale, anemometers, barometers, wet and dry thermometers*) are used to measure, monitor, predict, and analyse natural processes and hazards, and assess their role in reducing the human impacts of disasters

Sample questions: “What technology and data would you need to set up a tsunami warning system? Why might such a system be able to save lives?” “What role does Doppler radar play in forecasting storm activity?”

E2.2 assess the role of various adaptation and response measures in reducing the human impacts of natural disasters (e.g., *research, monitoring, communication, geo-engineering, levees, dams, building codes, windbreaks, cloud seeding, avalanche control*)

Sample questions: “How can governments use earthquake data to evaluate risks and develop appropriate emergency response measures?” “Why is it important for people to know the difference between a tornado watch and a tornado warning?”

E2.3 analyse ways in which communities prepare for and respond to natural disasters, using local, national, and international examples

Sample questions: “Does your community have an emergency plan to respond to natural disasters? Which hazards does it specifically address? How effective do you think the plan would be in the event of a real disaster? Are there potential hazards it does not address?” “How do your community’s plans for responding to a particular type of disaster compare with those of other communities in Canada or in other parts of the world that face similar risks? Do other communities have plans or systems in place that should be considered by your community?”

E3. Processes of Change

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

E3.1 analyse patterns and trends in the earth’s natural systems over geologic time

Sample questions: “How have changes in the earth’s physical characteristics influenced biological change? How have biological changes influenced the earth’s physical processes?” “Climate change has directly or indirectly contributed to past mass extinctions in geologic history. Do you think that human-induced climate change will lead to an extinction in the future? Why or why not?” “How might human activity be shaping future changes in the earth’s natural systems?”

Using spatial skills: Students can reinforce their understanding of change over geologic time by using illustrations to mark significant geological and biological events on a representation of the geologic time scale. Students can also graph global climate data using different scale intervals in order to make inferences relating to trends in climate.

E3.2 explain how the earth’s tilt and changes in its position with respect to the sun and moon influence natural changes in the physical environment (e.g., *seasons, tide heights, ocean currents, the ozone layer*)

E3.3 explain the role of various erosional and depositional agents (e.g., *water, ice, wind, chemical processes*) in shaping the earth’s physical features (e.g., *meanders, valleys, dunes, caves*), locally, regionally, and globally

Sample questions: “How can glaciation be both an agent of degradation and erosion and an agent of deposition?” “What roles does water play in various physical processes?”

Travel and Tourism: A Geographic Perspective, Grade 11

Open

CGG30

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Why, Where, and How We Travel		
B1. Spatial Interaction: analyse patterns of spatial interaction between tourist sources and destinations (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Many factors determine where, when, and how people travel.	Why do people travel? What services do travellers want to have access to at a location? How might these differ, depending on a traveller's age or gender or the purpose of his or her trip?
B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Tourism influences the services and attractions available at a location.	How might you go about selecting a place or places to visit? What criteria would you use to help you make your selection? How might the criteria used to select a destination be different for another member of your family or for a classmate?
B3. Choice of Destination: analyse a range of factors that influence tourists' destination choices (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Political, economic, cultural, and environmental factors influence people's destination choices.	
C. Sustainability, Stewardship, and Tourism		
C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Tourism can affect a destination community politically, economically, culturally, socially, and environmentally.	How might tourism endanger the environment? Do the economic gains from tourism outweigh the environmental concerns?
C2. Sustainable Tourism and Stewardship: analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	It is important to protect and act responsibly towards the world's natural and cultural resources.	Why is it important to do some research about social and cultural norms before visiting a foreign destination?
C3. Stewardship and the Sustainability of Societies: assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Tourists have a responsibility to support the social and cultural sustainability of destination communities.	Which strategies and policies have been successful in protecting important natural and cultural sites around the world? What responsibility do tourists have for maintaining the integrity of these sites?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interrelationships and Trends		
D1. Local Tourism: analyse interrelationships between tourism and local human and natural systems (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The unique characteristics of a place affect the type of tourist activity that is available.	How are the components of the tourism industry in a destination connected? What types of infrastructure are needed for tourism?
D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	The tourism industry is constantly adapting to new technology and to changing economic and political realities.	How does political and social unrest affect the tourism industry?
D3. New Directions: identify evolving trends in travel and tourism, and analyse their implications for future tourism development (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The tourism industry will need to continue to change and adapt.	What would you predict the next big challenge for the tourism industry will be? What does the industry need to do to be prepared for it?
E. Impacts of Change: Challenges for Travel and Tourism		
E1. Environmental Challenges: analyse impacts of environmental conditions and concerns on the tourism industry (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Natural processes and events have an impact on the tourism industry.	How might climate change continue to have an impact on the tourism industry?
E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Tourism has economic, political, social, and cultural effects on local populations.	Should people continue to travel into environmentally sensitive regions?
E3. Planning for Tourism: analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	In order for tourism in an area to work, all parties involved need to work and plan together.	How do we protect indigenous cultures from commoditization? How do international organizations work with local government and community members to promote tourism?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into geographic issues relating to travel and tourism (e.g., factual questions: *Which three countries were the most popular tourist destinations for Canadians last year?*; comparative questions: *Which class of tourist has the greatest economic impact on the selected destination?*; causal questions: *Is it in a Caribbean island's best interest to solicit cruise line business?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; statistics; photographs; satellite images; secondary: newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: "How might you use quality of life indicators to analyse the impact of tourism activities for a selected location? Where might you find this data and information?" "What type of data and information do you need to collect in order to assess the impacts of tourism activities on a specific country or people?" "What types of maps and graphs will help you analyse tourism patterns?"

- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author's point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)

Sample questions: "Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?"

- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of an economic system; analyse graphs and charts of quality of life indicators for selected countries to determine trends and correlations; use decision-making templates to analyse points of view on an issue related to tourism; use graphic organizers to outline various perspectives on the development of tourist attractions*)

Sample questions: "What data layers and type of information might you include in a geographic information systems (GIS) query in order to analyse the impact of foreign ownership of Caribbean resorts?" "What type of graphic organizer would you use to help analyse the impact of a weakening economy on travel and tourism industries?" "What categories would you need to include in a budget template for comparing and evaluating potential travel costs for a family trip?"

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues relating to travel and tourism (e.g., *use the concept of spatial significance to analyse the distribution of tourist resorts within a region; use the concept of patterns and trends to analyse short- and long-term tourism trends and phenomena such as the evolution of volunteer/work tourism; use the concept of interrelationships to analyse the role of personal technology in personal travel planning; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of a land-use dispute related to tourism*)

Sample questions: “How might the concept of spatial significance help you evaluate the best location for a new hotel complex?” “How might an understanding of patterns and trends help you analyse the impact of a common currency on tourism in the European Union?” “How might an understanding of interrelationships guide your personal travel decisions?” “How can geographic perspective help you analyse the impacts of tourism activities in environmentally sensitive areas?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the relationship between tourism and economic conditions in this region? What conclusions can you draw about the relationship between tourism and economic conditions in other regions? How might this relationship be altered during an economic downturn?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a brochure for Canadian tourists who are considering cultural tourism in China, a debate with classmates on the most appropriate location for the next summer Olympics, an article for the school website that evaluates local activities appropriate for a “staycation”, a presentation for the parent council recommending a destination for the school’s next March break trip*)

Sample questions: “What kind of information does your audience need? In how much detail? What format and approach would be most effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., *footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits*) to reference different types of sources (e.g., *websites, blogs, books, articles, films, data*)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., *reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving*), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., *ask questions to deepen their understanding of an issue; listen to and consider multiple perspectives when discussing an issue; use quantitative data to support an idea; use spatial skills to plan a holiday with a low environmental impact; apply work habits such as collaboration when working with a team to make a decision*)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., *use the concept of spatial significance to analyse possible reasons for limiting access to a destination; use the concept of patterns and trends to analyse the environmental impact of business travel; use the concept of interrelationships to analyse social and economic changes in an indigenous community that has become a tourist destination; use the concept of geographic perspective to analyse the potential impact of building a tourist resort in a region that experiences frequent water shortages*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (e.g., *travel agent, hospitality worker, travel writer, web designer for a tourist destination, marketing analyst, tourist attraction worker, community museum interpreter, GIS technician*)

B. SPATIAL ORGANIZATION: WHY, WHERE, AND HOW WE TRAVEL

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Spatial Interaction:** analyse patterns of spatial interaction between tourist sources and destinations (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- B2. Spatial Distribution:** explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3. Choice of Destination:** analyse a range of factors that influence tourists' destination choices (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Spatial Interaction

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B1.1** explain why people travel (*e.g., for leisure and recreation, to visit family and friends, for religious or health reasons, for business*), and analyse the distribution of the major countries of origin of international tourists
Sample questions: "What are some of the things that people want to do when they travel for leisure and recreation?" "What countries account for the largest number of international tourists? Why? How has the list of source countries for tourists changed in recent years?"
- B1.2** identify the world's major tourist destinations, and analyse the cultural and natural characteristics of successful tourist destinations
Sample questions: "What are the world's top ten tourist destinations? Why are these destinations so popular? What features do they have in common? Do some of them have unique features that contribute to their popularity?" "What do successful tourist destinations do to attract tourists and ensure that they have a pleasant experience?" "Why are Canadians drawn to Florida, the Caribbean, or Mexico for winter vacations? Why might people prefer one of these destinations over another?" "Why do people travel long distances to see a natural feature such as a waterfall or glacier?" "How might the uniqueness of a destination make

it more appealing to some and less appealing to others?"

Using spatial skills: Students can use maps and graphs to analyse global tourism patterns and trends. Students can also evaluate a variety of ways of visualising a tourist destination, such as interactive online maps, virtual tours, public transit maps, and urban transects.

- B1.3** explain factors that influence people's choices of different modes of travel

Sample questions: "What is the most popular mode of transportation for international travel? Why?" "What factors would you consider when deciding to travel by air, road, rail, or water?" "Are ocean cruises a way of getting to a destination or a destination in their own right?"

B2. Spatial Distribution

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- B2.1** explain how tourism influences the characteristics and spatial distribution of services in tourist destinations (*e.g., the concentration of hotels in a city core or near an airport, the replacement of street vendors by American restaurant chains in Vietnam, the increasing presence of Western-style hotels in Asia*)
Sample questions: "Why might a traveller go to a foreign location but be pleased to see familiar hotel, restaurant, and retail chains?" "Will the

expansion of tourism encourage non-Westerners to abandon traditional cultural beliefs, values, and ways of life in favour of American or European lifestyles?" "Why do some tourists choose to get away from the 'tourist area' in a foreign destination?"

Using spatial skills: Students can construct thematic maps and graphs showing the global distribution of different North American fast-food chains to help them analyse the impact of North American tourism on other countries.

- B2.2** compare the spatial organization of infrastructure and attractions that serve the needs of different types of travellers within a region (*e.g., student groups, seniors, families with young children, groups on a religious pilgrimage*)

Sample questions: "What destinations would you include in an itinerary for a student group travelling to Europe during March break?" "What attractions do retired Canadians seek in Florida? Where do they tend to go? What type of accommodation do they prefer? Why is Florida a popular destination for francophone Quebecers?"

B3. Choice of Destination

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- B3.1** analyse factors that influence travellers' destination choices (*e.g., attractions and amenities, accessibility, cost, safety*)

Sample questions: "How does the length of a vacation affect a tourist's choice of destination?" "What responsibility do tourist attractions have

to be fully accessible?" "How does a tight budget influence a tourist's choice of destinations, transportation, accommodation, activities, and other aspects of trip planning?" "What criteria would the planners of an international conference use to select a destination for their event?" "What are the advantages and disadvantages of taking a repositioning cruise?"

- B3.2** analyse the influence of political, economic, cultural, and environmental motivators and barriers on tourists' destination choices (*e.g., sales promotions, visa requirements, currency fluctuations, violent crimes and conflicts, risk of natural disasters*)

Sample questions: "Under what circumstances do you think a country would use a visa system to restrict tourist access?" "Why would hotels have different room rates for different seasons?" "Why do airline seat sales act as a travel motivator when accommodations are often the most expensive component of a holiday?" "How do different destinations address language and cultural barriers?"

C. SUSTAINABILITY, STEWARDSHIP, AND TOURISM

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Impacts of Travel and Tourism:** assess impacts of tourism and different modes of travel from a geographic perspective (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Sustainable Tourism and Stewardship:** analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Stewardship and the Sustainability of Societies:** assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Impacts of Travel and Tourism

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** assess the impacts of tourism, both positive and negative, on the natural environment in selected tourist locations (*e.g., Banff, the Galapagos Islands, Nepal, Antarctica*)

Sample questions: “Do the financial benefits of tourist activity outweigh the negative environmental impacts?” “Can tourism facilitate the protection of the natural environment?” “How can a ‘Habitat for Humanity’ holiday help the natural environment at a tourist destination? Can this type of tourism have a negative environmental impact?”

- C1.2** assess the impacts of tourism, both positive and negative, on cultural resources at selected tourist destinations (*e.g., positive: strong incentive to protect cultural resources, more money for the restoration and maintenance of cultural resources; negative: vandalism, littering, pilfering and illegal removal of artefacts, damage to monuments and heritage buildings as a result of erosion and increased humidity caused by large numbers of tourists*)

Sample questions: “Can you identify some examples in which tourism has contributed to the protection of cultural resources? Can you identify some examples of cultural resources

that are threatened by tourism? How are ancient structures like Angkor Wat or Machu Picchu threatened by the large number of tourists that visit these places?”

- C1.3** assess the impact of large-scale tourism development projects on selected destinations from a geographic perspective

Sample questions: “How have recent Olympic games affected poorer neighbourhoods in some host cities?” “What were the economic costs and benefits of tourism development for this region? What were the environmental and social impacts? What steps were taken to reduce or remediate these impacts? What role did political power have in making this development happen? Was there social or political opposition to the development? Has tourism development benefited local workers?” “Why would poverty persist where vibrant tourism industries exist?”

- C1.4** analyse the relationship between tourism and the sustainability of the local economy (*e.g., employment, new customers for local businesses, multiplier effect of tourist spending, outflow of profits to foreign owners of tourist facilities*)

Sample questions: “What are some examples of businesses that can benefit from tourism, even if their main market is local residents?” “How does tourist spending help the local economy? How does this spending stimulate other economic activity in the community?” “How do

people who work in a seasonal tourist destination support themselves in the off-season?" "Could the community survive economically without tourism?"

Using spatial skills: Students can create a flow diagram to show the movement of tourist spending through a local economy.

- C1.5** assess impacts of tourist travel on the environment and on human health (e.g., environmental impacts: *effects of aircraft emissions on climate change and the ozone layer, aircraft noise, effects of discharges from cruise ships on marine ecosystems, effects of cruise ship emissions on climate change and air quality in ports, habitat disruption due to roads built to access tourist destinations, effects of RV and motor home emissions*; health impacts: *transmission of communicable diseases such as SARS or MERS, hepatitis, and malaria; sun damage and increased occurrence of skin cancer*)

C2. Sustainable Tourism and Stewardship

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** analyse different approaches for protecting natural and cultural resources that are essential to tourism (e.g., *the creation of protected areas, such as national and provincial parks; access limitations; laws and regulations; stewardship education; visitor guidelines; heritage designations for places of natural or cultural significance; protective enclosures and barriers*)

Sample questions: "Can a natural space be 'loved to death'?" "If a natural resource is very fragile, should it be kept from tourists? Why or why not?" "How do Canada's national and provincial parks balance the needs of tourists with those of the environment? Are some parks in danger of being overused?" "Why should the tourism industry encourage both tourism providers and tourists to follow good stewardship practices?" "How are petroglyphs protected in British Columbia's Petroglyph Provincial Park, Ontario's Petroglyphs Provincial Park, and Kejimikujik National Park in Nova Scotia?"

Using spatial skills: By mapping park distribution and graphing usage data, students can explore a variety of issues relating to the role of national and provincial parks in promoting tourism and protecting resources important to tourism.

- C2.2** explain the responsibilities of tourists to respect the artistic and cultural heritage, social norms, and natural environment of the destinations they are visiting (e.g., *respecting local dress codes and behavioural norms, abstaining from pilfering cultural heritage items or buying them on the black market, avoiding littering, asking permission to take photos of local people or sacred places, making an effort to learn about the societies they are visiting, accepting a fair price when bargaining for goods*)

Sample questions: "If you were to write a code of conduct to advise tourists on good stewardship practices, what would you include in it? How does your code compare with various existing codes of conduct for specific countries or for activities such as ecotourism?" "Why is it important to be aware of local laws regarding the protection of the environment or of cultural monuments and artefacts?" "What responsibility do tourists have for knowing local cultural norms?" "A Canadian student was briefly jailed for taking a 'small rock' from the Acropolis in Athens. Was this appropriate behaviour on the part of the student? Was the reaction of the local authorities appropriate?" "If tourists do not follow good stewardship practices when they travel, what will likely happen to tourism resources such as places of natural beauty or unique cultural significance?"

- C2.3** analyse factors used to select natural and culturally significant spaces for protection (e.g., *as UNESCO World Heritage Sites, national parks, designated historic buildings*), and assess the effectiveness of these designations in protecting such spaces

Sample questions: "What criteria have been or should be used in the process of selecting natural or cultural sites to be designated for protection?" "What role does cost play in designation?" "Who should be financially responsible for designated spaces?" "Should designated spaces be owned by private individuals or corporations, or should they be owned by public institutions?" "A heritage house is offered to the community. What kinds of social, economic, political, or environmental issues could affect the decision to accept the donation?" "What protection is offered by the Ontario Heritage Act?" "How effective has the World Heritage Site designation been in protecting cultural and religious sites during times of conflict?"

C3. Stewardship and the Sustainability of Societies

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

C3.1 explain how tourism can affect the social stability and cultural sustainability of tourist destinations (*e.g., erosion of cultural practices and values as traditional activities and objects become commercialized; cultural change through exposure to foreign norms and values; crime; exploitation of labour; child labour; prostitution; social tensions related to uneven distribution of economic benefits of tourism or exclusion from them; repurposing of land with social, cultural, or economic value for the use of tourism development; changes in social structure, roles, and status as new jobs replace traditional activities*)

Sample questions: “How can tourism cause traditional ceremonies, customs, and skills to lose their cultural and spiritual significance?” “Why might tourism lead to an increase in crime?” “What are some ways in which the development of a tourist economy can affect

the social structure and social roles in destination communities?” “How can tourism increase the stability and sustainability of a society? How can tourism help restore the stability and sustainability of a society that has experienced or is experiencing catastrophic impacts from conflict or natural disasters?”

Using spatial skills: Students can create a photo essay to illustrate the changes experienced by a specific tourist destination. When interpreting these visuals, students can propose strategies for addressing challenges created by these changes.

C3.2 describe impacts of travel and tourism on the cultural sustainability of indigenous communities (*e.g., Haida in the Queen Charlotte Islands, Maya in southern Mexico, Maoris in New Zealand, Masai in Kenya*)

Sample questions: “What are some of the ways in which indigenous communities can be negatively affected by tourism? Can tourism also be a useful force for sustaining indigenous cultures and peoples?” “Cultures evolve naturally over time, but tourism can also play a large role in cultural evolution. How?”

D. INTERRELATIONSHIPS AND TRENDS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Local Tourism:** analyse interrelationships between tourism and local human and natural systems (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- D2. Tourism Patterns and Influencing Trends:** assess the impacts of social, economic, and political trends and events on travel and tourism (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- D3. New Directions:** identify evolving trends in travel and tourism, and analyse their implications for future tourism development (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Local Tourism

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- D1.1** describe the major natural and cultural attractions in their region, and explain how they influence the characteristics of tourist activity in the region
Sample questions: “Which of the following types of tourism are most compatible with the local attractions in your region: ecotourism; family adventure park holidays; study tours; beach holidays; sports tourism; business travel; hunting, fishing, and wilderness canoeing?” “Where do tourists to the region come from, and why do they pick this region as a destination?” “Is your region an established tourist destination? Why or why not?” “Are there attractions in the region that could attract tourists but haven’t been developed? What types of tourists would they attract?”
- D1.2** describe major components of the local tourism industry, and explain how they are interrelated
Sample questions: “How do tourists get to the region and travel within it? Where do they stay and eat? How do they find out about the region’s tourist offerings, and who helps them book reservations? Which businesses in the region depend on tourism for some or all of their revenue?” “How would weak links in the tourism infrastructure, such as poor transportation connections, a lack of affordable, good-quality accommodations, or insufficient promotion, affect other components of the local

tourism industry? How could the region’s tourism infrastructure be improved? How would it have to expand if more tourists came to the region?” “What facilities would be necessary for the development of a specific type of tourism?”

Using spatial skills: Students can conduct fieldwork to gather data about key tourism components in their region, such as accommodation, transportation, attractions, and marketing. Thematic maps, graphs, and photographs can be used to present this information. These can be annotated to indicate interrelationships between the various components.

- D1.3** develop a two-day itinerary for tourists that highlights local attractions and offers an optimal tourist experience

Sample questions: “Is your itinerary designed to appeal to general tourists or to tourists with special interests? How will the tourists get to the various attractions? Does your itinerary allow for sufficient travel time between attractions? Where will the tourists eat? Does your itinerary include both daytime and evening activities? Does it offer choices? Are the attractions fully accessible to the tourists who are expected to visit them? Are there any safety concerns that might limit what people can do? Will local attitudes to tourism and tourists affect your itinerary?” “How might your itinerary have been different at some point in the past? How might it change in the future?”

Using spatial skills: Students can support their proposed itineraries with an annotated map showing the proposed route, timings, and locations of destinations to be visited.

D2. Tourism Patterns and Influencing Trends

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

D2.1 explain how social and economic trends affect the development of tourism (*e.g., expansion of transportation networks, increasing or decreasing travel costs, recessions and unemployment, rising levels of education, rising standards of living, immigration*)

Sample questions: “How would the opening of new airline connections expand a country’s tourism potential? How would the development of an efficient urban transit system expand a city’s tourism potential?” “How has immigration changed the patterns of international travel to and from Canada over the past few decades?”

D2.2 explain how social, political, and other events contribute to the growth or decline of tourism around the world (*e.g., outbreaks of disease; protests; revolutions; special events such as the Olympics, the World Cup, league playoffs*)

Sample questions: “Would you change your vacation plans because of criminal activity or threats of terrorism?” “Should people be prevented from travelling to or from destinations affected by outbreaks of serious communicable diseases?” “How has tourism in Egypt been affected by political unrest there?” “Can a major global event such as a World’s Fair or the Olympics give a permanent boost to a host city’s appeal as a tourist destination, or is the promotional value of such events limited to the short term?”

D2.3 describe how technology has changed the tourism industry

Sample questions: “How has the role of the travel agent changed with smartphone technology?” “Are free apps available that are useful for travel planning?” “How has the Internet changed the process of planning an international trip?” “Has the Internet decreased the need for business travel?” “In what ways has technology made travel to distant locations more appealing?”

D2.4 explain how personal changes can affect travel and tourism patterns (*e.g., changes in disposable income, amount of leisure time, family structure, attitudes*)

Sample questions: “When do most Canadian families travel? Why?” “Why do many people travel more after they have retired?”

D3. New Directions

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 identify trends in different types of international travel and tourism (*e.g., business travel, adventure tourism, ecotourism, voluntourism, sports tourism*), and analyse their impacts on the tourism industry and tourist destinations

Sample questions: “At one time, hiking in a national park was considered adventure tourism. What are some popular forms of adventure tourism now? How have the tourism industry and governments responded to meet the needs for new facilities and regulations?” “Are there organizations in your community that organize opportunities for voluntourism abroad? Does voluntourism always provide benefits to the destination communities? What questions should you ask to make sure that a project is ethical and that your contribution will be useful?” “In what ways have the patterns of international travel to Canadian destinations changed in recent decades?”

Using spatial skills: Students can use an annotated map to explore voluntourism opportunities, plotting the location of projects and adding comments about details such as the cost of participation and the intended social and economic benefits to the destination region.

D3.2 analyse possible future scenarios for the development of international travel and tourism in the next twenty years

Sample questions: “How might the growth of a middle class in India and China affect the tourism industry?” “What do you think the top ten tourist destinations in the world will be in 2030? Why? How will this list differ from your list of today’s top ten destinations?” “Is Canada likely to become more popular or less popular as a tourist destination? Should Canada be finding new ways to attract foreign tourists?” “Will some form of space travel, such as sub-orbital flights, be available for tourists in the near future?” “Should the next generation of passenger airplanes be bigger, faster, or have less impact on the environment? What are the arguments for each alternative?” “Will changes in fuel costs or environmental concerns change how we travel or where we go?”

E. IMPACTS OF CHANGE: CHALLENGES FOR TRAVEL AND TOURISM

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Environmental Challenges:** analyse impacts of environmental conditions and concerns on the tourism industry (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Impacts on Local Populations and Indigenous Peoples:** assess impacts of the travel and tourism industry on local populations and indigenous peoples (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E3. Planning for Tourism:** analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

E1. Environmental Challenges

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse impacts of natural disasters (*e.g., hurricanes, floods, earthquakes, tsunamis, droughts*) on tourism and tourist destinations

Sample questions: “How do hotels and resorts prepare for and protect tourists from natural disasters?” “Does the occurrence of a natural disaster have a long-term effect on the popularity of a tourist destination?” “Why do countries rebuild tourism facilities after a natural disaster?” “Is it reasonable to ask wealthy countries to help rebuild tourism facilities in developing countries?”

- E1.2** analyse impacts of pollution, climate change, and other environmental concerns on tourist destinations

Sample questions: “Is the frequent occurrence of heavy smog in Beijing a deterrent to tourism?” “Why would a government make positive environmental changes for a large international event but not sustain these changes for local residents after the event is over?” “How should tourism industries located in low-lying coastal areas prepare for higher sea levels that are expected as a result of climate change?” “Should resorts limit their use of water if they are located in an area, such as Las Vegas, that experiences frequent water shortages?”

- E1.3** analyse future prospects and challenges for tourism in environmentally sensitive destinations (*e.g., the Canadian Arctic, Antarctica*), and assess ways of managing tourism impacts in these areas from a geographic perspective

Sample questions: “What kinds of tourism activities take place in the Antarctic now, and what impacts do they have on the environment? What types of activities might be possible in the future, and what impacts could they have? How could these impacts be controlled?” “What restrictions should be placed on tourist activities in environmentally sensitive areas? Under what circumstances should there be a ban on tourist activities in environmentally sensitive areas?”

E2. Impacts on Local Populations and Indigenous Peoples

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E2.1** assess social and economic impacts of tourism on local populations, and propose solutions for minimizing harmful impacts and ensuring that local populations receive a fair share of benefits from tourism development

Sample questions: “What are the potential benefits of tourism development for the local population in a tourist destination?” “In what ways would a job in the tourism industry be preferable to traditional employment in the

region? In what ways would it not?" "Resorts employ many local workers, but not all of them pay fair wages. What can be done to help workers receive fair pay for their work? How do we determine what a fair wage is for a specific job and place?" "Does foreign ownership of a resort limit career opportunities for its local employees?" "In some countries women and children have been trafficked for sex tourism. What can be done to stop this abuse of human rights?" "Tourism may increase foreign dependency. Is it worth it?" "Tourism employment is often seasonal. How does that affect workers at a tourist resort?" "Workers in tourism jobs may enjoy higher incomes than other workers in the community. How might that affect prices for goods in the community? How might it affect economic and social relationships in the community?"

- E2.2** analyse the impacts of tourism on the lands, cultures, and livelihoods of indigenous people in tourist destinations

Sample questions: "Where have indigenous peoples lost lands or the right to use lands as a result of tourism development? Have they been adequately compensated for the loss of these lands?" "Does ecotourism facilitate 'biopiracy'?" "What happened in Oka, Quebec, when developers wanted to replace a Mohawk burial ground with a golf course?" "What are the advantages and disadvantages for indigenous communities of using casinos as an engine of economic development?"

Using spatial skills: Students can create an infographic that includes maps, charts, and photographs to summarize the conditions and concerns of indigenous people in a specific tourist destination.

- E2.3** analyse issues of cultural appropriation and commodification that may result due to tourism

Sample questions: "How are indigenous communities affected when aspects of their culture, such as art, crafts, clothing, ceremonies, and everyday life, become commodities to be sold to tourists? How can these cultures be protected? Who benefits from the sale of mass-produced replicas of indigenous artefacts? Should indigenous peoples have the right to determine whether these artefacts are sold or not? Can you provide an example of a tourist destination that sells mass-produced replicas of indigenous artefacts, clothing, or regalia as tourist souvenirs?" "Do the advantages of experiencing a tour of a 'real' indigenous home outweigh the potential negative impacts?"

"How can discussion and partnerships between indigenous groups, governments, and tourism organizations help solve the problem of cultural appropriation?"

E3. Planning for Tourism

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E3.1** assess potential impacts of tourism development plans on communities (*e.g., conflicts between visitors' interests and those of community residents; impacts on the environment, historic sites, and community resources*), and identify ways of minimizing these impacts

Sample questions: "When might the needs of local residents supersede the needs of tourists? Why? When might the needs of tourists supersede the needs of residents? Why?" "Cities have been known to displace the poor to make the city more attractive for an event like the Olympics or to make way for tourist developments. Is this justified? How can this type of action be discouraged?" "An annual tourist event means that local people cannot easily get access to street parking, local shops, and public spaces. Can you suggest some solutions to these problems?"

Using spatial skills: Students can use a variety of statistical data relating to infrastructure costs, operating costs, and tourism revenue to perform a cost-benefit analysis of a major international event, such as the World Cup or the Olympic Games. Annotated maps can be used to document costs and benefits that cannot be easily quantified.

- E3.2** analyse the role of governments and of various components of the tourism industry (*e.g., marketers and advertisers, booking services, tour promoters, local support services*) in promoting and supporting tourism

Sample questions: "How do travellers get information about different destinations?" "What strategies do marketers use to attract travellers?" "How useful are travellers' feedback and reviews on various websites and online social networks?" "Why do governments have a major responsibility for promoting and regulating tourism? What are some of the ways in which they regulate and support the tourism industry?" "How does the tourism industry benefit from the services of volunteers who assist at tourist sites or work with organizations for assisting travellers?"

E3.3 analyse the role of various international organizations (*e.g., World Tourism Organization, International Olympic Committee, FIFA, UNESCO*) in encouraging tourism and interaction among peoples of the world

Sample questions: “How does the common currency in the European Union benefit tourists?” “Is the World Tourism Organization providing a necessary service?” “Do UNESCO heritage designations increase your interest in seeing specific places or things when you travel?”

Introduction to Spatial Technologies, Grade 11

Open

CGT30

This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when conducting investigations using spatial technologies
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Geography: Concepts and Processes		
B1. Applying Skills in a Local Context: use a variety of spatial technologies to collect and analyse information and field data for the purpose of assessing local geography and geographic issues (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Spatial technologies are essential tools for making decisions or informed judgements on local geographic issues.	In what ways can spatial technologies be used when investigating a local development project?
B2. Fundamentals of Field Data Collection: demonstrate an understanding of the fundamental concepts and processes associated with the collection and analysis of field data using a variety of spatial technologies (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Spatial technologies allow people to collect and analyse large amounts of various types of geographical data.	Which spatial technologies would help you conduct a local field study? Is there a language of mapping? Why do some maps not follow the conventions?
B3. Fundamentals of Cartography: describe and use basic mapping conventions, various types of maps, and fundamental concepts of cartography, and apply that knowledge to analyse bias in the construction and use of maps (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Mapping conventions allow people to decode the information contained in maps.	How can a map or graph be biased (intentionally or unintentionally)?
C. Using Spatial Technologies to Support Sustainability and Stewardship		
C1. Creating and Supporting Sustainable Spaces: use a variety of spatial technologies to help them assess human activities and plan and promote the sustainable use of the natural environment, including natural resources, in their local community or area (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Spatial technologies are key tools in planning for sustainability.	Why is it important for local companies and governments to use spatial technologies when making decisions about the development of the community?
C2. Analysing Environmental Issues: use a variety of spatial technologies to analyse the impact of human activity on the environment in their local community or area and beyond, and identify possible solutions (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Spatial technologies are key tools in the analysis and resolution of local environmental issues.	How can spatial technologies be used to help promote environmental sustainability in a community?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Spatial Technologies, Society, and Interdependence		
D1. Spatial Technologies and Society: describe and assess the ways in which different groups in society use spatial technologies for planning and decision making (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Different groups use spatial technologies for different reasons and under different circumstances.	Under what circumstances might the use of spatial technologies be a source of disagreements or conflict?
D2. Connecting Global and Local Issues: use a variety of spatial technologies to analyse global issues related to geography and their impacts on the local community or area (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Spatial technologies allow people to analyse global patterns and determine the connection to their local area.	How might spatial technologies be used by different groups to support their own arguments, plans, or goals around the same issue? How can spatial technologies be used to help understand the impact of global weather systems on a local area?
E. Spatial Technologies and Change		
E1. Monitoring Local Change: investigate the use of spatial technologies to monitor trends and predict change at the local level (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Spatial technologies allow people to study how and why change occurs and to use this understanding to make predictions.	What can you learn from conducting a longitudinal study of natural and human change in your area? Who might benefit from this information?
E2. Development of Spatial Technologies: describe developments in spatial technologies over time, including Canadian contributions to the field, and explain some of the effects of these developments on job opportunities and on aspects of the broader society (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Spatial technology is being used in almost every type of workplace.	How might spatial technologies aid in understanding the impact of the spread of a disease on a local area? How have the purpose and design of spatial technologies changed over time? Why have these changes occurred?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when conducting investigations using spatial technologies;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations using spatial technologies (e.g., factual questions: *How is vegetation health identified on an infrared photograph?*; comparative questions: *Which map scale is most effective for identifying a transportation route?*; causal questions: *What factors might cause the loss or degradation of a GPS signal?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: “How might you use statistics on incidence of disease to analyse the pattern of spread of a chosen disease in different parts of the world? Where might you find this data and information?” “What type of data and information do you need to collect in order to assess the impact of a storm that caused flooding in a city?” “What types of maps and graphs will help you analyse immigration patterns?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: “What is the source of this map or photographic image? What biases might this source have and how might they affect the map or image? Have you consulted other maps or images of the same place from a different source or a slightly different time period? How do they compare?”
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of different products within an economic system; analyse graphs and charts of quality of life indicators for selected countries to determine trends and correlations; use decision-making templates to analyse points of view on a local issue; use graphic organizers to outline various perspectives on natural resource use in their region*)
Sample questions: “What type of graphic organizer would you use to help analyse the impact of offshore production on both the manufacturing country and the consumer country?” “What data layers and types of information might you include when using GIS to analyse global production of greenhouse gases?”

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues they are investigating through the use of spatial technologies (e.g., use the concept of spatial significance to analyse a map layer showing the distribution of desertification or poverty; use the concept of patterns and trends to analyse tables showing short- and long-term population trends and phenomena such as urbanization; use the concept of interrelationships to explain how a variety of natural and human factors depicted in map layers combine to contribute to global inequality; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of the use of GPS technology)

Sample questions: “How can an understanding of spatial significance help you when determining the type of physical environment in which you would find wetlands?” “How might an understanding of patterns and trends help you analyse a satellite image to determine the impact of the melting of continental ice?” “How might an understanding of interrelationships guide your analysis of a story map showing the connections among the following: a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the factory that manufactures it?” “How can geographic perspective help you analyse the impact of zoning on community safety by layering maps that depict types of criminal incidents with those that show various types of land use, such as residential, commercial, and recreational uses?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the relationship between trends in river flooding and the amount of damage done to nearby buildings? What conclusions can you draw about the impact of this relationship on the area or region? How might this relationship affect city planning in the future, such as the location of new subdivisions in relation to existing or planned floodways or floodplains?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on which map projection is best to use for a specific country; a video for a

Grade 9 class showing how data on a community issue can be gathered and then presented in map form; a webcast or podcast for the general public on how their local area connects to world systems on a daily basis; an annotated map for a local community group to illustrate the diversity of cultures within their community)

Sample questions: “What kind of information does your audience need?” “What geographic scale should you use in order to show the level of detail that you need to support your argument?” “What format and approach would be most effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., ask questions to deepen their understanding of an issue; use quantitative data to support an idea; use spatial skills to aid their understanding of world events; apply work habits such as collaboration, listening to and considering multiple perspectives when discussing an issue as part of a group)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., use the concept of spatial significance to analyse possible reasons for the spread of a disease; use the concept of patterns

and trends to analyse potential impacts of El Niño and La Niña on North and South America; use the concept of interrelationships to analyse the connection between high poverty levels and civil unrest in a country; use the concept of geographic perspective to analyse the potential consequences of a change in political leadership in a country) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., civil engineer, forestry analyst, oceanographer, transportation planner, emergency planning specialist, military personnel, border services officer, real estate agent, land surveyor, marketing analyst, town planner, GIS technician*)

B. SPATIAL GEOGRAPHY: CONCEPTS AND PROCESSES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Applying Skills in a Local Context:** use a variety of spatial technologies to collect and analyse information and field data for the purpose of assessing local geography and geographic issues (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- B2. Fundamentals of Field Data Collection:** demonstrate an understanding of the fundamental concepts and processes associated with the collection and analysis of field data using a variety of spatial technologies (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- B3. Fundamentals of Cartography:** describe and use basic mapping conventions, various types of maps, and fundamental concepts of cartography, and apply that knowledge to analyse bias in the construction and use of maps (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Applying Skills in a Local Context

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- B1.1** use various types of maps (*e.g., topographic, choropleth, thematic, relief*) of different places with similar features to analyse the unique characteristics of such features in their local community or area

Using spatial skills: Students can explore online GIS base maps illustrating various features of their local community or area and describe situations where one would use such a map.

- B1.2** design and conduct a structured study, using the geographic inquiry process, to address a need in their local community or area (*e.g., investigate possible locations for a new outdoor sports complex geared towards young adults, investigate the impact of existing industrial development near a protected habitat and river system*), and use a variety of spatial technologies to collect and analyse the data (*e.g., use GIS to layer themes and data to analyse the locations of chain restaurants in their community, use remote sensing data to identify possible locations of mineral sources or track the spread of an invasive insect*)

Sample questions: “What is the best location in our community for a specific business or service, such as a coffee shop, a pizza delivery service, a bank branch, or an ATM?” “Where might there be a need for a sports and recreation facility such as an arena, public beach, marina, baseball diamond, miniature golf course, skateboard park, zip-line or high-ropes course, splash pad, or paintball complex? Why?” “What is the best location for a search-and-rescue or emergency-services headquarters in our community?” “If a business starts a bike- or car-share program in our community, where should the bike or car pickup locations be?”

- B1.3** use a variety of spatial technologies to investigate the impact of a real or potential local development project on the surrounding physical geography (*e.g., examine aerial photographs to identify existing deforested areas; use remote sensing to identify the glacial features of a region that need protection; use GIS to study river systems and run-off patterns near a proposed industrial site or to identify hazard-prone areas prior to construction*)

Sample questions: “What geographic features might be considered for preservation from development?” “What are the most hazard-prone areas in the proposed subdivision?” “How might the use of remote sensing help in assessing the

proposed location of a new ski resort, including possible environmental issues at the proposed site?"

Using spatial skills: Students can use the spatial analysis tools in GIS to create a series of raster datasets that illustrate the characteristics of a specific physical site.

B2. Fundamentals of Field Data Collection

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B2.1** identify and describe various types of data used to create images and construct maps with the aid of spatial technologies (*e.g., primary versus secondary data; analog versus digital data; sets of layers or themes; spatial versus non-spatial data; attribute data; raster versus vector data; lines and polygons in GIS; qualitative versus quantitative data*)
- B2.2** use GPS to collect and analyse location and elevation data on selected geographic features in their local community or area
- Sample question:** "How can GPS be used to determine: the route of a trail; property boundaries; the location of historical landmarks, hydrological features, or a geocache?"
- B2.3** use a variety of spatial technologies to gather data through a local field study or survey, code and tabulate the data (*e.g., by performing tasks such as buffering data, querying, geocoding, georeferencing, creating new spreadsheet fields, building attribute tables*), and interpret the results
- Sample questions:** "What patterns do you see emerging from the data or survey results? What new questions do you have based on these patterns?"
- B2.4** use a database they have built (*e.g., using qualitative and quantitative attribute data; combining their own data with existing data from other sources*) to produce a variety of thematic maps, charts, and graphs illustrating aspects of local geography
- Using spatial skills:** Students can construct a map layout using GIS.

B3. Fundamentals of Cartography

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B3.1** identify common mapping conventions (*e.g., title, legend, scale, projection and datum, orientation, author, date*) and use them appropriately when analysing and constructing a variety of maps and charts
- B3.2** differentiate between large scale and small scale maps and their functions, and use scale to calculate distance and area and to assess the degree of exaggeration and/or accuracy of various maps
- Sample questions:** "Why is it important to understand the concept of scale when reading two different maps of an area? Why is it important to identify the purpose behind the construction of each map?" "Why might two different stakeholders choose to produce maps of a proposed highway development project using two different scales? Why might a construction company or a developer want a less detailed (smaller-scale) map of the area? Why might a wildlife protection group want a more detailed (larger-scale) map that shows the specific habitats and natural features of the area?"
- B3.3** explain the concept of direction (*e.g., with reference to true north, magnetic north, bearings, grid directions, "look direction", range, total field of view, flight path*) and various aspects of its use in cartography, GIS, remote sensing, and GPS
- Sample questions:** "Why is it important to understand the difference between true north and magnetic north? How might mistaking them for each other be a problem when using a topographic map?"
- B3.4** identify and describe some common map projections (*e.g., Mercator [cylindrical], Peters [equal-area cylindrical], Lambert [conical], polar [azimuthal]*), and analyse the limitations and biases of each
- Sample questions:** "How are various continents and countries presented in different map projections?" "How does the choice of map projections influence the message being conveyed? How does this choice reveal media bias?"

B3.5 explain the concept of location with the aid of a variety of methods and tools (*e.g., geographic coordinates [latitude and longitude], grid coordinates [the Universal Transverse Mercator (UTM) system, geodetic datum], geocoding [using street address, postal code], georeferencing, geocaching, triangulation, trilateration*)

Sample question: “How might the way you choose to determine or explain location depend on the type of map or tool you are using?”

B3.6 explain the fundamental concepts and processes of a geographic information system (GIS), global positioning system (GPS), and remote sensing, using appropriate terminology (*e.g., for GIS: attribute table, layering, querying, buffering; for GPS: satellite and receiver, radio waves, elevation, triangulation, trilateration; for remote sensing: electromagnetic spectrum, targets, active and passive sensors, satellites*)

C. USING SPATIAL TECHNOLOGIES TO SUPPORT SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Creating and Supporting Sustainable Spaces:** use a variety of spatial technologies to help them assess human activities and plan and promote the sustainable use of the natural environment, including natural resources, in their local community or area (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Analysing Environmental Issues:** use a variety of spatial technologies to analyse the impact of human activity on the environment in their local community or area and beyond, and identify possible solutions (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

C1. Creating and Supporting Sustainable Spaces

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** plan a hypothetical local development, using spatial technologies as appropriate, in a way that minimizes impact on the environment

Sample questions: “What characteristics of the local environment are important to consider when analysing the potential impacts of a development such as a recreational facility, a commercial outlet, an institutional facility, or an industrial complex?” “Why is an understanding of physical geography an important basis for assessing the impacts of a local development?” “How might the use of remote sensing help assess the possible location for a new fishing lodge? How could remote sensing help identify possible environmental issues at the proposed site?”

Using spatial skills: Students can use GIS to create a hypothetical development in a given area. They can add shaded polygons to symbolize various types of land use. Imagery can be added to illustrate specific features of the local physical environment or of the potential development. Buffers can be added, using the measuring tool, to help determine the area of the impact that the development will have on the physical environment.

- C1.2** describe the role of spatial technologies in assessing the sustainability of a variety of outdoor recreational activities and venues (e.g., activities such as hiking, fishing, snowmobiling, canoeing, boating, or kayaking; venues such as a ski resort, a cottage development, a golf course, or a provincial park)

Sample questions: “How might the use of remote sensing and GIS help assess whether the route of an existing snowmobile trail should be changed? How might the use of remote cameras help you determine whether the trail is used by wildlife?”

- C1.3** use spatial technologies to construct a map to support the sustainable use of a natural feature in their local community or area (e.g., a map that shows the least damaging route for a suggested nature trail; a map that illustrates a river course and the proposed location for a housing development; a story map showing a shoreline and identifying the possible locations for public access that will not damage or further erode the shoreline; an annotated map that explains the environmental necessity of a moraine and some possible sustainable uses for the moraine)

Sample questions: “What characteristics of the place you have chosen will you include on your map? Why?”

Using spatial skills: Students can construct a “story map” to promote the sustainable use of

a natural feature or area to a general audience. When different types of media, such as photos and videos, are linked with locations, people viewing the story map can get a more vivid impression of those locations.

C1.4 describe the role of spatial technologies in facilitating the sustainable use of natural resources (*e.g., natural resource extraction; use of renewable and non-renewable energy sources; business and industrial practices involving forests, minerals, fisheries, wetlands, and/or lakes*), with a focus on their local community or area

Sample questions: “How can spatial technologies be used to determine the best location for a furniture manufacturer that wants to reduce its energy consumption related to transportation?” “How might spatial technologies help us choose the best location in our community for homes that will use geothermal heating and cooling?”

C2. Analysing Environmental Issues

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C2.1 analyse issues related to human use of the local environment, using a variety of spatial technologies (*e.g., by gathering data through fieldwork or surveys, analysing the data to assess the impact of human activities, and drawing conclusions or making recommendations based on the analysis*)

Sample question: “How would you gather and analyse data to assess the impact on the local environment of activities such as tree planting, landscaping an outdoor classroom, the creation and use of walking trails, garbage disposal practices, or the creation of a skate park?”

Using spatial skills: Students can collect field data using a device such as a GPS unit, a smartphone, or a tablet and construct a map to illustrate the local area and determine areas for improvement. Field data may include photographs, videos, locational information (*e.g., latitude and longitude, addresses*), measurements, and/or text.

C2.2 analyse remotely sensed images to obtain a synoptic view of selected human activities (*e.g., agricultural land use, urbanization, deforestation*) that affect the natural environment (*e.g., through species extinction, insect infestation*)

Sample question: “What techniques can you use to interpret remote sensing images to analyse levels of deforestation?”

C2.3 use GPS or GIS to analyse the impacts of development on selected local water resources (*e.g., erosion, water withdrawal, changes in water quality; effects of sewage treatment, beach maintenance*), and propose solutions based on their analysis

Sample question: “In what ways can a development or water diversion affect water systems beyond the original site?”

Using spatial skills: Students can use GIS to create a display of their local area and identify water resources. Using the measuring tool, students can add buffers to determine areas where development may be affecting the water resources they have identified.

D. SPATIAL TECHNOLOGIES, SOCIETY, AND INTERDEPENDENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Spatial Technologies and Society:** describe and assess the ways in which different groups in society use spatial technologies for planning and decision making (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Connecting Global and Local Issues:** use a variety of spatial technologies to analyse global issues related to geography and their impacts on the local community or area (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Spatial Technologies and Society

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** describe and assess some of the ways in which spatial technologies are used to support community affairs and public services (*e.g., GPS is used to monitor criminal activity; satellites are used to gather data for monitoring of common urban issues*), and identify potential issues related to these uses

Sample questions: “How can GIS help with mapping criminal activity in a community? What are the implications of GPS and GIS use by police?” “Why is it important for fire departments and paramedics to use some spatial technologies? Which ones would be most helpful for emergency services, and why?” “What are some of the negative aspects of the use of spatial technologies in a community context?” “Do all communities have access to these technologies? Why or why not? How does inequality of access affect the communities that do and do not have access?”

- D1.2** describe and assess the role of spatial technologies in risk assessment and disaster planning

Sample questions: “How can spatial technologies be used effectively by local, regional, and national governments when planning for disaster ‘what-if’ scenarios or performing risk identification and assessment?” “How do spatial technologies

help people understand and assess the risks of a tsunami in a given region?” “How might spatial technologies help governments assess the economic, environmental, infrastructural, and social risks of a potential disaster? Why is it important for governments to know and understand these risks?”

- D1.3** describe and assess the role of spatial technologies in informing human responses to natural and human-made disasters (*e.g., natural disasters: floods, tornadoes, earthquakes, snow and ice storms, heat waves; human-made disasters: chemical spills, transport accidents*)

Sample questions: “How can spatial technologies be used effectively in disaster response and evacuations? What are the limitations of spatial technologies in relation to disaster relief, recovery, and relocation of affected populations?” “How can the use of GIS and GPS help improve emergency response times?”

- D1.4** describe and assess some of the ways in which various levels and areas of government use spatial technologies in public-sector decision-making processes (*e.g., land-use surveys and assessments are used in planning for new developments or responding to a request for a change in land-use designation; remote sensing and GIS are used to decide on a route for new water and sewer pipes*)

Sample questions: “Why is it important for school boards to use GPS when planning routes for school buses?” “How might spatial technologies

help a municipal government identify environmental or social concerns that could affect the decision to allow a new large-scale industrial complex within the city boundaries?" "How can GIS and GPS help with controlling traffic patterns and relieving traffic congestion?"

- D1.5** describe and assess some of the ways in which businesses use spatial technologies in private-sector decision-making processes (*e.g., to determine flight paths and flight times, to choose locations for new retail complexes or manufacturing centres, to reduce transportation costs*)

Sample questions: "How might an insurance company use spatial technologies when conducting insurance assessments?" "How might a real-estate development company use spatial technologies when planning a new mixed-use development?"

- D1.6** describe and assess some of the ways in which various First Nations, Métis, and Inuit communities use spatial technologies to inform decisions around land use and make plans for future development (*e.g., to investigate land claims, to conduct resource inventories, to choose the routes of ice roads or snowmobile trails, to conduct independent reviews of proposals for resource extraction*)

Sample questions: "How might the use of spatial technologies help First Nations communities in research and planning concerning the proposed location of a new mine? What types of data and information would they need to collect? Which spatial technology or technologies would help them collect the data and information they need?"

D2. Connecting Global and Local Issues

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- D2.1** interpret global maps, remote sensing data (*e.g., from the NASA Earth Observatory website*), and satellite images to analyse relationships between some major physical features of the world, areas of human settlement and activity, and variations in selected climatic variables (*e.g., relationships between mountains and rainfall; human settlement and activity and aerosol size; forest fires, crop burning, and carbon monoxide concentrations; net radiation and net primary production; precipitation and snow cover; water vapour and vegetation; sea surface temperature anomalies and land surface temperature anomalies*), and describe how these relationships affect their local community or area

Sample questions: "What do these satellite images reveal about our local ecoregion in relation to the global ecosystem?" "How do satellite images help you to determine how weather systems influence local weather patterns?"

Using spatial skills: Students can use GIS to create points, lines, and polygons to illustrate the locations of major physical features around the world.

- D2.2** apply a variety of spatial technologies to identify patterns and trends related to selected global issues, and explain how these trends might affect their local community or area

Sample question: "How might climate change affect our local weather, local smog levels, or the spread of non-indigenous species or disease into our local area?"

E. SPATIAL TECHNOLOGIES AND CHANGE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Monitoring Local Change:** investigate the use of spatial technologies to monitor trends and predict change at the local level (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- E2. Development of Spatial Technologies:** describe developments in spatial technologies over time, including Canadian contributions to the field, and explain some of the effects of these developments on job opportunities and on aspects of the broader society (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

E1. Monitoring Local Change

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- E1.1** identify physical or cultural changes in their local area and/or community over time by analysing a temporal sequence of maps, aerial photographs, or satellite imagery

Sample questions: “What differences do you observe in the shape of the local shoreline? How have water levels changed over time?” “What is the impact of urban sprawl on productive soil and agricultural land in our local area?” “How have new transportation corridors changed the patterns of urban land use?” “How have incidents of crime or criminal activities changed in our community over time?” “How has the ethnic make-up of specific neighbourhoods changed over time?” “What is the impact on our community of noise pollution after the construction of an airport or major highway?” “What would be the long-term effects of building an industrial plant in our community? How do you know?”

Using spatial skills: Students can construct an animated online map that includes one or more temporal layers, and “play” the map to see how the information changes over time. Students can also use GIS to construct maps comparing two layers by using the swipe or spyglass tool.

- E1.2** assess the role of spatial technologies in monitoring changing features or phenomena and predicting future processes or events at the local level (*e.g., bedbug or termite infestations, amount of street racing, incidence of theft*)

Sample questions: “How might spatial technologies be used in marketing analysis and to predict future needs in our community?” “How might spatial technologies help in monitoring the spread of disease over time and informing disease control in our community?” “How might spatial technologies help to assess and predict recreational needs in a new development in our community?”

E2. Development of Spatial Technologies

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- E2.1** describe the development of satellite technology, and explain some of the ways it has changed daily life and how business is conducted in various economic sectors (*e.g., effects on business communications, community disaster planning*)

Sample questions: “In what ways have the purpose and design of satellites changed over time?” “What are the limitations and advantages of various types of navigational satellites that

have been used over time?” “How have improvements in the collection of weather data and satellite images helped communities better prepare for large storms?”

E2.2 describe recent advances in the field of spatial technology (*e.g., the development of Web GIS, which enables more people to use, share, and access information*) and identify some careers that may be created as a result, both globally and locally (*e.g., careers in health care and emergency relief*)

E2.3 identify key Canadian contributions to the development of spatial technologies over time (*e.g., RADARSAT 1 and 2, Canadian Space Agency [CSA] contributions, Canadian satellites, Canadian contributions to international collaborations, the development of the Prince Albert Satellite Station, Canadian astronauts, the Brewer Ozone Spectrophotometer, various contributions by Natural Resources Canada [NRCan] and Land Information Ontario [LIO]*)

World Issues: A Geographic Analysis, Grade 12

University Preparation

CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Relationships and Disparities		
B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The distribution and availability of natural resources can affect a country's prosperity and quality of life.	What are some possible consequences of an inequitable distribution of resources? In what ways might a government's past political and economic policies have an impact on quality of life in the present?
B2. Population Disparities: analyse relationships between demographic and political factors and quality of life for various countries and regions (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Quality of life around the world is influenced by a wide range of economic, social, political, environmental, and historical factors.	What are some of the ways that we measure the development of a region or a community? What do various measures emphasize? What do they overlook? Why might some people believe that there is an ethical imperative to share the world's resources equitably?
B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Statistical indicators are a useful tool for comparing countries and analysing global issues.	
C. Sustainability and Stewardship		
C1. Strategies and Initiatives: analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Government policies and company practices that protect the environment play an important role in promoting sustainability.	Why do individuals, companies, and governments continue to make unsustainable choices?
C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Population growth is increasing the human impact on the environment.	How might the environmental choices we make today have an impact on the world tomorrow?
C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Resources that are essential for life are key components of the global commons.	What is the global commons? What can we do to protect the global commons?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interaction and Interdependence: Globalization		
D1. Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Trade and immigration have impacts on relationships within nations and between nations.	Who benefits from globalization? Who loses? How is globalization affecting your life, your community, your country?
D2. Impacts and Management: analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Globalization has major economic, environmental, social, and political impacts on countries and people around the world.	How do our choices and beliefs affect our responses to globalization? How did we get to this level of globalization?
D3. Characteristics and Driving Forces: describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Globalization has resulted in a high level of economic integration among countries and increasing cultural integration.	
E. Social Change and Quality of Life		
E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Social change can be promoted by individuals, groups, or governments.	Are human rights issues more important than other global issues? Should we give higher priority to addressing them?
E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Powerful agents of change are having both positive and negative impacts on the quality of life of people around the world.	What role do ideologies and beliefs play in motivating social change and in inhibiting it?
E3. Continuing Challenges: analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Many obstacles stand in the way of improving the quality of life of people in all parts of the world.	Is technology the key to improving the quality of life of disadvantaged peoples, or is it a barrier? What criteria would you use to judge the effectiveness of programs for improving the quality of life of children around the world?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into world geographic issues (e.g., factual questions: *What is the role of UNESCO in preserving the world's cultural heritage and protecting the environment?*; comparative questions: *How does Canada's immigration policy compare to those of other countries in the G8?*; causal questions: *How does global travel contribute to the spread of disease?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: "What are some statistical indicators that you could use to analyse patterns and trends in global inequality? Where might you find this data and information?" "What kinds of data and information would you need to collect in order to assess the impact of globalization on the peoples and economies of various countries?" "What types of maps and graphs will help you analyse connections between government structures and human rights violations?"
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author's point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: "What are the author's credentials and affiliations?" "What are the author's sources, and are they trustworthy?" "Have you consulted other sources that present other points of view?" "Can the data and information be interpreted in ways that do not support the author's point of view? Has the author used only data that support his or her argument and ignored data that don't?" "Are the author's conclusions supported by other, independent sources?" "If your information comes from an advocacy group, do you know what that organization's goals are? Do its name and mission statement accurately reflect the viewpoint it presents?"
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *apply geographic models; analyse graphs and charts of various statistical indicators for selected countries; use a geographic information system (GIS) to analyse geographic problems or make geographic decisions; use decision-making templates to determine the importance of factors or criteria relating to an*

issue; use graphic organizers to outline various perspectives on the impact of colonialism on economically poor countries)

Sample questions: “How might Rostow’s theory of economic development help you interpret patterns and trends in global disparity and evaluate the potential effectiveness of policies for change?” “Is there a correlation between infant mortality and access to improved sanitation? Are there other factors that might be relevant to high infant mortality rates?”

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information about and formulating conclusions and/or judgements regarding world issues (e.g., use the concept of spatial significance to evaluate ways of classifying countries and reasons for doing so; use the concept of patterns and trends to analyse the evolution of sustainable practices among a variety of groups, individuals, or nations; use the concept of interrelationships to assess how technology works as an agent of change; use the concept of geographic perspective to analyse the impact of globalization on various indigenous communities)

Sample questions: “How might the concept of spatial significance help one understand a country’s reasons for a military action?” “How might the concept of patterns and trends be useful for assessing human population movements due to natural phenomena or for determining areas of potential population growth?” “How might the concept of interrelationships be relevant to determining the impact of an oil spill or pipeline break?” “How might the concept of geographic perspective help in analysing the impact of a political leader’s policies?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the impact of the construction of this mega-dam?” “What did you find out about the interrelationship between globalism and human rights violations? Why might this pattern continue to be an issue?” “Which theory provides a more useful explanation of population change in Japan: Malthus’s theory of population growth or the demographic transition model?” “What conclusions can you make about the effectiveness

of various population and immigration policies? Are some more effective than others? What kinds of events and issues might affect the implementation and impact of these policies?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the merits of an international trade accord; a map for a Grade 9 class showing countries that a specific multinational corporation operates in or is connected to in other ways; an annotated map to accompany a presentation to a local community group about the outsourcing of labour; a webcast or podcast for the general public on threats to the global commons; an essay for a newspaper opinion page on why Canada should or should not forgive the debts it is owed by a specific country)

Sample questions: “How much does your audience know about your topic? Do they need information summarized in a way that is easy to understand? Do they need more detailed information and arguments or just an overview?” “What format presents the results of your investigation most effectively?” “What type of graph or map projection conveys the information and your intended message most accurately and clearly?”

- A1.8** use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (*e.g., ask questions to deepen their understanding of a complex global issue; listen to and consider multiple perspectives when discussing an issue; collaborate with a team to determine the criteria that need to be considered when making a decision; use quantitative data to support an idea; use spatial skills to identify relationships between regions of the world*)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., use the concept of spatial significance when analysing the reasons for a military alliance with another country; use the concept of patterns and trends when analysing a region's or country's vulnerabilities to more*

frequent severe weather conditions; use the concept of interrelationships when analysing the connections between consumer choice and labour conditions; use the concept of geographic perspective when analysing a country's position on a new trade agreement) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., international development aid worker, policy analyst, environmental assessment officer, entrepreneur, GIS specialist, lobbyist, politician, news reporter*)

B. SPATIAL ORGANIZATION: RELATIONSHIPS AND DISPARITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Natural Resource Disparities:** analyse relationships between quality of life and access to natural resources in various countries and regions (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B2. Population Disparities:** analyse relationships between demographic and political factors and quality of life in various countries and regions (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B3. Classifying Regions of the World:** explain how various characteristics are used to classify the world into regions or other groupings (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

B1. Natural Resource Disparities

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- B1.1** analyse relationships between the distribution and availability of natural resources in a country or region and its quality of life, as reflected by various indicators (*e.g., life expectancy, infant mortality, per capita income, average years of schooling*)

Sample questions: “Are some natural resources more valuable than others? Can you identify some high-value resources and explain why they are valuable, and to whom? In what ways can their availability affect national economies, personal incomes, and quality of life?” “How does access to a clean source of fresh water correlate with the rate of infant mortality?” “Do the indicators show a substantial difference in quality of life between countries that simply export their natural resources and countries that process those resources?”

Using spatial skills: To identify relationships between a specific resource and an indicator, students can plot the two variables on a scatter-graph and then determine whether there is a line of best fit that indicates a correlation between them.

- B1.2** assess relationships between disparities in the distribution or quality of resources (*e.g., availability of land or water, soil quality, energy availability, diversity of resource base*) and social

or political conflicts (*e.g., conflicts between pastoralists and farmers over land rights and usage, conflicts between or within countries over water rights, food shortages caused by civil wars and insurgencies*)

Sample questions: “How has the scarcity of a natural resource contributed to conflicts?” “Why are some people predicting that there will be an increase in international conflict over water supplies? Where would such conflicts be most likely to occur?”

- B1.3** analyse ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation

Sample questions: “What kinds of obligations do governments usually impose on companies in return for the right to develop a body of resources? Who benefits from such relationships? Should those obligations be stricter?” “Should restrictions be placed on the privatization of water?” “What is a cartel? How does it control the price of a resource? What is the World Trade Organization doing to limit the power of cartels?”

Using spatial skills: Students can investigate relationships between resource wealth and economic power by constructing an annotated map that shows the countries with the ten highest GDPs in the world and the countries with the ten lowest. They can then identify which countries have significant resource wealth and which are deficient in key resources

related to human needs. Students can also identify programs that are addressing these deficiencies or that are improving the economic capacity of these countries in other ways.

B2. Population Disparities

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B2.1** analyse interrelationships between global population distribution, population density, and quality of life

Sample questions: “What are the twenty most densely populated countries in the world? Which ones are wealthy? Which ones are poor? To what extent has population density contributed to prosperity or poverty in these countries?” “Would a cap on population density for a country help to improve the quality of life of its citizens?”

- B2.2** analyse interrelationships between population migration (e.g., *international migrants, internal migrants, refugees, illegal migrants*) and quality of life (e.g., *quality of life factors as reasons for leaving, as reasons for choosing a destination, as impacts of migration and resettlement*)

Sample questions: “Why are subsistence farmers migrating to urban centres? What impact does this have on the farmer? On the urban centre? In what ways does this trend affect the quality of life more broadly within a country or a region?” “What determines whether a slum is a ‘slum of hope’ or a ‘slum of despair’? What is the role of the slum in economic development?”

Using spatial skills: To support their investigations of factors affecting migration, students can plot relationships between numbers of migrants and other statistical data (e.g., the Human Development Index, per capita income) as well as other information (e.g., periods of war or drought) that reflect the quality of life in a particular country.

- B2.3** assess the effects of past and present political and economic policies on inequality (e.g., *effects of colonialism, boundary changes, trade agreements, development agreements and initiatives*)

Sample questions: “What responsibilities do developed countries have for helping to reduce disparities between themselves and less developed countries?” “Developed countries often require countries receiving aid to provide them with access to resources or to buy certain products from them. Is this fair? Is it the most effective way of helping a developing country?” “How might a trade agreement support economic development in a country?”

B3. Classifying Regions of the World

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B3.1** use statistical indicators and other criteria to classify countries into a variety of groupings on the basis of common characteristics (e.g., *type of government, cultural and linguistic similarities, religion; statistical indicators such as GDP, per capita income, employment rate, dependency ratio, literacy rate, population and population density, birth rate, infant mortality, life expectancy at birth, rate of access to safe water and sanitation*)

Sample questions: “Why do we classify countries in this way? What are some of the consequences of placing a country into a particular category? How might this type of categorization help to maintain stereotypes rather than promote understanding?” “What criteria determine whether a region can be classified as a country?” “Why is it important to look at a variety of indicators from different categories in order to make a balanced assessment of conditions in a certain country or region?” “How might a grouping change if a different statistical variable were used as the basis for comparison?” “Why is it important to note how and where the data were obtained and who interpreted them?”

Using spatial skills: Students can construct thematic maps of regions by combining map layers on which data for appropriate indicators and characteristics have been plotted (e.g., Human Development Index, type of government, birth rate, death rate). Students can also compare different map projections, such as a Peters projection and a Mercator projection, to illustrate how map projections can influence the visual impact, and possibly the interpretation, of the data.

- B3.2** evaluate particular indicators or characteristics that are used to classify countries, and analyse the advantages and disadvantages of their use

Sample questions: “Why do we find it useful to use certain kinds of data or certain characteristics as ways of categorizing countries?” “What does an indicator like GDP per capita or fertility rate tell us about a country? What doesn’t it tell us? How can the use of such indicators cause us to make misleading generalizations about a country or to stereotype its people?” “Why is it no longer appropriate to describe the world primarily on the basis of economic indicators?” “Why is the Human Development Index one of the most frequently cited methods for grouping countries? Do you think it is the most accurate? What problems might be associated with the use of

this index?" "How useful is it to classify countries according to their political structure or their government expenditure as a percentage of GDP?" "Why might different organizations choose one type of classification but not another to support their opinions? How might they manipulate the data to strengthen their message?" "How might applying the Human Development Index specifically to indigenous peoples give us a different sense of the quality of life for subgroups within a developed country?"

B3.3 apply statistical indicators and regional classification systems to the analysis of current global issues

Sample questions: "What, in your opinion, are the three most important global issues today? What indicators would you select to help you analyse the regional significance and implications of these issues?" "Which countries are emerging as superpowers? Which indicators reflect these changes in power relationships?"

Using spatial skills: To support their investigation of an issue, students can begin by identifying indicators that are most relevant to the issue. Mapping statistical data related to various indicators relevant to the issue can help them identify the extent to which different countries and regions are affected by the issue.

C. SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Strategies and Initiatives:** analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Population Growth:** assess the impact of population growth on the sustainability of natural systems (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- C3. Caring for the Commons:** analyse issues relating to the use and management of common-pool resources (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Strategies and Initiatives

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** assess the effectiveness of various international agreements for protecting the natural environment (*e.g., the United Nations Framework Convention on Climate Change, the Kyoto Protocol, the Montreal Protocol, the United Nations Convention on the Law of the Sea, the Convention on Biological Diversity*)

Sample questions: “What criteria should we use to measure progress towards achieving the United Nations Millennium Development Goal of ensuring environmental sustainability? What progress has been made to date?” “What are some programs that have proved effective in protecting the natural environment? What has made these programs effective? Have they been effective in all the countries where they have been tried?” “How successful has the Convention on the Law of the Sea been in protecting the marine environment?” “Why might countries be hesitant to sign a protocol on climate change?”

- C1.2** analyse the roles and responsibilities of international organizations, governments, and companies with respect to the protection of the natural environment

Sample questions: “Why is the United Nations essential to the solution of international environmental problems? What are some of the major sustainability issues that UNESCO and UNEP are working on, and what is their

role in resolving these issues?” “How effective are the strategies of organizations like the Nature Conservancy in protecting the natural environment? What might be some of the barriers to a government’s adopting these strategies?” “What can governments do to protect the environment?” “What legal and moral obligations do companies have with respect to the environment? Why are some companies better stewards of the environment than others? Why is it good for a company to be seen to be environmentally responsible?”

- C1.3** analyse the influence of the values and beliefs of individuals and groups (*e.g., environmental non-governmental organizations [NGOs]; business advocacy groups; First Nations, Inuit, and Métis people*) in shaping public opinion about environmental sustainability

Sample questions: “How do First Nations, Inuit, and Métis people typically see the relationship between the environment and humans? What impact have their beliefs had on the Canadian public in general?” “Compare the views of an environmental NGO, a business advocacy group, and a variety of companies with respect to the environment generally or a specific environmental issue. What are the values and beliefs that underlie their positions? In what ways are they similar? In what ways are they different?” “How does the state of the economy affect the level of public concern about the state of the environment?” “How have individuals such as Rachel Carson, James Lovelock, and David Suzuki influenced thinking about environmental responsibility?”

C1.4 analyse the effectiveness of policies, programs, and initiatives in various countries in enhancing sustainability (e.g., *polluter-pay policies, eco-fees, carbon taxes, emission trading, zero-population-growth initiatives*)

Sample questions: “How have domestic waste management programs, such as recycling, evolved in your community, and what have the environmental benefits been?” “How are public transportation systems in different parts of the world being developed to improve sustainability?” “Has the availability of ‘green’ products contributed to sustainability?” “Which countries have the strongest records of environmental protection? Which have the weakest?”

C1.5 assess the effectiveness of local sustainability initiatives in building sustainable communities (e.g., *hazardous waste collection programs; community gardens; green roofs; no-till agricultural practices; participation in events such as Earth Hour, Earth Day, and World Environment Day*)

Sample questions: “Is it possible to have sustainable development if water supply services have been privatized?” “What is the possibility of organizing a community garden in your area? How might this lead to a more sustainable community?” “How do no-till farming and other conservation tillage practices make farming, and therefore rural communities, more sustainable? What other environmental benefits do these practices provide?” “Why might it be difficult to get people to participate in initiatives that help the natural environment?” “What are some institutional and individual barriers and/or challenges that might prevent some communities or countries from acting with more sustainable intent?”

C2. Population Growth

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C2.1 analyse the impacts of population growth and related trends (e.g., *urbanization, migration, increased international travel*) on the natural environment

Sample questions: “What regions of the world are experiencing population growth? How is the environment being changed in these regions to accommodate more people?” “How has urbanization affected the availability of habitat for wildlife? How has it affected the quality of the environment outside cities?” “What environmental stresses are associated with large-scale population movements and with increased international travel?”

C2.2 analyse theories relating to the impact of global population growth on the carrying capacity of the earth (e.g., *the Gaia hypothesis, I=PAT, limits of growth, the demographic transition model*)

Sample questions: “What does the idea of limits of growth suggest about the carrying capacity of the earth?” “How does affluence affect population growth, according to the demographic transition model? How does it affect the impact of population growth, according to the I=PAT equation?” “In what ways has technological change amplified the impact of population growth on the natural environment? In what ways has it diminished it?”

C3. Caring for the Commons

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

C3.1 explain the meaning and geographic significance of the commons (i.e., common-pool resources such as water, fish, fishing grounds, forests, common pastures) and the global commons (i.e., the atmosphere, the oceans, outer space, and Antarctica)

Sample questions: “Who owns a common-pool resource? Who uses it? What determines how much of the resource can be used by any one person or group?” “What makes the global commons different from other common-pool resources?” “What is the value of the atmosphere? Of the oceans?”

C3.2 analyse the impacts of human activities on the commons (e.g., *overfishing, atmospheric pollution, water pollution, water depletion*)

Sample questions: “How are fish affected by industrial and agricultural activities in your area?” “How does the existence of the Internet contribute to climate change and the acidification of the oceans?” “How does space exploration affect the global commons?” “How do the different types of ‘waste’ that a country produces contribute to the pollution of the global commons?”

Using spatial skills: Students can use satellite imagery of areas such as the Alberta oil sands or the Three Gorges hydro development in China to investigate changes in vegetation over time. Changes in coral reefs or tropical rainforests can be studied in this way as well. Students can also use the time function in a GIS to determine how emissions of gases related to climate change have varied throughout the world. Circle graphs can be used to compare present total and per capita emissions from the top ten emitting countries.

C3.3 analyse issues relating to the management of the commons

Sample questions: “How do we manage a resource like the atmosphere or the oceans that everybody uses but nobody owns?” “What is meant by ‘the tragedy of the commons’?” “What is the role of governments in managing common-pool resources inside their territories?” “Does the Northwest Atlantic Fisheries Organization (NAFO) provide adequate protection for North Atlantic fish stocks?” “Why did the Montreal Protocol succeed and the Kyoto Protocol fail?” “What agreements or other arrangements exist to manage the use of rivers and lakes, such as the Great Lakes, the Jordan River, the Nile, the Danube, the Mekong, or the Brahmaputra, that are shared by two or more countries? What kinds of conflicts might arise over the use of shared rivers and lakes?” “Where has water distribution been privatized? Are water resources better managed in these countries than in countries where water distribution is publicly controlled?” “How can individual citizens or citizens’ groups promote stewardship of the commons?”

D. INTERACTIONS AND INTERDEPENDENCE: GLOBALIZATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Trade and Immigration:** analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Impacts and Management:** analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- D3. Characteristics and Driving Forces:** describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Trade and Immigration

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** analyse the influence of selected international trade agreements (e.g., the *Comprehensive Economic and Trade Agreement [CETA] between Canada and the European Union*, the *United States–Saudi Arabia Agreement on Trade and Investment*, the *India–Korea Comprehensive Economic Partnership Agreement [India–Korea CEPA]*) on global interdependence and the economic, environmental, and social well-being of participating countries

Sample questions: “What do countries attempt to gain by entering into trade agreements with other countries?” “How do trade agreements affect the sovereignty of participating countries?” “Why might a country choose to be an observer or decline to be a member of the World Trade Organization?” “How might a trade agreement change a country’s relationships with other participating countries as well as with countries not involved in the agreement?” “What are the potential environmental and social impacts of this agreement on the participating countries? How will this agreement affect different sectors of the economy in the participating countries?”

“How do foreign investment protection agreements affect the rights of foreign companies and participating governments?” “What key criteria would you use to determine whether Canada should enter into a trade agreement with another country? Do some current trade agreements meet your suggested criteria?” “What role might international economic summits, such as the G8 or G20, play in the development of trade agreements?” “Can economically weaker countries negotiate fair agreements with economically more powerful countries?”

- D1.2** analyse the influence of immigration on global interdependence and on individual countries, and assess the role of national immigration policies in managing the impacts of population change and immigration

Sample questions: “How does immigration affect connections and interactions between countries?” “What benefits might a country gain from opening its doors to immigrants? What difficulties and tensions might also arise as a result of immigration?” “Should wealthy countries actively recruit highly qualified immigrants from less developed countries? What effect does the loss of these people have on their home countries?” “Does immigration

provide any benefits to trade relations between countries?" "How does the arrival of immigrants from other countries affect the culture of the country that receives them?" "Why might countries such as Denmark, Japan, and Germany have tight restrictions on immigration while other countries such as Sweden, Canada, and the United Kingdom have more open policies?" "For what reasons might people seek refugee status? What types of situations does the International Rescue Committee [IRC] become involved in?" "Why do countries regularly review their limits on different types of immigration? Why has Canada imposed limits on different immigration categories over the years? Which of Canada's current immigration categories do you predict will become more contentious as a result of globalization?"

D2. Impacts and Management

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

D2.1 analyse issues relating to the impacts of globalization on economic and social conditions in both developing and developed countries and on the environment (*e.g., outsourcing of manufacturing and services to low-wage countries; loss of manufacturing jobs in high-wage countries; increased pollution in low-wage countries; illegal immigration; exploitation of migrant workers; increased greenhouse gas emissions from the transportation of people and goods; increased risk of damage to local ecosystems from invasive plant, animal, and insect species; increased risk of global pandemics*)

Sample questions: "How does the outsourcing of manufacturing to low-wage countries benefit people in those countries? Who benefits in high-wage countries?" "How are labour conditions in low-wage countries affected by the desire to produce goods at the lowest possible cost?" "What goods do we no longer produce in Canada? What factors, besides globalization, might be contributing to the decline of manufacturing in Canada?" "Which sectors of the Canadian economy have benefited from globalization?" "What is the pollution haven hypothesis? What evidence is there for it and against it?" "What kinds of toxic wastes are exported to developing countries? Why?"

Using spatial skills: Students can use flow maps to show the sources and destinations of various types of waste (*e.g., e-waste and other*

toxic waste, landfill material). Students can then layer socio-economic data such as number of televisions or cellphones, number of doctors, caloric intake, and GDP per capita to determine correlations between standards of living and waste flows. The maps can be used to support a discussion of ethical questions relating to waste exports.

D2.2 analyse the impacts of globalization on individual countries and on the interrelationships between countries (*e.g., increased interdependence of countries, internationalization of local conflicts*)

Sample questions: "How does our consumerism contribute to our interdependence with developing economies?" "What are conflict minerals? How has the international demand for these contributed to civil wars in Africa?" "How do global black markets aid the financing of terrorism?" "Has globalization made wars between countries more likely, or less?"

D2.3 assess the responsibility of consumers for moderating economic, social, and environmental impacts associated with globalization, and describe ways in which this could be done (*e.g., informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries*)

Sample questions: "Should consumers be concerned about how the products they buy are made? Would you be willing to pay more for products that have not been produced in sweatshops?" "How can you find out where products are made and whether manufacturers follow acceptable labour and environmental practices?" "What are some examples of fair-trade products? How does fair-trade certification protect small producers in developing countries?" "How can you influence labour standards in other countries through your purchases? How can you support Canadian businesses through your purchases?"

D2.4 assess the responsibilities of governments and businesses for managing economic, environmental, and social impacts associated with globalization, and describe ways in which this could be done (*e.g., through national laws regarding foreign operations of domestic companies, international organizations such as the International Labour Organization, international agreements such as the Basel Convention, voluntary business initiatives such as implementing codes of conduct requiring foreign suppliers to meet more stringent*

labour and environmental standards, making information available to consumers about where their products are made and what standards their suppliers must adhere to)

Sample questions: “In what ways do various governments ensure that businesses based in their countries operate ethically and legally in other countries? Why might some countries choose not to ensure this?” “How do international agreements control the use of banned substances (e.g., the Stockholm Convention on Persistent Organic Pollutants, the Montreal Protocol)? How effective are they? What is the Basel Convention? What is the Accord on Fire and Building Safety in Bangladesh?” “What responsibility do businesses have to ensure that they do not exploit workers or cause environmental damage in the countries in which they operate?” “What can governments and businesses in developed countries do to offset the impacts of globalization on their economies?”

D3. Characteristics and Driving Forces

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 describe ways in which economic activity has become globalized (e.g., *national economies have become increasingly integrated with those of other countries; production and services are frequently outsourced to lower-wage economies; multinational corporations dominate most economic sectors*)

Sample questions: “Where do the products you use come from? Which ones are made in Canada?” “Choose a common consumer product, like a cellphone or a computer. Can you buy it anywhere in the world? What company produced it? Where is that company based? How many countries does it sell its products in? Where was the product designed? Where was it assembled? Where did the components inside it, such as batteries, processors, screens, and hard drives, come from?” “Do countries that produce cheap consumer goods consume most of these goods themselves or do they export most of them?” “Is the number of multinational corporations increasing? Where are the new ones coming from? Is it only multinational corporations that outsource the production of their goods?”

Using spatial skills: Students can construct a map illustrating foreign ownership of businesses or production for foreign companies in a particular country or countries. The map could

show where certain foreign-related business activities are located, and annotations could provide further details, such as the number of foreign companies operating in the country, the products manufactured or services provided, the numbers employed, and wages and working conditions.

D3.2 analyse factors that have influenced the trend towards a globalized economy (e.g., *trade agreements, consumerism, low wages and less government regulation in developing economies, advances in communications and transportation technology*)

Sample questions: “Why are the products that are consumed in developed countries like Canada often not made there?” “What is consumerism, and how does it contribute to globalization? How do discount retailers, such as ‘big box’ stores and online retailers, contribute to globalization? How have international trade agreements contributed to globalization?” “Would a globalized economy be possible without modern transportation and communication systems?” “Do labour laws and environmental regulations affect where companies decide to produce their goods?” “What is the average wage of a factory worker in the country where your shirt was made? What is the average wage of a factory worker in Canada?”

D3.3 describe the globalization of culture (e.g., *increasing similarity of many aspects of everyday life in different countries as people everywhere consume more of the same goods, are exposed to more of the same ideas, and share more of the same entertainment*), and analyse the factors that have contributed to it (e.g., *modern communications technology, including the Internet; rising standards of living in developing and emerging economies; large-scale migration and mixing of peoples; international tourism; widespread use of English as a common language; broad appeal of films, music, and other aspects of Western popular culture*)

E. SOCIAL CHANGE AND QUALITY OF LIFE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Leadership and Policy:** analyse the influence of governments, groups, and individuals on the promotion and management of social change (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- E2. Agents of Change:** analyse impacts of selected agents of change on society and quality of life (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E3. Continuing Challenges:** analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

E1. Leadership and Policy

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse government policies for controlling population growth (e.g., *China's one-child policy, incentives in various countries to increase birth rates, immigration as a way of compensating for an aging population*), and assess their impacts

Sample questions: "Why might governments adopt policies for limiting or increasing population growth?" "What are some of the consequences of a high dependency ratio?" "Why did China institute a one-child-per-family policy in the 1970s, and why did it eventually relax the policy? What did the policy achieve, and what were its unintended consequences?" "How has India attempted to control its population growth?" "Why does Canada encourage immigration?"

Using spatial skills: Using population pyramids, students can analyse population trends for selected countries. The analyses can be used as a basis for identifying or forecasting demographically related social and economic needs and the policies needed to address them.

- E1.2** assess the effectiveness of various international aid policies, programs, and practices (e.g., *food aid, economic development aid, infrastructure projects, debt relief*) in improving the quality of life in developing countries

Sample questions: "What are the United Nations Millennium Development Goals? What progress has been made in achieving them?" "Why do some aid programs fail to achieve their objectives? Why are others successful? How successful has food aid been for the continent of Africa? Why might aid not reach the intended recipients?" "What are some of the most pressing needs of people living in the slums of the Kibera neighbourhood in Nairobi, Kenya? What is being done to address those needs, and what results have been achieved so far?" "What criteria would you use to determine whether a country should receive in-kind aid (such as food or building materials), a loan, or debt forgiveness? Will these criteria fit all situations?" "Does this program or policy focus on the needs of the debtors or the creditors?" "Why is aid still granted to some countries in spite of evidence of misgovernment and corruption?" "Do the governments of wealthy countries spend enough on foreign aid?"

- E1.3** assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern

Sample questions: "What contributions are Stephen Lewis, Maude Barlow, Vandana Shiva, and Muhammad Yunus known for?" "Why have Bob Geldof and Bono been successful at making debt forgiveness an international political issue?" "Is it appropriate for the United Nations to use

celebrities as ambassadors for human rights and quality of life issues? Why might some people be opposed to this practice? Have celebrity ambassadors been successful in bringing about change?" "How can purchasing fair-trade goods or goods from social enterprises help people in other countries?" "Which NGOs or social enterprises would you consider supporting?"

- E1.4** describe how governments protect the security of the state (*e.g., border security, search and rescue, disaster relief, consular support, defence against foreign powers or terrorist groups, military support of friendly foreign powers, intelligence collection, participation in collective security organizations*), and analyse issues relating to changing national security needs and human rights

Sample questions: "How has the nature of international conflict changed over the past few decades, and how has this affected the security needs of Canada and other countries? How have Canadian governments responded to these changes?" "How might national security needs conflict with individual rights? How should they be balanced?"

E2. Agents of Change

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E2.1** explain the impact of technology as an agent of change, and describe ways in which technology could be used to bring about beneficial change in the future

Sample questions: "Can you name three ways in which technology has made your life better than that of your parents or grandparents or improved the quality of life of people in low-income countries? Has technology also had unintended negative consequences for society, the economy, or the environment?" "What are disruptive technologies? Can you identify an example of one in the past? Who benefited from it? Who didn't? What was the overall effect on society? Can you identify a disruptive technology that is changing society today? What are its present and expected future impacts?" "Can some military technologies be adapted for beneficial civilian uses?" "How might individual portable water filters change the lives of people in developing countries?" "Would providing free cellphones to people with low incomes help them find and keep good jobs?" "How might a wireless Internet service help to improve medical and educational services for remote Aboriginal communities?"

- E2.2** analyse the influence of mass media, including the Internet, on social and political change

Sample questions: "What is the relationship between the media and the government in democratic countries? In countries with authoritarian regimes?" "How has public access to online information influenced the ways in which governments operate?" "Why do some governments restrict the use of the Internet by their citizens? How effective are restrictions on Internet usage in controlling the flow of information?" "What does the censorship of mass media look like in democratic countries, and how does that affect the ability of the media in those countries to influence change?" "How much control should governments have over communications and the transfer of information?"

- E2.3** analyse the role of urbanization as an agent of social, economic, and environmental change

Sample questions: "Why are more people moving to cities?" "How might increasing urbanization affect the production and distribution of food? How is it affecting the availability of farmland?" "How are cities changing as a result of urbanization? How is urbanization changing rural areas? How does the impact of people on the environment change as societies become more urbanized?" "How does living in a city affect the way people live and meet their needs? How does urbanization affect social connections between people? What kinds of social issues might arise as cities become more densely populated?" "How does urbanization change transportation and communication networks? How can expanding cities meet the demand for housing, jobs, water, and sanitation? How are cities in different parts of the world responding to these challenges?" "Will an urbanized world be a more prosperous world? Will it be more resilient to natural disasters?" "What will the city of the future look like?"

E3. Continuing Challenges

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E3.1** analyse relationships between ethnic and/or religious tensions and crimes against humanity by governments or armed opposition groups (*e.g., in Uganda, Rwanda, the former Yugoslavia*)

Sample questions: "How did colonialism exacerbate ethnic tensions in Africa? How might this help explain the events that occurred in Rwanda in the early 1990s?"

E3.2 assess the responsibility of governments and international bodies for the promotion and protection of human rights

Sample questions: “What are the fundamental rights that all human beings should have, according to the Universal Declaration of Human Rights? What does the United Nations do to promote human rights throughout the world?” “How do the International Criminal Court and special international tribunals like those for Rwanda and the former Yugoslavia protect human rights?” “Why are some groups of people marginalized in some countries, and what role have governments played in either maintaining or decreasing their marginalization?” “What disadvantages do members of the Dalit caste experience in India? What is the government of India doing to prevent discrimination against them?” “How effective has the federal government in Canada been at addressing human rights issues that affect Canadian citizens?”

E3.3 analyse issues relating to the rights of women and children (*e.g., child labour, birth control, access to education, economic independence of women*), and assess the effectiveness of programs (*e.g., programs that train women in the local community as teachers, programs that fund business opportunities for women, Child Soldiers Initiative, Make Poverty History*) and organizations (*e.g., World Vision, UNICEF, Save the Children, Plan International, Free the Children, Grameen Bank*) that address these issues

Sample questions: “What are some programs that have proved effective in making people aware of the plight of child soldiers? Have these programs been effective in improving the lives of children?” “How effective have education programs been in addressing the rights of women and children in Egypt and Colombia?” “How do human rights differ for teenagers in developed and developing countries?” “Should all children have access to universal education? Should there be laws to prohibit children from working? When does childhood end?” “How do various governments aid in perpetuating gender inequality? Why do they view this as acceptable?”

Using spatial skills: Students can construct thematic maps to support an analysis of human rights issues relating to women and children. Useful statistical indicators that can be incorporated into map layers include the number of women in non-agricultural jobs and the number of children under fourteen years of age engaged in labour.

E3.4 analyse challenges relating to food security and safety, and assess ways of responding to these challenges

Sample questions: “How will food production be affected by population growth, climate trends, and the increasing demand for animal-based foods?” “Why are more genetically modified food crops being grown?” “Why have organic foods become more popular?” “What environmental challenges are faced by indigenous communities who wish to restore or maintain traditional diets?” “Do we have enough farmland to grow food for a larger world population? How important are the following measures for feeding a larger world population: increasing crop yields, bringing more land under cultivation, reducing waste and inefficiency in the food supply chain?” “Why are foreign companies acquiring large tracts of farmland in Africa? How are local farmers and national economies being affected? How might foreign ownership of farmland be seen as a possible source of conflict over access to food? How is the ownership of farmland changing in other parts of the world?” “Why is agriculture becoming more dependent on large agribusinesses for seeds, fertilizer, pesticides, and distribution? How does that affect food security?”

E3.5 identify regional and global patterns relating to disease (*e.g., infectious diseases, chronic diseases*) and health care, and assess the influence of factors affecting quality of life (*e.g., per capita income, lifestyle, access to health care, access to improved water and sanitation systems, caloric intake*) on health in different parts of the world

Sample questions: “What are the chances of living to seventy years of age in a high-income country? In a low-income country? Why do many more children die in low-income countries than in high-income countries?” “Why are people in low-income countries more likely to die of infectious diseases? What are the greatest dangers to health in high-income countries?” “How is personal health affected by one’s standard of living and one’s environment?” “What is a pandemic? What are some current examples of pandemics, and how did they spread?” “What can be done to increase the lifespan of people in low-income countries?” “Why are advanced medicines sometimes too expensive for those who need them most? Should pharmaceutical companies make their products available to low-income countries at a reasonable cost? What are the obstacles to doing this?” “Is medical research biased towards the needs of high-income countries? If so, why?”

World Geography: Urban Patterns and Population Issues, Grade 12

University/College Preparation

CGU4M

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues affecting ecumenes
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography would be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization of Ecumenes		
B1. Increasing Liveability: assess the liveability of ecumenes in Canada and other parts of the world, and analyse factors that influence liveability (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	We need to support and maintain the development of liveable communities.	What makes a community liveable? How might individuals' criteria for liveability vary depending on their values, beliefs, and ideas?
B2. Processes that Shape Ecumenes: describe interrelationships between the environmental, social, economic, and political processes that shape ecumenes (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Many local, national, and international factors have an impact on the growth and development of communities.	Why might some people and groups not support development within a community?
B3. Understanding Ecumenes: describe the spatial distribution of land use in human settlements according to selected theories (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Land-use patterns and trends can help us understand interrelationships within and between human settlements.	Is land-use distribution and classification similar throughout the world?
C. Sustainability and Stewardship		
C1. Working towards Sustainability: analyse impacts of human activity and human settlements on the environment, and assess the effectiveness of solutions to these impacts in selected ecumenes (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Human activity and human settlement have social, environmental, political, and economic consequences.	How do population changes affect the impact of communities on the natural environment?
C2. Stewardship: assess ways in which stewardship practices can contribute to the sustainability of human settlements (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Individuals, governments, and companies must work together to manage a community's growth sustainably.	What are some challenges associated with balancing human wants, needs, and activities with the sustainability of human settlements? How have some groups addressed these challenges?
C3. Modifying the Environment: describe ways in which human societies modify their local environments in order to meet economic, social, political, and other needs, and assess the effects of these modifications on sustainability (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Environmental modification and sustainability are potentially conflicting ideas.	Is it possible to modify the environment and maintain sustainability at the same time?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Systems: Interdependence of Ecumenes		
D1. Policies and Change: analyse impacts of public opinion and policy on interactions within and between ecumenes (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	It is important to understand differing points of view when looking at issues involving communities.	Why is it hard to please everyone when making a community decision? How are global population trends affecting human settlement patterns? What infrastructure needs to be developed to accommodate these population trends?
D2. Population Change and Migration: analyse impacts of population change and migration on the social characteristics and built environment of cities (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Demographic trends are having a wide range of impacts on cities around the world.	How do various international issues affect the quality of life in communities around the world? Why are some communities not able to address these challenges themselves?
D3. Challenges of Interdependence: analyse the effects of international assistance and formal and informal international economic activity on quality of life in developed and developing countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Countries need to continue to work together to develop plans to address quality of life challenges.	
E. Changing Ecumenes		
E1. Quality of Urban Life: analyse interrelationships between urban environments and quality of life (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The quality of life in a city can vary greatly from one region to another.	What are some quality of life issues that are specific to large urban centres?
E2. Analysis of Solutions: assess from a geographic perspective the effectiveness of solutions to issues affecting the built environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The effectiveness of solutions to urban problems depends on many factors.	What accounts for the variability of quality of life within a city? Why might a megaproject cause new problems while solving an existing problem?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating issues affecting ecumenes;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues affecting ecumenes (e.g., factual questions: *How many cities in China have populations greater than 10 million?*; comparative questions: *Which region is experiencing the greatest rate of urbanization?*; causal questions: *How do local economies benefit from seasonal migration?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; statistics; photographs; satellite images*; secondary: *newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: “What are some quality of life indicators that you might use to analyse poverty distribution patterns in different ecumenes? Where might you find such data and information?” “What kinds of data and information do you need to collect in order to assess the impact of natural resource extraction or harvesting on a specific ecumene?” “What types of maps and graphs will help you analyse migration patterns?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: “Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?” “What do the author’s credentials suggest about his or her expertise in the subject?” “Are the sources cited in the references and bibliography reputable and credible?” “Are there any ideas that need cross-checking?” “Do you see any statements that are not supported?”
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating theories of urban land use; analyse graphs and charts of quality of life indicators for selected ecumenes to identify trends and correlations; use decision-making templates to analyse points of view on an issue; use graphic organizers to outline various perspectives on immigration policies*)
Sample questions: “What type of graphic organizer would you use to help analyse the impact of rural-to-urban migration in selected countries?” “What data layers and types of

information might you include in a geographic information system (GIS) query in order to analyse inter- and intra-urban transportation networks?" "Is there a correlation between the two variables you plotted? How close is it? Does the correlation imply that changes in one variable caused changes in the other? Is it possible that changes in both variables are caused by other factors? How do you explain data points that are not near the line of best fit? What additional evidence do you need to support a causal connection?" "Is the amount of data sampled in the study enough to produce meaningful results?"

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues affecting ecumenes (e.g., use the concept of spatial significance to analyse the distribution of urban and rural populations; use the concept of patterns and trends to analyse short- and long-term population trends and phenomena, such as the shift of population to urban centres; use the concept of interrelationships to assess the contributions of various natural and human factors to the formation of a megalopolis; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of the arrival of a new industry on a selected ecumene)

Sample questions: "How might the concept of spatial significance help you determine the best location for a new business and the population threshold needed to support it?" "How might an understanding of patterns and trends help you analyse the impact of a megaproject on a selected region of settlement?" "How might an understanding of interrelationships guide your analysis of the connections between two or more areas of population settlement?" "How can geographic perspective help you analyse the impacts of globalization on a selected ecumene?"

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: "What did you find out about the relationship between government policy and refugee settlement programs? What conclusions can you draw about why this relationship exists?"

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the relocation of Aboriginal communities in Canada, a slide presentation for a Grade 9 class showing the differences between "slums of hope" and "slums of despair", a webcast or podcast for the general public on strategies for improving the liveability of a particular community)

Sample questions: "What does your audience know about the topic? How much and what kind of information do they need? What format and approach would be most effective in conveying your information to this particular audience?" "What type of graph or map projection conveys the information and intended message most accurately and clearly?" "Are there certain data layers that you can add to a map that would make it communicate your ideas more effectively?"

- A1.8** use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., ask questions to deepen their understanding of an issue; listen to and consider multiple perspectives when discussing an issue; use spatial skills to determine the best location for a home or business or the best route for a holiday trip; apply work habits such as collaboration to

share information effectively and determine criteria that need to be considered when making a decision; use organizational skills and work habits to help them establish priorities and manage their time both in class and while doing work in other contexts)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., use the concept of spatial significance to analyse possible reasons for the growth of an urban area; use the concept of patterns and trends to analyse the costs and benefits of major international political or sporting events; use the concept of interrelationships to analyse the connection between migration rates and levels of employment for different population settlements;*

use the concept of geographic perspective to analyse the potential consequences of building an energy megaproject in a selected region of population settlement) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., community settlement worker, diversity officer, entrepreneur, financial analyst, import business owner, economic development officer, landscape architect, politician, project manager, land surveyor, international aid worker, marketing analyst, urban planner, GIS technician)*

B. SPATIAL ORGANIZATION OF ECUMENES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Increasing Liveability:** assess the liveability of ecumenes in Canada and other parts of the world, and analyse factors that influence liveability (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- B2. Processes that Shape Ecumenes:** describe interrelationships between the environmental, social, economic, and political processes that shape ecumenes (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B3. Understanding Ecumenes:** describe the spatial distribution of land use in human settlements according to selected theories (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

B1. Increasing Liveability

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B1.1** use a variety of criteria (*e.g., rate of urbanization, cultural and economic characteristics, demographics, transportation, infrastructure*) to assess and compare the liveability of selected ecumenes from around the world

Sample questions: “What characteristics do megalopolises, cities, towns, and villages have in common? How are they different, and how do these differences affect their liveability?” “How do cultural differences and related value systems affect people’s opinions of what constitutes liveability?” “Which criteria are the most useful for assessing the liveability of an ecumene?” “How does the liveability of your community compare with that of a community of similar size in France, Brazil, or Indonesia?” “Why does the liveability of a city depend on one’s personal perspective?”

- B1.2** describe changes in the liveability of Canadian and selected ecumenes in other countries from 1800 to the present, and analyse reasons for these changes (*e.g., economic growth, improvements in access to health care and education, safer drinking water, improved wastewater and transportation infrastructure*)

Sample questions: “What role has technology played in changes to infrastructure? What modern services have required new infrastructure?” “How does infrastructure affect the

liveability of an ecumene?” “Have other places in the world enjoyed improvements in liveability similar to those in most of Canada? Which ones have not? Why might different countries have different criteria for liveability based on their values, priorities, and political and economic trends over time?” “What places in Canada have not enjoyed the same improvements in liveability as the majority of Canadian ecumenes?” “What, in your opinion, are the three most important things that have improved the liveability of Canadian ecumenes? Have the same factors been equally important in improving the liveability of ecumenes in the other countries you have looked at, or have other factors been more important?”

Using spatial skills: Students can support their investigations of changes in liveability over time by layering maps of a city or other ecumene from different time periods and annotating them with information about population and the infrastructure that was available in each time period. They can then make inferences about how existing infrastructure affected liveability and how changes in population and infrastructure led to improvements or declines in liveability.

- B1.3** analyse the liveability of their local community and various strategies for enhancing it (*e.g., live/work land use, improved transit, New Urbanism*)

Sample questions: “Should there be more green space in your community?” “Are recreation facilities adequate?” “How should land uses

in the community be changed to improve liveability?" "Should new developments make it easier for people to walk to their destinations or to drive?" "What is New Urbanism, and what approaches does it use to enhance liveability?" "What are the financial and economic benefits of improving transportation routes and reducing traffic congestion in a large urban centre?"

Using spatial skills: Students can integrate concepts related to this expectation by developing an "official" plan for their community that incorporates specific strategies for enhancing liveability.

B2. Processes that Shape Ecumenes

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

B2.1 explain how the physical characteristics of different sites (*e.g., landforms, climate, soils and vegetation*) encourage or constrain urban growth

Sample questions: "How has settlement in Egypt been influenced by the Nile River?" "How does the location of Las Vegas determine or constrict urban growth in that city?" "How do landforms influence the spatial distribution of human settlements in Japan?" "How does the Fraser River influence urban development in the Greater Vancouver area?"

B2.2 analyse the influence of social factors (*e.g., class, religion, ethnicity, cultural activity*) on the characteristics of a selected ecumene (*e.g., land use, economic activity*)

Sample questions: "What effects do religious practices have on settlement patterns in Jerusalem? What evidence is there of commercial activity to meet the cultural dietary requirements (i.e., for halal and kosher foods) of specific groups in the city?" "What impacts does a university have on the surrounding community?" "What causes communities to evolve in unique ways? Why might ways of life sometimes be different in communities that have developed in similar physical environments – communities in the Gobi, Mojave, or Sahara deserts, for example, or mountain communities in Bolivia and Tibet, or equatorial communities in Uganda and Singapore?" "How can political decisions alter the development of a particular ecumene?"

Using spatial skills: Students can support an analysis of the social impacts of immigration on their community or region by annotating a map

of the area with information indicating areas of immigrant settlement and related changes in land use.

B2.3 analyse changes in the economic and political characteristics of communities as they evolve through the urban hierarchy (*e.g., from village to town, city, metropolitan area, megacity, and megalopolis*)

Sample questions: "How do the locations of businesses and industries change as a community evolves through the urban hierarchy from town to city?" "How do laws and by-laws encourage or discourage new businesses?" "How do threshold populations influence economic and political opportunities and needs as a community evolves through the urban hierarchy?" "How does the availability of low-, middle-, and high-order goods within a community relate to the community's position within the urban hierarchy?"

Using spatial skills: Students can calculate the population threshold needed to make it profitable to sell a certain good or service in their community. They can then use the threshold value to determine whether the community has room for more outlets for goods or services of that kind or whether it already has too many.

B3. Understanding Ecumenes

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

B3.1 identify different types of settlements, and describe the criteria used to define them in Canada and other parts of the world

Sample questions: "Is there a difference between the Japanese definition of a city and the Canadian definition?" "How is a town different from a city, other than being smaller?" "How is a megacity different from a megalopolis?"

B3.2 use a variety of maps to compare land-use patterns in cities in developed countries with those in developing countries

Sample questions: "What similarities and differences are evident between the cities you have been investigating? What historical, political, cultural, and economic factors have contributed and/or are contributing to these differences and similarities?" "What does the information you have tell you about the problems

that people in these locations are likely to experience? About their quality of life?"

Using spatial skills: Students can use field study data that they have collected to construct a land-use map of their community. The map can be used as a basis for comparing land uses in their community with those in other cities in the world.

- B3.3** analyse interrelationships between the dominant function of ecumenes (*e.g., government capital, resource centre, manufacturing centre, transportation node, tourist destination*) and their location and land-use patterns, in both developed and developing countries

Sample questions: "What land-use pattern is common to cities with a considerable number of manufacturing industries?" "Do resource-based towns in developed and developing countries have more similarities than differences?" "Why are specialized industries often located together in the same community?" "What characteristics are typical of single-industry towns?"

- B3.4** analyse the spatial distribution of urban hierarchies in selected regions of the world (*e.g., midwestern United States, the Greater Toronto Area, Paris and the surrounding area, Tokyo or Nagasaki and surrounding areas*)

Sample questions: "Are there anomalies that challenge the distribution pattern described in Christaller's central place theory, in which

smaller settlements are clustered around a larger central place in a hexagonal pattern? In what regions of the world would you find examples that don't conform to Christaller's theory?"

Using spatial skills: Students can apply Christaller's central place theory to a selected region to identify different sizes of settlements in a region and analyse their hierarchical and functional relationship to each other. In the analysis, students should consider factors that might challenge the hexagonal shape theory.

- B3.5** explain selected theories and models of urban structure (*e.g., concentric zone, sector, multiple nuclei, irregular pattern*), and evaluate their ability to explain the structure of selected major cities in different parts of the world

Sample questions: "How do different theories or models reflect the time when they were developed?" "Which of these theories works best to explain land use in your community?" "How does the physical environment alter the applicability of the theory or model?" "How does technology alter the way we use space in our community?" "How do we know that a new theory or model is needed or that an existing theory or model needs to be modified?" "What criteria could be used to evaluate a new model or theory of urban land use?"

Using spatial skills: Students can make diagrams to support their analyses of models and theories. Annotations can be added to maps of various urban settlements to illustrate the application of different models or theories.

C. SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Working towards Sustainability:** analyse impacts of human activity and human settlements on the environment, and assess the effectiveness of solutions to these impacts in selected ecumenes (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- C2. Stewardship:** assess ways in which stewardship practices can contribute to the sustainability of human settlements (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Modifying the Environment:** describe ways in which human societies modify their local environments in order to meet economic, social, political, and other needs, and assess the effects of these modifications on sustainability (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Working towards Sustainability

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- C1.1** analyse environmental impacts of large-scale migration on selected settlements

Sample questions: “How does a large influx of migrants affect resource consumption in a community? What are the effects on waste management and on water and air quality?” “Why do these environmental issues have the potential to become social, political, and economic issues?” “How does the growth of informal settlements such as shantytowns, favelas, and barrios affect the local environment?”

- C1.2** assess the effectiveness of various solutions to environmental problems caused by human activities that affect areas of settlement

Sample questions: “What strategies have been employed to cope with increased volumes of waste? What are their advantages and disadvantages?” “Why would communities either import or export waste?” “What methods are currently used or under consideration for storing nuclear waste?” “Which option would pose less environmental risk for transporting oil through a specified area of settlement: pipelines or rail tank cars?” “How does urban and agricultural runoff affect receiving water bodies in

different parts of the world, and what are some of the steps that governments have taken to control the impacts?”

- C1.3** assess the effects of an ecumene’s natural characteristics on the feasibility of various options for reducing the human impact on the environment (*e.g., number of days of bright sunshine and feasibility of solar power, proximity to volcanoes and hot springs and feasibility of geothermal power*)

C2. Stewardship

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** analyse the roles and responsibilities of individuals, corporations, and governments in ensuring the sustainability of communities

Sample questions: “What examples of government commitment to social well-being are evident in your community?” “What incentives do you know about that work to increase individual participation in green waste management programs?” “What social, political, economic, or environmental arguments are used to support or oppose the privatization of water distribution in selected communities?” “Should a corporation be willing to incur costs related to environmental protection that put it at a disadvantage to its competitors? Do governments have a responsibility to create a level playing

field with respect to the environmental obligations of businesses?" "Should governments impose environmental taxes? Should we, as individuals, be willing to pay higher taxes to support sustainable communities?" "How much environmental risk are we willing to accept in order to create or maintain jobs?"

C2.2 evaluate, through research, the effectiveness of selected greening initiatives in urban communities (*e.g., rooftop gardens, community gardens, bike lanes, public transit improvements, alternative energy projects*), and assess the potential for implementing such initiatives in their own community

Sample questions: "What criteria can be used to measure the success of these initiatives?" "How were communities persuaded to adopt these initiatives? What obstacles or barriers did these initiatives face?" "Could any of these initiatives be implemented in our own community? What would the benefits be? Would any members of the community be opposed? Why? How would the initiative be funded?" "How might a community garden unite a neighbourhood?"

Using spatial skills: Students can construct an annotated map of green initiatives in their community, explaining why projects are located where they are and noting any barriers that may inhibit the success of these projects.

C2.3 describe actions that individuals can take to contribute to the sustainability of their own communities

Sample questions: "How is community sustainability linked to personal behaviour? What can you do to increase awareness of these links in your community?" "What can you and other individuals do to reduce your personal contributions to waste generation, energy consumption, and water and air pollution?" "How does buying locally contribute to the social, economic, and environmental sustainability of your community?" "What could you and your fellow students do to make our school 'greener'?"

C3. Modifying the Environment

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

C3.1 describe how populations in different regions have modified their physical environment to improve economic productivity, and assess the impacts of these modifications on the economic,

social, and environmental sustainability of these regions (*e.g., terrace farming in China, reclaimed land in Toronto, diverted rivers in India, polders in the Netherlands*)

Sample questions: "How does the physical environment limit the opportunities of this region? How could the physical environment be modified to reduce these limitations? How would these modifications affect the sustainability of the region? What kinds of compromises would be necessary to achieve the region's economic goals while ensuring its social and environmental sustainability?"

C3.2 describe how populations in different parts of the world have modified their built and natural environments to make them more resilient to impacts from natural disasters (*e.g., hurricanes, earthquakes, floods, volcanoes*)

Sample questions: "What kinds of modifications are commonly made to the built and natural environments in areas that regularly experience hurricanes and flooding?" "How have structures and natural features along the Yangtze River been modified to control flooding?" "Why are people in economically poorer settlement areas more likely to be injured or killed, even in moderate earthquakes, than people in wealthier areas?" "What kinds of modifications will be needed in the future to adapt to climate change?"

C3.3 describe how different cities/regions have modified their built and physical environments in order to host a global event (*e.g., FIFA World Cup, Olympics, world fairs, Pan Am Games*), and assess the impacts of these modifications on the economic, social, and environmental sustainability of these cities/regions

Sample questions: "What immediate impacts did the upgrading of British Columbia's Sea-to-Sky Highway for the 2010 Winter Olympics and the building of the highway to Sochi for the 2014 Olympics have on communities in the region and on the environment? What benefits have these upgrades had since, and were they worth the cost?" "What use is now being made of facilities constructed for Expo 67 in Montreal and the 2008 Olympic Games in Beijing?" "Do such events contribute to the long-term economic, social, and environmental sustainability of a region, or are there better ways of achieving sustainability objectives?"

D. SYSTEMS: INTERDEPENDENCE OF ECUMENES

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Policies and Change:** analyse impacts of public opinion and policy on interactions within and between ecumenes (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- D2. Population Change and Migration:** analyse impacts of population change and migration on the social characteristics and built environment of cities (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- D3. Challenges of Interdependence:** analyse the effects of international assistance and formal and informal international economic activity on quality of life in developed and developing countries (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

D1. Policies and Change

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- D1.1** analyse the influence of different points of view and self-interest on conflicts over local urban issues
Sample questions: “What does NIMBY mean? Should the interests of a neighbourhood take precedence over those of the larger community? Why or why not?” “How would you expect the following people to respond to the news that a halfway house is to be located in their neighbourhood: a parent of small children, a pastor, a senior? Why?” “Why might local residents be opposed to building a new subway station in their community?” “Who might oppose the redevelopment of local brownfields?”
- D1.2** investigate impacts on selected ecumenes of globalization and related trade policies and corporate activities
Sample questions: “How does the outsourcing of manufacturing and services from one country to another affect ecumenes in both countries?” “How can international trade policies and corporate actions influence disparities within or between ecumenes?” “How does globalization play a role in creating both ‘slums of hope’ and ‘slums of despair’?”

- D1.3** analyse the influence of past policies and historical attitudes on instances of conflict or cooperation in selected ecumenes

Sample questions: “How did issues relating to land claims and land use contribute to violent conflict in Caledonia, Ontario?” “How did the racial policies of the Belgian colonial administration in the 1930s contribute to the genocide in Rwanda in 1994?”

D2. Population Change and Migration

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- D2.1** analyse impacts of population movements on cultural diversity and social interaction in urban areas
Sample questions: “How has the number of status Indians living in urban areas changed in comparison with the number living on reserves? What are some of the challenges that have arisen as a result of this change?” “How has recent migration from Asia altered Vancouver’s Chinatown?” “How do cultural communities encourage inclusion through events such as Mardi Gras in Sydney, Australia, Toronto’s Caribbean Carnival, and Kitchener-Waterloo’s Oktoberfest?”
Using spatial skills: Flow maps can be useful for identifying patterns in population

movements. Graphs of various kinds can help students identify and compare population patterns, changes, and trends.

D2.2 evaluate the capacity of a community's infrastructure and services (*e.g., transit, water, sanitation, housing, education, health care*) to accommodate population growth

Sample questions: "What criteria could be used to determine when a new school should be built? How do communities determine school locations?" "What is a reasonable amount of time to wait for public transit in different sizes of communities?" "Why do house prices vary so much from one ecumene to another?" "How should communities plan for population growth?"

D2.3 analyse impacts of different types of migration (*e.g., voluntary, forced, seasonal*) and other population changes (*e.g., growth, decline, aging*) on social conditions and the physical resources of cities and other ecumenes

Sample questions: "How do a city's services and facilities change in response to an aging population?" "Why might some companies choose not to invest in cities whose populations are getting older?" "How do cities respond to a decline in population?" "How do communities with economies based on new resource development cope with a rapid intake of population?" "How do communities in both source and destination regions benefit from seasonal migration? What related challenges do they face?"

Using spatial skills: Students can support their investigations of the impacts of migration on both source and destination regions by annotating a population base map with information about the ethnic backgrounds and other characteristics of incoming populations. Relevant information can be obtained from census data and immigration and emigration statistics.

D2.4 describe impacts of population diversity on countries that are major immigration destinations, and analyse policies for managing these impacts in selected countries (*e.g., Denmark, France, Japan, Australia, United States, Canada*)

Sample questions: "Why do large cities have ethnic neighbourhoods?" "How does diversity affect the liveability of a city?" "Which developed countries are the least diverse? Do they tend to have the most restrictive immigration policies?" "How do countries with more open immigration policies try to manage the impacts of diversity? What services do they provide to new immigrants? What protections do they offer?"

D2.5 analyse changes in urban growth in selected regions throughout the world, and assess impacts of these changes

Sample questions: "How have rates of urbanization differed over time and from one place to another?" "Why are rates of urbanization changing faster in some countries or regions than in others?" "How well are different cities coping with their current rate of change?" "How quickly is the rural/urban interface changing in a community near you?" "Should immigration policies be used to encourage urbanization? Why or why not?" "What impacts do uncontrolled migrations have on human settlements?"

Using spatial skills: Students can support their investigations of urbanization trends by adding text annotations and graphs to a base map of the region they have selected. Line graphs can indicate trends in population size over time. Circle graphs can show changes in population composition. Relevant data can be obtained from migration and city population statistics.

D3. Challenges of Interdependence

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

D3.1 assess the effectiveness of various mechanisms that countries use to assist each other (*e.g., development aid, food aid, debt relief, disaster relief*)

Sample questions: "Under what circumstances might developed countries receive aid from other countries?" "Should food aid be used to ensure long-term food security?" "Who benefits most from food aid?" "What is the most effective kind of aid for assisting victims of natural disasters?" "How can debt forgiveness help the development of an African nation?"

D3.2 analyse the impact of transnational criminal activities and informal economies (*e.g., black markets, grey markets*) on residents in developed and developing countries

Sample questions: "How does human trafficking connect the world?" "For what reason are humans trafficked?" "How are the following connected to informal economies: undocumented migrants, sweatshops, drug trade, prostitution?" "What challenges do governments have when working to shut down black-market activities?" "How does the relationship between those who are consumers of black-market products and those who are producers, or even products (*e.g., victims of human trafficking*), demonstrate an imbalance of power?"

D3.3 analyse impacts of consumerism in developed countries on ecumenes in developing countries (*e.g., economic growth and job creation, increased resource consumption and pollution, migration to cities and the rise of informal settlements, greater potential for exploitation of labour as a result of demand for low-cost production*)

Sample questions: “How are food supplies maintained when large numbers of people abandon farming in order to work in factories in cities?” “What responsibility do corporations that contract manufacturing work to factories in developing countries have to protect natural environments and workers’ rights in these countries?” “How does child labour affect communities in developing countries?” “What can consumers in Canada do to prevent the use of child labour or protect the rights of adult workers in foreign factories that produce goods

for their consumption?” “How do developing countries benefit from trade relations with developed countries? How can they build on those benefits while reducing the negative impacts that they have experienced?”

Using spatial skills: To support their investigations of links between consumerism and living conditions in developing countries, students can compare world thematic maps showing the number of computers per 100 inhabitants in each country and the amount of electronic waste exported and imported by each country. They can then add additional map layers showing socio-economic data, such as number of televisions per capita, number of doctors per 1,000 people, average years of schooling, and caloric intake to make inferences about linkages between consumption in developed countries and quality of life in developing countries.

E. CHANGING ECUMENES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Quality of Urban Life:** analyse interrelationships between urban environments and quality of life (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- E2. Analysis of Solutions:** assess from a geographic perspective the effectiveness of solutions to issues affecting the built environment (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

E1. Quality of Urban Life

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- E1.1** analyse factors affecting quality of life in urban environments generally and in selected communities (*e.g., water, sanitation, energy, and transportation infrastructure; educational, cultural, and recreational facilities; health care services; housing; employment; population density; security*)

Sample questions: “What influence does the built environment have on our quality of life?” “What services are most important for maintaining an acceptable quality of life? What services enhance the quality of life in urban communities?” “Why do people move from the countryside to cities? Why do people move from cities to suburbs?” “What are the negative effects of high population density? In what ways does high population density help to enhance quality of life? How does urban sprawl affect quality of life?” “How does the decay of a city core affect the quality of life of core residents?” “Does the selected community provide sufficient services for the population? Does it provide ample opportunity for employment? How would you improve the quality of life in this community?”

- E1.2** assess the role of planning (*e.g., land-use planning, infrastructure planning, green- and open-space planning, transportation flow planning*) in maintaining and enhancing the quality of life in urban communities

Sample questions: “Who is responsible for planning for quality of life?” “How can land-use decisions affect the quality of life of urban

residents?” “What strategies do planners use to protect and enhance the quality of life in a city?” “What factors need to be considered in a green-space plan if it is to improve the quality of life of everyone in a community?” “How do planners accommodate growth while limiting urban sprawl?” “What role does a city’s official plan play in its development?”

Using spatial skills: To support their analyses of the quality of life in built environments, students can use annotated maps of two urban communities of similar size to compare features that affect quality of life, such as schools, hospitals, transportation infrastructure, public green spaces, libraries and other cultural facilities, and sports and recreation facilities.

- E1.3** analyse factors affecting the quality of life in slums (*e.g., population density; types of building materials available; the state of infrastructure, including the type of water supply and the availability of facilities for waste and sewage treatment and disposal; access to medical care and education; the existence of class, racial, and other forms of discrimination*)

Sample questions: “Is quality of life necessarily tied to wealth?” “What is the difference between a ‘slum of hope’ and a ‘slum of despair’? What factors determine whether a slum will become a slum of hope or a slum of despair? “Could a slum of despair become a slum of hope? What could cause a slum of hope to become a slum of despair?” “How do surrounding areas respond to the presence of slums?” “What can be done to improve the quality of life in slums?” “Has globalization affected the quality of life in slums?”

E2. Analysis of Solutions

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

E2.1 analyse policy responses to social and economic challenges in selected ecumenes (e.g., crime, poverty, loss of an economic base, land redistribution, urban renewal)

Sample questions: “How did Elliott Lake respond to the loss of its major industry? How successful has it been in transforming its economic base?” “Why has South Africa renamed a number of communities, streets, and public buildings since the demise of apartheid? How have different groups in the country responded?” “Have farmland redistribution programs been successful in Zimbabwe?” “How is Argentina’s Social Housing Foundation attempting to improve living conditions for slum residents in Buenos Aires?” “Why would a community support a safe injection site?” “How can food banks improve the quality of life for all residents of the community?”

E2.2 assess, from a geographic perspective, the effectiveness of a selected megaproject as a solution to a local, regional, or national infrastructure need (e.g., *the Three Gorges Dam in China; the James Bay Project in Quebec; the Aswan Dam in Egypt; the Big Dig in Boston; an Olympic site such as Beijing, Vancouver, London, or Sochi; the Mose flood barrier project in Venice*)

Sample questions: “Are the benefits of the project worth the costs?” “What criteria can be used to determine the success of a megaproject?” “If the benefits of the project are enjoyed mostly outside of the ecumene in which it was built, can it still be considered a success?”

The Environment and Resource Management, Grade 12

University/College Preparation

CGR4M

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues related to the environment and the management of natural resources
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization		
B1. Protecting Species and Spaces: assess various strategies used for protecting natural spaces and species, locally, nationally, and globally (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Not all strategies are effective in protecting endangered spaces and species.	What might happen if relationships within ecosystems or between the earth's spheres and ecosystems were disturbed?
B2. Human Impacts: assess impacts of human population settlement on natural spaces and species (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Humans have had, and continue to have, a direct impact on the natural environment.	Why do solutions to many environmental protection issues require international strategies?
B3. The Earth's Ecosystems: analyse relationships between the spheres of the earth and the characteristics of ecosystems (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Interrelationships within ecosystems and between the earth's spheres and ecosystems support life on Earth.	What kinds of barriers limit the effectiveness of protection strategies? How do you measure the impact that humans have on a natural environment?
C. Sustainability and Stewardship of Natural Resources		
C1. Policies and Strategies: analyse the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Countries and companies must work together in order to manage natural resources sustainably.	How do stakeholders work together to develop international policies or strategies that will help manage shared resources effectively?
C2. Development of Natural Resources: analyse impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Natural resource development can have social, economic, political, and environmental consequences.	How might competing interests and ideas affect the ability to develop a resource sustainably? What strategies are needed to mitigate a possible conflict?
C3. Availability and Use of Natural Resources: assess the availability of various natural resources, and analyse factors affecting their exploitation and use (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	The spatial distribution of natural resources often determines how they are developed and used.	Why does the method of resource development depend on where the resource is located? What risks are associated with that method of extraction or harvesting, and what risks are specific to that location?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Ecological Systems: Interconnections and Interdependence		
D1. Reducing Pollution: analyse challenges involved in reducing pollution from human activities, and assess the effectiveness of various methods of pollution reduction (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments, companies, and individuals must work together to reduce pollution.	Should the reduction of pollution be a top priority for all levels of government?
D2. Impacts of Pollution: evaluate impacts of various types of pollution on the natural environment and on human health (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Pollution affects the environment and human health in many different and sometimes unexpected ways.	Why does local pollution often have regional or global impacts? Why, if we know that our actions and choices harm the environment, do we continue to do what we are doing?
D3. Ecological Processes: describe key ecological and biological processes, and explain how they are affected by human activities (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human activity affects the earth's ecological processes directly and indirectly.	
E. Community Action		
E1. Developing Solutions: assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Solutions must come from individuals and all levels of government working together.	Who, in the end, is responsible for the protection of the environment?
E2. Community Land Use and Infrastructure: assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	It is hard to balance the needs, wants, and actions of all people with sustainable community development.	How do our own choices and actions affect the environment? Why would people disagree about what strategies to use locally to reduce human impacts on the environment?
E3. Ecological Footprints: analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	We all have a part to play in reducing our impact on the environment.	How should we balance differing ideas, values, and beliefs when trying to lessen human impacts on the environment?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating issues related to the environment and the management of natural resources;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues related to the environment and natural resource management (e.g., factual questions: *Which gases are considered greenhouse gases?*; comparative questions: *Which open-pit rehabilitation strategies result in the least amount of environmental damage?*; causal questions: *How might a trade agreement have an effect on the natural environment?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: “How might you use data on stream flow and sedimentation depth over time to determine the impact of a dam or pier? Where might you find this data and information?” “What type of data and information do you need to collect in order to assess the impact of a clear-cut forest harvest on a particular region?” “What types of maps and graphs will help you analyse vegetation type or heat emissions from an industrial source?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented)
Sample questions: “Whose point of view does this source represent? Is the source biased?” “What are the academic credentials of the author(s)?” “Have you analysed enough sources to understand the range of opinions on the issue and the quality of the evidence available? Have you consulted sources that represent other points of view?” “Which source is most credible and why?”
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of leachate from waste sites; analyse graphs and charts of climate data to determine trends in global temperature; use decision-making templates to analyse points of view on an issue related to alternative energy sources; use graphic organizers to compare various perspectives on agricultural practices and/or wildlife culling*)
Sample questions: “What type of graphic organizer would you use to help analyse the environmental impact of offshore production on both the producing country and the consuming country?” “What types of information might

you use as a data layer in a geographic information system (GIS) to analyse which regions of the world have the highest production of greenhouse gases?" "What might explain the trend you have identified? Are there any other factors that might have influenced it?"

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management (e.g., *use the concept of spatial significance to analyse the choice of location for an oil refinery; use the concept of patterns and trends to analyse short- and long-term trends in population growth and the carrying capacity of urban centres; use the concept of interrelationships to determine ways in which various natural and human factors have contributed to inequalities in the availability of potable water; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of a change in land use*)

Sample questions: "How might the concept of spatial significance help you determine whether a particular land use is 'environmentally friendly'?" "How might an understanding of interrelationships guide your examination of the connections between consumption patterns and the use of natural resources?" "How might an understanding of patterns and trends help you analyse the long-term impact of the melting of continental ice?" "How can geographic perspective help you analyse the implications of developing natural resources in areas inhabited by indigenous peoples?"

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: "What does the evidence suggest is the most likely cause of species decline in this ecosystem? Do you need to qualify your conclusions in any way? Do trends in the causal factors you have identified and in species populations indicate how this issue will evolve in the future? Do your conclusions about causal factors also suggest ways of reducing their impacts?"

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a debate for classmates on the use of water; a video for a Grade 9 class showing different*

points of view about the exploitation of the Alberta oil sands or another natural resource in Canada; a webcast or podcast for the general public on strategies for managing electronic waste; a photo essay for a local community group to promote environmental stewardship within the community and illustrate its potential benefits)

Sample questions: "What kind of information does your audience need? What do they already know? What opinions and concerns do they already have? How much detail and how much explanation do they need?" "What format and approach would be most effective in conveying your information to this particular audience?"

- A1.8** use accepted forms of documentation (e.g., *footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits*) to reference different types of sources (e.g., *websites, blogs, books, articles, films, data*)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., *reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving*), that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., *use critical thinking, mapping, and graphing skills to analyse statistics and data in order to deepen their understanding of a global environmental issue; use listening skills to consider multiple perspectives when discussing an issue; use spatial skills to analyse relationships between people and the natural environment; apply work habits such as collaboration when working with a team to determine criteria that need to be considered when making a decision*)
- A2.3** apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., *use the concept of spatial*

significance to analyse the impact of melting ice caps; use the concept of patterns and trends to analyse the distribution of specific atmospheric pollutants; use the concept of interrelationships to analyse the connection between chemicals found in mothers' milk and the use of specific products; use the concept of geographic perspective to analyse the impact of a new development project on a community) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., environmental scientist, engineer, lawyer, or technician; environmental consultant or coordinator for a resource company; risk assessment specialist; land surveyor; international aid worker; town planner; environmental or natural resource policy adviser; natural resource manager; civil engineer; geologist; hydrologist; GIS technician; park administrator*)

B. SPATIAL ORGANIZATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Protecting Species and Spaces:** assess various strategies used for protecting natural spaces and species, locally, nationally, and globally (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B2. Human Impacts:** assess impacts of human population settlement on natural spaces and species (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B3. The Earth's Ecosystems:** analyse relationships between the spheres of the earth and the characteristics of ecosystems (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

B1. Protecting Species and Spaces

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- B1.1** assess the role of government agencies, voluntary organizations, and international agencies (*e.g.*, government agencies: *Parks Canada, Ontario Parks, Conservation Authorities of Ontario*; voluntary organizations: *Britain's National Trust, Nature Conservancy of Canada*; international agencies: *UNESCO, Global Protected Areas Programme of the International Union for Conservation of Nature*) in protecting spaces of natural and cultural significance

Sample questions: "What are the benefits of protecting the boreal forest or coral reefs or wetlands?" "What is the difference between preserving and conserving natural spaces?" "Should mining or logging be allowed in national or provincial parks?" "What characteristics of the Niagara Escarpment made it qualify for inclusion in UNESCO's World Network of Biosphere Reserves?" "What role do conservation authorities play within urban areas?" "Where are fragile environments already protected by limitations on human activity? Are there other environments that should be recognized as fragile or under threat?" "What are the organizations or agencies that, in your opinion, play the most important role in the protection of natural and cultural spaces?" "Where does the funding come from to pay for an agency's or organization's expenses related to protecting spaces of natural and cultural significance? How do changes in funding or government

affect the agency's or organization's ability to carry out its mandate?"

- B1.2** assess the role and effectiveness of various strategies for protecting plant and animal species

Sample questions: "What are some of the different ways in which natural spaces can be protected? How effective have these different kinds of protection been, and what challenges might they face in the future?" "How does the protection of spaces also help with the protection of species?" "What role do zoos play in protecting animals?" "How might requiring licences for hunting and fishing be considered a protection strategy?" "How important are monitoring activities and scientific studies for maintaining species populations and protecting species at risk?" "How do organizations such as the Committee on the Status of Endangered Wildlife in Canada (COSEWIC) and the International Union for Conservation of Nature contribute to the protection of species?"

- B1.3** compare Canada's efforts to protect endangered spaces and species with those of another country

Using spatial skills: Students can support their investigations of environmental protection measures in another country by constructing an annotated map highlighting designated protection areas in that country. Labels can be used for each area to provide details of the spaces or species being protected and to note any special protection measures that are in place. Photographs of the spaces or species being protected can be linked to the map.

B2. Human Impacts

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

B2.1 analyse differences in the views that various groups of people, including indigenous peoples, hold about the natural environment

Sample questions: “How do the environmental beliefs of Aboriginal groups in Canada compare with those of indigenous peoples in other parts of the world, such as the Maori of New Zealand or the Masai of Kenya?” “Why is it important to analyse the beliefs and values of different groups towards the natural environment when investigating a proposal to open a new mine in northern Ontario? Why might these groups’ attitudes and ideas differ? Which groups and stakeholders would you need to research?”

B2.2 describe ways in which human settlement and modifications of the natural landscape affect the environment (*e.g., loss of vegetation and related impacts on air quality, loss or fragmentation of habitat, changes in predator/prey relationships*)

Sample questions: “In what ways do humans modify natural landscapes? What are the costs and benefits of these modifications? Do humans have the right to modify the environment to suit their needs?” “How can landscape modifications contribute to the resilience and survival of species?” “What are the environmental implications of some current urban development activities in our local area?”

Using spatial skills: As a basis for their investigations of human impacts on the local environment, students can conduct a field study of a local wetland to identify the main plant and animal species that it supports. The results can be recorded on a thematic map and used to determine the potential impacts if the wetland were to be developed for human use. The field study could also be used as a starting point for an examination of the environmental assessment process.

B2.3 identify factors that contribute to the survival of a species within an ecosystem (*e.g., genetic characteristics, availability of habitat, population size*), and explain why selected species throughout the world are at risk from encroaching human populations

Sample questions: “In what regions of the world are plant and animal species most at risk? Why?” “Why are some species more at risk than others? What are the various categories used to indicate whether a plant or animal may be at risk of extinction?”

Using spatial skills: Students can use a world population base map and overlay various ecosystem regions and components to identify areas where ecosystems may be under direct stress from settlement or exploitation by humans.

B2.4 describe ways in which non-native species can enter ecosystems, and evaluate the impact of an introduced or invasive species on an ecosystem (*e.g., rabbits in Australia; predatory brown tree snakes on Guam; zebra mussels, purple loosestrife, and Asian long-horned beetles in Canada; giant rhubarb and grey squirrels in Ireland*)

Sample questions: “Why might people choose to introduce a foreign species to an ecosystem? Who should be consulted about introducing a foreign species?” “How might people inadvertently introduce foreign species to an ecosystem?” “Why is the Great Lakes Region vulnerable to invasive species?” “What conditions are needed for a non-native species to survive in a new environment? What conditions allow it to become a dominant component of the ecosystem? How does its presence change other relationships within the ecosystem? What species are threatened by its presence in the ecosystem?”

Using spatial skills: Students can create a global overview of invasive species problems by constructing maps highlighting countries in various parts of the world that have major concerns with invasive species and annotating details such as the species of concern in each country, their regions of origin, their mode of introduction, and their impacts on local ecosystems.

B3. The Earth’s Ecosystems

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

B3.1 describe the characteristics of the earth’s spheres (*e.g., biosphere, lithosphere, hydrosphere, atmosphere*), and explain how interactions between them support life

Sample questions: “How is the biosphere dependent on the lithosphere, hydrosphere, and atmosphere for the basic necessities of life?” “How do climate and soil conditions affect the type of life that can exist in a region? How do interactions between the atmosphere and hydrosphere affect regional climates, and how do they affect the creation of soils?” “How do processes within the biosphere affect the other spheres and their ability to support life?” “What challenges do humans face in trying to simulate the functions of the earth’s spheres in order to create an artificial life system that will

allow humans to thrive outside the earth's atmosphere?"

B3.2 explain the influence of physical factors (*e.g., climate, sunlight, soils, topography*) on the characteristics of various ecosystems (*e.g., boreal forest, desert, tundra, savannah, rainforest*), and analyse the relationship between the system's characteristics and the abundance and variety of life that it supports

Sample questions: "How does the shape of the earth influence the characteristics of various ecosystems?" "Should humans be considered components of ecosystems? Why or why not?" "Why do some ecosystems support a much greater abundance and diversity of life than others? How do the abundance and diversity of plant life in an ecosystem determine the amount of animal life it can support?" "What accounts for the diversity of life in a coral reef ecosystem?" "How does the vertical structure of a tropical rainforest contribute to biodiversity? Why do most organisms in a rainforest live in the tree canopy?" "What are some of the ways in which plants and animals have adapted to the heat and dryness of hot deserts? How have they adapted to the extreme cold of cold deserts, such as Canada's Arctic?" "Why are some ecosystems more fragile than others?"

B3.3 explain how interactions between the components of an ecosystem (*e.g., biotic components such as primary producers, consumers, and decomposers; abiotic components such as climate and soils*) contribute to its characteristics and affect its stability

Sample questions: "How do soil conditions determine the type of vegetation found in an ecosystem? How do decomposers contribute to soil production?" "How do predators contribute to the stability of ecosystems?" "How might the loss of sea ice and sea-ice algae as a result of climate change affect seal and polar bear populations in the Arctic?" "How would African savannahs change if elephants were no longer part of the ecosystem?"

B3.4 explain how and why ecosystems change over time

Sample questions: "What do we mean by primary succession and secondary succession?" "What can cause an ecosystem to change?" "What role does a forest fire play in the regeneration of forest ecology?" "How does a volcanic landscape become repopulated with flora and fauna?"

C. SUSTAINABILITY AND STEWARDSHIP OF NATURAL RESOURCES

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Policies and Strategies:** analyse the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Development of Natural Resources:** analyse impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Availability and Use of Natural Resources:** assess the availability of various natural resources, and analyse factors affecting their exploitation and use (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

C1. Policies and Strategies

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** describe policies and strategies used in various countries to manage natural resources sustainably, and compare the levels of success of different countries in implementing selected sustainability options

Sample questions: “Why might some countries, such as Sweden, be more interested than others in implementing sustainable forestry management guidelines and practices?” “Why might alternative energy options that have been implemented successfully in some countries and regions be less effective in others? What, in your opinion, are the best alternative energy options for your area?” “What are some of the methods that various countries have implemented to provide fresh drinking water for their populations and manage water use?”

- C1.2** analyse issues related to the use and management of shared resources (*e.g., common-pool resources such as fish, water, the atmosphere, the oceans; boundary waters; rivers that pass through different political jurisdictions*), and assess the role of intergovernmental organizations and agreements in resolving and managing these issues (*e.g., International Joint Commission, Kyoto Protocol, UN Convention on the Law of the Sea*)

Sample questions: “Who owns common natural resources that flow between or across political boundaries?” “Why is international cooperation necessary to resolve issues relating to the global commons?” “Should fresh water be considered a commodity to be bought and sold, or should access to it be declared a fundamental human right?” “Should developing countries be held to the same environmental standards as developed countries, if doing so will impede their economic growth and their ability to improve their standard of living? Why or why not? Should new industrial powers such as China and India make binding commitments to reduce greenhouse gas emissions?” “Can Canada and the United States contribute effectively to international efforts to reduce greenhouse gas emissions if they are not parties to the Kyoto Protocol?” “Why was the Montreal Protocol successful in reducing the use of CFCs?” “Do you think the Antarctic Treaty will be successful in protecting the continent from future resource development?”

- C1.3** evaluate the contributions of selected individuals, environmental non-governmental organizations (ENGOs), and intergovernmental organizations (*e.g., individuals: Garrett Hardin, Barry Commoner, Rachel Carson, David Suzuki; ENGOs: Greenpeace, Sierra Club; intergovernmental organizations: Brundtland Commission, UNESCO, Intergovernmental Panel on Climate*

Change [IPCC]) to creating awareness of and implementing solutions for selected natural resource management issues

Sample questions: “What criteria might you use to determine the effectiveness of a particular individual’s or group’s contribution?” “How does the role of an intergovernmental organization like the IPCC differ from that of an international ENGO like Greenpeace?” “How can social enterprises help to resolve environmental problems?”

- C1.4** analyse Canada’s contribution to international efforts to resolve selected global environmental or resource management issues

Sample questions: “What was Canada’s role in drafting and implementing one of the following international accords: the Montreal Protocol on Substances that Deplete the Ozone Layer, the Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal (Basel Convention), the Convention on Biological Diversity, the Convention on International Trade in Endangered Species of Wild Fauna and Flora? Why did Canada participate in the accord? What expertise might Canada have provided to the drafters of the accord? What were some of the laws and regulations that Canada introduced or changed in order to meet its obligations under the accord?”

C2. Development of Natural Resources

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** analyse competing points of view about a natural resource development issue, using a geographic perspective

Sample questions: “How do we, as a society, make decisions about contentious resource-development issues when there are strongly competing interests and points of view?” “What criteria should be used to determine whose arguments should be given the most weight?” “What are the characteristics of a natural resource-based community? How does the discovery of a natural resource affect the residents of a community and the community’s development? What happens to a resource-dependent community when the resource is no longer profitable?” “What are the positions of various stakeholders on oil sands development (e.g., the oil companies; the Alberta, Saskatchewan, and federal governments; the community of Fort McMurray; Aboriginal communities along the Athabasca River; environmentalists; consumers; foreign importers)?”

- C2.2** analyse the environmental impacts of various resource extraction activities (e.g., *ecological impacts of clear-cutting and forest monocultures; habitat disruption from pipeline construction, and potential impacts of pipeline leakage on watersheds and climate; ecosystem destruction, impacts on fish, changes in sediment transport patterns, and increases in greenhouse gas emissions from damming of waterways; impact of wind farms on migratory birds; air and water pollution and destruction of natural landscapes resulting from mining*), and assess options for making these activities more sustainable

Sample questions: “What incentives do industries have to minimize the environmental impacts of their activities?” “What are some of the solutions that various industries have applied to reduce specific impacts from their activities? How effective have these been? How costly have they been to implement?” “If the current rate of extraction is maintained, how likely is it that we can continue to extract this resource? Could international pressure change the rate of extraction?”

Using spatial skills: Students can use annotated maps to plot the extent of the area affected by the BP oil spill in the Gulf of Mexico in 2010 and to document local impacts.

- C2.3** compare the economic, cultural, and social costs and benefits of selected resource development projects for various individuals or groups (e.g., *indigenous peoples, businesses, farmers, tourists*)

Sample questions: “How might a person who lives in a resource-based community and a person who does not differ in their attitudes towards resource extraction?” “What health concerns might a person living near this development have?” “How might different groups use the Ontario First Nations Environmental Assessment Toolkit when analysing an existing or proposed resource development project?” “How does one measure the cost of displacing a community in order to develop a resource? What were the social and economic costs of displacing Cree communities in northern Quebec to allow the development of the La Grande River power project or of displacing more than a million people along the Yangtze River to allow the development of the Three Gorges Dam project? What was the balance of costs and benefits for the people displaced? What was the balance of costs and benefits for Quebec or China?” “How are indigenous people being affected by logging activities in the Brazilian rainforest? What are the benefits and for whom? How might pharmaceutical companies seeking to develop new medicines be affected?”

C2.4 analyse the potential environmental impacts of a selected resource-related project or activity (e.g., dam construction, farming, groundwater extraction, water diversion, landfills, expansion of a conservation area, an oil sands project, a diamond mine), and assess the implications of these impacts for developing the project or managing the activity sustainably

Sample questions: “What criteria should be considered in an environmental assessment?” “What are some common environmental impacts associated with farming? What options do farmers have for managing these impacts?”

C3. Availability and Use of Natural Resources

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C3.1 analyse the relationship between the availability and use of different kinds of natural resources and the changing needs of human populations

Sample questions: “Are all natural resources of equal importance? What criteria would you use to rate the importance of a natural resource to humans?” “Which natural resources are the most in demand at this time? How do you predict this might change?” “How might climate change affect the exploitation of oil and gas deposits in the Beaufort Sea or metallic minerals in the Northwest Territories?” “How might a shortage of natural resources such as copper or oil affect future industrial growth in China?”

Using spatial skills: Students can use a world base map with overlays showing the distribution of exploitable resources to illustrate the resource assets of different countries. Different colours can be used to indicate different resource categories, and depth of shading can be used to indicate the quantity of resources available. Students can also construct maps illustrating how changes in industrial needs over time have led to the development of new resources.

C3.2 describe the spatial distribution of selected natural resources, including fresh water, and assess the viability of developing these resources in particular locations

Sample questions: “Why is the availability of fresh water a concern when 75 per cent of the earth’s surface is water?” “How does the spatial distribution of a natural resource influence the viability of developing it?” “What transportation facilities would be needed to extract this resource and get it to market? What kind of technology would be needed to develop the resource in that location, and how expensive would the development be?” “Why have the abundant non-renewable resources of the Antarctic not been developed?” “Why has the boundary of the commercial forest in Canada shifted northward over time?”

C3.3 analyse global patterns and trends in the availability and use of various fossil-fuel resources, and assess the implications for the future development and use of fossil fuels and other energy sources

Sample questions: “Does the location of the resource pose environmental risks, transportation difficulties, or other problems? How might these affect decisions about developing the resource?” “How has the decline of easily accessible oil reserves and the need to tap resources in more difficult locations affected the price of oil? How might higher oil prices encourage the development and use of alternative energy sources or other fossil fuels?”

Using spatial skills: Students can identify areas where there are environmental or safety risks from the transportation of fossil fuels by overlaying a base map showing the location of coal, oil, and gas deposits with a map layer showing the routes taken to transport these resources from source to market. Points of particular environmental risk along these routes, such as rivers and lakes, can be identified, as can populated areas that face a safety risk. Another overlay could be created to show areas where fossil-fuel resources might be developed in the future.

D. ECOLOGICAL SYSTEMS: INTERCONNECTIONS AND INTERDEPENDENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Reducing Pollution:** analyse challenges involved in reducing pollution from human activities, and assess the effectiveness of various methods of pollution reduction (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Impacts of Pollution:** evaluate impacts of various types of pollution on the natural environment and on human health (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- D3. Ecological Processes:** describe key ecological and biological processes, and explain how they are affected by human activities (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Reducing Pollution

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** evaluate the effectiveness of selected strategies that have been used to reduce pollution from human activities (*e.g., bans on the use of polluting chemicals, such as DDT or CFCs; reformulation of products to eliminate harmful ingredients, such as phosphates in detergents; use of filtration devices, such as stack scrubbers or catalytic converters, to reduce pollutants in emissions; use of non-chemical alternatives to aerosol sprays, pesticides, and other products containing harmful chemicals*)

Sample questions: “What are some ways of protecting rivers and lakes from pollutants in urban and agricultural runoff? What promotional strategies have urban centres used to reduce the pollution of local water systems?” “Why should industrial companies include environmental factors in their research activities?” “How can we as individuals do our part to reduce pollution?” “How are environmental laws enforced?”

- D1.2** analyse some of the challenges associated with reducing various types of pollution

Sample questions: “Which is more difficult to treat, point source pollution or non-point source pollution, and why?” “Who pays for the cost of decontaminating a disused industrial site, such

as the Sydney Tar Ponds, when the company that owned the facility no longer exists?” “How can we end our dependence on fossil fuels, when they are crucial to the economy and a major source of jobs? How can we encourage a transition from fossil fuels to alternative energy sources, such as wind and solar, when the alternatives are more expensive?” “Why might it be difficult to persuade some members of the public to reduce their ecological footprints?”

- D1.3** assess the economic implications of pollution reduction and other environmental protection policies (*e.g., job creation or reduction; savings in health costs; reduction of losses from damage to crops, building materials, forests; costs of research, monitoring, enforcement, infrastructure changes*)

Sample questions: “Does protection of the environment always come at a cost to the economy, and vice versa? What suggestions do you have for making environmental protection and economic development mutually beneficial?”

D2. Impacts of Pollution

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- D2.1** explain how changes affecting the natural environment in one location (*e.g., nuclear accidents, acid precipitation, destruction of tropical*

rainforests, dumping of waste in the oceans, earthquakes, volcanic eruptions) may cause changes to the natural environment in other places around the world

Sample questions: “Why did the eruption of Mount Pinatubo in the Philippines in 1991 affect weather conditions around the world during the following year?” “Why would DDT be found in mothers’ milk in Arctic communities even though DDT was never used there?” “Why is the eradication of milkweed in Ontario gardens and pastures a threat to monarch butterflies in Mexico?” “Why is it wise to pay attention to water currents and flows when choosing where to fish near a community?”

D2.2 describe different types of pollution (e.g., in water: *thermal pollution, biological and chemical substances that deplete oxygen, bacteria, nutrients, heavy metals and toxic chemicals*; in air: *particulates, ground-level ozone, heavy metals and toxic chemicals, ozone-depleting substances, acidifying gases, carbon monoxide, greenhouse gases; noise pollution; electromagnetic radiation pollution; light pollution*) and their impacts (e.g., water pollutants: *health effects in fish and fish-eating birds, animals, and humans; eutrophication*; air pollutants: *cardiorespiratory stress in humans, acidification of lakes, ozone layer depletion, climate change*; light pollution: *fatalities among migratory birds, detrimental confusion among sea turtle hatchlings*), and explain processes that affect the severity of some of these impacts (e.g., *bioaccumulation and biomagnification, acid buffering*)

Sample questions: “How do case studies help in assessing the possible effects of a pollutant? Why is it sometimes difficult to prove that a certain pollutant is the cause of the effects?” “Why is the solution to pollution not dilution?” “What impacts does acid precipitation have on plant and animal life in lakes? Why does acid precipitation have a greater impact in the shield regions of Canada and Russia than in other geological areas?” “What cancers may be related to environmental exposure to benzene?” “What role do air temperature and bright sunshine play in the formation of ground-level ozone?” “What is the relationship between poor air quality and respiratory problems?” “Why is noise pollution difficult to monitor?”

Using spatial skills: Students can construct an annotated map identifying “hot spots” for various types of pollution and make links to health concerns related to these areas. Students can also use data on carbon dioxide emissions by country to identify the twenty highest emitters and can plot the location of these countries

on an annotated map. They can then use an analysis of the patterns on the map to support suggestions for global strategies to reduce carbon dioxide emissions.

D3. Ecological Processes

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

D3.1 describe how matter and energy flow through the lithosphere, atmosphere, hydrosphere, and biosphere (e.g., *through the carbon, nitrogen, and hydrologic cycles; photosynthesis; radiation; transfers of sensible and latent heat*)

Sample questions: “How is your diet a product of solar energy? How is that energy transferred to your body?” “What role does lightning have in the nitrogen cycle?” “How do greenhouse gases affect the flow of energy through the atmosphere? How does the hydrologic cycle transfer heat energy from the earth’s surface to the atmosphere?” “Why is an understanding of nutrient cycles and energy flows important to our understanding of the natural environment?”

Using spatial skills: Students can create flow diagrams to clarify their understanding of how the various components of key life-sustaining cycles interact.

D3.2 identify various types and sources of pollutants that affect or interact with the hydrologic cycle, and explain their impacts on various components of the cycle

Sample questions: “How do greenhouse gases and climate change affect the hydrologic cycle?” “What role does the hydrologic cycle play in the acidification of lakes?” “What are some of the major pollutants that affect water quality in lakes and rivers, and how do they end up in the water?”

D3.3 explain how various human activities (e.g., *burning of fossil fuels, deforestation*) affect the carbon/oxygen cycle

Sample questions: “Human activities account for only a very small part of the carbon in the carbon/oxygen cycle. Why do they have such a large effect on the amount of carbon in the atmosphere?” “How does deforestation increase the amount of carbon in the atmosphere?” “How much carbon from human sources do the oceans absorb? Can they continue to absorb as much in the future?”

E. COMMUNITY ACTION

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Developing Solutions:** assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Community Land Use and Infrastructure:** assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- E3. Ecological Footprints:** analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)

SPECIFIC EXPECTATIONS

E1. Developing Solutions

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse the role of governments in protecting the environment, locally, nationally, and globally

Sample questions: “Can solutions to environmental problems be achieved voluntarily, or do they require government legislation or encouragement?” “Governments can pass and enforce laws to reduce pollution, but what are some other important ways in which they can act to protect the environment? How effective can activities such as environmental research, monitoring, and public education be without government participation? How can the tax system be used to encourage sustainability?” “Is the Experimental Lakes Area a good investment of public funds?” “Do governments have an obligation to provide the public with information about the state of the environment?” “Should Canada have an environmental bill of rights? What might it include?” “What responsibilities does each of the three levels of government in Canada have for environmental protection? What components of the environment can be protected only by international agreements?”

- E1.2** assess the contribution to environmental sustainability of selected locally implemented initiatives and personal choices (*e.g., waste-reduction initiatives, such as recycling, municipal waste fees, bring-your-own-bag programs; energy-conservation initiatives, such as time-of-use energy*

pricing, LEED certification; awareness initiatives, such as Earth Hour and environment days)

Sample questions: “What problems does this initiative address? What strategies does it apply to solve the problems? What results has it achieved?” “How can we encourage people to become more effective environmental stewards?”

- E1.3** analyse a local, national, or global environmental issue and a range of possible solutions, and create an action plan to address the issue

Sample questions: “What or who stands to benefit most from your plan of action?” “Can your action plan be implemented by one person, or does it require many people working together? What behaviours will people need to adopt or modify in order to make your action plan work?” “Will you need political backing for your plan?”

E2. Community Land Use and Infrastructure

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- E2.1** analyse the impact of selected land uses within and near communities (*e.g., transportation corridors, residential areas, parks, agricultural production*) on humans and the natural environment

Sample questions: “How do residential buildings affect the natural environment? How does

infilling affect the environment? Is there a human cost to infilling?" "How are farm crops near a highway affected by vehicle emissions?" "How do different types of farm crops, including genetically modified crops such as fruit trees and corn, affect insects and birds? Why are these effects important?" "What are the potential costs and benefits of extending a highway through a wetland?"

- E2.2** analyse the advantages and disadvantages for humans and for natural systems of different transportation and energy supply options at the community level

Sample questions: "Which has more of an impact on the environment, electric cars or traditional petroleum-powered vehicles?" "What are the arguments for and against bicycle lanes?" "How can people be encouraged to use mass transit?" "What are the pros and cons of off-grid energy systems for the community and for the individuals using them?" "How might the decentralization of energy supply both promote and inhibit the adoption of alternative energy systems? Which alternative energy source is the most viable for where you live?"

Using spatial skills: Community maps showing transportation corridors can be analysed to identify opportunities for developing enhanced transit networks that could reduce motor vehicle use and related pollution emissions.

- E2.3** analyse issues related to the treatment and disposal of urban waste (*e.g., domestic sewage, stormwater runoff, household garbage, toxic waste*), and assess the advantages and disadvantages of various treatment and disposal options (*e.g., primary, secondary, and tertiary treatment for sewage; constructed wetlands for stormwater; recycling, composting, incineration, use of landfills for garbage; high-temperature incineration, use of secure landfills for toxic waste*)

Sample questions: "Should communities be allowed to ship their waste to other communities?" "What are some of the problems faced by cities with older sewer systems?" "What are some of the factors that determine the level of sewage treatment a community should have?" "What are some of the challenges that communities in permafrost regions face in providing safe drinking water and disposing of waste?"

Using spatial skills: Students can conduct a field study to explore how water and solid waste are treated in their community and identify areas of potential concern. Community maps showing utility pathways above and below ground can assist them in their investigations.

- E2.4** describe strategies for reducing the environmental impacts of buildings and other structures

Sample questions: "How can the orientation of a building help to save energy?" "What are some strategies that you could use to reduce the environmental impact of an existing structure?"

E3. Ecological Footprints

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- E3.1** assess the importance of behavioural and ethical factors (*e.g., reducing consumption, changing personal activities to reduce one's environmental impact, giving priority to values such as environmental sustainability and intergenerational equity in decision making*) in reducing the human impact on the environment

Sample questions: "What are our basic survival needs? Are they the same for everyone? Why or why not? What do we need to enjoy a reasonable standard of living? Is this the same for everyone? Why or why not?" "How do we persuade people to adopt behaviours that reduce their personal impact on the environment? Is it possible to persuade people to support government policies that impose personal costs on them in the present in order to avoid environmental harm in the future?" "How will our personal decisions now affect the quality of life of our great-grandchildren?"

- E3.2** describe various measurements of human impact on the environment (*e.g., water footprint, carbon footprint, ecological footprint*), and assess their implications for the sustainable development of human societies in the future

Sample questions: "Does the world have enough natural resources to support a North American standard of living indefinitely for everyone on the planet? Who determines what a comfortable standard of living is? What is a *sustainable* standard of living? Who decides this? How can we achieve a comfortable standard of living for all while sustaining the planet's ability to support future generations? How would future development have to proceed in developed countries and in developing countries in order for that to happen?"

- E3.3** calculate an ecological footprint for themselves or their class, based on their consumption of resources and production of waste, and compare it to the ecological footprints of people in other countries

Sample questions: "What accounts for the differences between your footprint and those

of people in some other countries?" "What area of consumption had the greatest effect on your footprint? How might you reduce this part of your footprint?"

E3.4 assess the role of technology in changing the impact that humans have on the natural environment

Sample questions: "How have various technological developments, such as the steam engine, the internal combustion engine, electric power generation, and the personal computer, affected our resource and energy needs and our resulting impact on the environment?" "How might technology help us reduce our impact on the environment? What are some developing technologies that might help to reduce impacts in areas such as climate change, forest harvesting, sewage treatment, and air and water quality?"

Spatial Technologies in Action, Grade 12

University/College Preparation

CGO4M

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when conducting investigations using spatial technologies
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Concepts and Processes		
B1. Applying Spatial Technology Skills: demonstrate the ability to use a variety of spatial technologies to collect and analyse data, communicate the results of their investigations, and make decisions based on their analyses (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Spatial technologies are essential tools for conducting geographic inquiries.	How can you use spatial technologies to communicate the results of an investigation? Why is it important to use a variety of spatial technologies and related data when analysing a geographical issue?
B2. Interpreting Spatial Data: interpret and analyse data produced by a variety of spatial technologies (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Spatial technologies allow people to analyse a wide variety of visual and numerical data.	What are the limitations of spatial technologies?
B3. Fundamentals of Spatial Organization: describe and apply the fundamental components of spatial organization used in a variety of spatial technologies (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	It is important to understand how various spatial technologies and related data can work together.	How do spatial technologies relate to spatial organization?
C. Using Spatial Technologies to Support Sustainability		
C1. Supporting Sustainable Environments: apply spatial technologies to assess and support the sustainable use of natural and human environments (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Spatial technologies are key tools in the analysis and assessment of issues related to sustainable use.	How might spatial technologies help various communities and groups assess issues related to sustainability?
C2. Identifying Environmental Patterns and Trends: apply, and explain the role of, spatial technologies in analysing environmental patterns and trends and making decisions related to sustainability (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Spatial technologies are key tools in the analysis of interactions between human activity and physical features and processes.	Why is it important to use data and information from a number of different spatial technology sources when analysing issues?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Spatial Systems, Interconnections, and Interdependence		
D1. Relationships between Systems: investigate and analyse relationships and interactions within and between physical and human systems, using a variety of spatial technologies (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Interactions within and between systems should be analysed in order to assess their impacts and possible risks.	How can information and data from various spatial technologies be used for risk assessment and preparation?
D2. International and Social Implications: investigate and evaluate the role of spatial technologies in national and global security and safety, global communications, and international cooperation (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The use of spatial technologies to collect data and information is beneficial but also can be ethically problematic.	Under what circumstances might the use of spatial technologies be a source of disagreements or conflict?
D3. Global System Interactions: apply, and explain the use of, spatial technologies to analyse the interactions between people, places, and issues at a global level (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Spatial technologies are key tools in the analysis of global interactions.	How might two distinct groups use spatial technologies for different purposes? What are the ethics of data collection using spatial technologies?
E. Dynamic Impacts within Communities		
E1. Monitoring and Predicting Change: apply, and assess the use of, spatial technologies to monitor, model, and predict change in human and physical environments at the local, national, and global levels (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Spatial technologies allow people to study how and why change occurs and to use this understanding to make predictions.	What can you learn from conducting a longitudinal study of natural and human change at a local, national, or global level? Who might benefit from this information?
E2. Development of Spatial Technologies: describe developments in spatial technologies over time and potential developments in the future, and analyse how these developments affect the uses and users of these technologies (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Spatial technology is being used in almost every type of workplace.	How do spatial technologies aid in making predictions about future events or disasters? How have the purpose and design of spatial technologies changed over time? Why have these changes occurred?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when conducting investigations using spatial technologies;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations using spatial technologies (e.g., factual questions: *How is vegetation health identified on an infrared photograph?*; comparative questions: *Which map scale is most effective for identifying a transportation route?*; causal questions: *What factors might cause the loss or degradation of a GPS signal?*)

- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images;* secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives

Sample questions: “How might you use quality of life indicators as layers on a GIS map to analyse poverty distribution patterns in different parts of the world? Where might you find this data and information?” “What type of data and information do you need to collect in order to assess the impact of a tsunami on a specific country and people?” “What types of maps and graphs will help you analyse the environmental impact of an urban development project?”

- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support*

the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented)

Sample questions: “What is the source of this map or photographic image? What biases might this source have and how might they affect the map or image? Have you consulted other maps or images of the same place from a different source or a slightly different time period? How do they compare?”

- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret data related to the release of a specific pollutant from various point sources; analyse navigational graphs and charts for selected locations to determine the best route for travel; use decision-making templates to analyse points of view on an issue; use a graphic organizer to outline the pros and cons of various map projections, and choose the best one for their purposes*)

Sample questions: “What type of graphic organizer would you use to help you interpret data gathered from a GPS?” “What data layers and types of information might you include when using GIS in order to analyse statistics on the various ethnic communities of a city?”

- A1.5** use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information,

formulating conclusions, and making judgements about issues they are investigating through the use of spatial technologies (e.g., use the concept of spatial significance to analyse an area of urban sprawl; use the concept of patterns and trends to analyse short- and long-term graphs of ocean temperatures and determine how they have changed over time; use the concept of interrelationships to make correlations between urban areas and ground-level ozone pollution or the number of smog days in an area; use the concept of geographic perspective to analyse social, political, economic, and environmental impacts of the use of GPS technology)

Sample questions: “How can an understanding of spatial significance help you when determining where a natural area or green belt should be located?” “How might an understanding of patterns and trends help you analyse the impact on coastlines of increased precipitation in temperate zones?” “How might an understanding of interrelationships guide your analysis of a story map showing the connections among the following: a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the company that manufactures it?” “How can geographic perspective help you identify data layers needed to analyse the impacts of globalization on indigenous peoples?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the relationships among oil and gas pipeline routes, land claims, and animal migration pathways? In what ways might these relationships continue to be an issue in the future, such as if migration pathways shift or new pipelines are laid? What conclusions can you draw about the best locations for future pipeline routes?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the best scale interval to use in constructing a map for a particular message; a video for a Grade 9 class illustrating how colour is used on land-use maps and how shading is used on choropleth maps to communicate intended messages; a webcast or podcast for the general public on secure data management strategies for GPS-enabled devices such as cellphones; an annotated map using photos illustrating the landmark features and points of interest for a particular site [city, conservation area, or park] to be used in the tourism industry)

Sample questions: “What kind of information does your audience need?” “What symbols or shading techniques would best communicate the intended message?” “What format and approach would be most effective in conveying your information to this particular audience?”

- A1.8** use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., ask questions to deepen their understanding of a global issue; use quantitative data to support an idea; use spatial skills to determine relationships between regions of the world; apply work habits such as collaboration to help them make a decision)

- A2.3** apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., use the concept of spatial significance to analyse possible reasons for the extirpation or extinction of plant and animal species; use the concept of patterns and trends to analyse when major earthquakes might occur on the west coast of North America; use the concept of interrelationships to analyse the connection between the percentage of potable water in an area and the prevalence in that area of diseases associated with sanitary conditions; use the concept of geographic perspective to analyse the impact of climate change in various regions of the world) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., cartographer, border services officer, civil engineer, transportation planner, emergency planning specialist, military personnel, real estate agent, land surveyor, marketing analyst, town planner, GIS technician*)

B. SPATIAL ORGANIZATION: CONCEPTS AND PROCESSES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Applying Spatial Technology Skills:** demonstrate the ability to use a variety of spatial technologies to collect and analyse data, communicate the results of their investigations, and make decisions based on their analyses (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- B2. Interpreting Spatial Data:** interpret and analyse data produced by a variety of spatial technologies (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- B3. Fundamentals of Spatial Organization:** describe and apply the fundamental components of spatial organization used in a variety of spatial technologies (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Applying Spatial Technology Skills

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- B1.1** use a variety of spatial technologies to gather data through a field study or survey, code and tabulate the data (*e.g., by performing tasks such as gathering data through GPS coordinates and attributes of points, lines, and polygons; buffering data; geocoding; georeferencing; creating new spreadsheet fields; building attribute tables*), and interpret the results to identify patterns in the data

Using spatial skills: In a field study, students can measure wind velocity in an urban centre and map the data in GIS to determine the pattern and identify the areas that experience the greatest wind chill. Students can use GPS to determine the elevation parameters needed to level agricultural fields in order to create an efficient irrigation system.

- B1.2** query spatial databases they have built (*e.g., request specific features or tabular attributes*) to answer practical research questions

Sample question: “Which features or tabular data would you need to request to determine the interrelationship between the demographics of a region and voter turnout?”

Using spatial skills: Students can query their databases to request specific features or tabular data to determine the best transportation route for agricultural goods or the impact of disease on local vegetation.

- B1.3** use spatial technologies to analyse geographic case studies and make associated decisions (*e.g., determine the best route for a road or trail, the best location for a building, or the best place for a specific land use; determine the area of impact of a physical phenomenon or disaster*)

Sample questions: “What is the best route for a cycling, running, or snowmobile competition in your local area? How do you know?” “How large are the deposits of a valuable natural resource in a particular country?” “How would traffic flow be changed by adding a turning lane to a particular street?” “What is the best route for a recreational trail in an environmentally sensitive area?”

- B1.4** construct a map that communicates qualitative and/or quantitative attribute data, using mapping conventions (*e.g., title, scale, legend, orientation*) as appropriate

Using spatial skills: Students can generate maps in GIS using attribute values such as physical data (*e.g., climate, drainage features, eozones*) and human data (*e.g., population density, ethnicity, voter turnout*). Different

types of symbology (e.g., graduated colour, proportional symbols) and classification (e.g., natural breaks, equal intervals, quantiles) can be added to a legend. Different scale intervals can be explored to determine the most meaningful way to present the information.

B2. Interpreting Spatial Data

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

B2.1 interpret a variety of images (e.g., *aerial photographs, satellite images, web-based map images*) of different areas of the world, describing observed spatial characteristics (e.g., *tone, texture, shape, pattern, size, association, shadow*) and identifying physical and human features based on direct observations or inferences

Sample questions: “What is the difference between observation and inference?” “How do you use inference when reviewing different types of images?”

B2.2 interpret satellite images (e.g., *remote sensing images, infrared images*) and use their conclusions to organize major features of the world (e.g., *mountain systems, vegetation belts, oceans*) into spatial regions

B2.3 interpret a variety of maps (e.g., *thematic, topographic*), aerial photographs, and satellite images to analyse patterns of physical and human features

Sample question: “How do rivers, glaciers, trees, and buildings appear on a topographic map, an aerial photograph, and a satellite remote sensing image?”

Using spatial skills: Students can use different types of base maps (e.g., topographic imagery, terrain) in a GIS to explore and analyse the various ways in which physical landforms, drainage, vegetation and human patterns, transportation networks, and population distribution may be represented (e.g., through the use of contour lines, shading, colour).

B3. Fundamentals of Spatial Organization

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

B3.1 describe and calculate the ways in which various types of scales and resolutions in cartography, GIS, remote sensing, and GPS

(e.g., *small scale, large scale, linear scale, statement, representative fraction, number of pixels, map resolution, spatial resolution*) affect the degree of clarity of a map or image

Sample question: “How does the number of pixels influence the clarity of an image at various scales?”

B3.2 explain direction as used in cartography, GIS, remote sensing, and GPS, including, but not limited to, the following concepts: true north, magnetic north, grid directions, bearings, azimuth, nadir, “look direction”, range, total field of view, and flight path

Sample questions: “How does the earth’s shape affect the placement of the direction arrow on a map?” “How do the earth’s lines of latitude relate to distance?” “Why is it important to understand the concept of a great circle route when determining a flight path?”

B3.3 apply the concept of location in cartography, GIS, remote sensing, and GPS, using geographic coordinates (e.g., *latitude and longitude, the Universal Transverse Mercator [UTM] system, geodetic datum*), geocoding (e.g., *street address, postal code*), georeferencing, geocaching, routing, and triangulation and trilateration

B3.4 describe key concepts associated with elevation in cartography (e.g., *spot elevation, contour lines, shading and grading, benchmarks*), GIS, remote sensing, land surveying, and digital elevation models (DEMs)

B3.5 identify the properties and uses of different types of map projections (e.g., *azimuthal, conical, cylindrical, equal-area cylindrical, conformal, gnomonic, stereographic, oblique*)

Sample questions: “How do different projections in GIS software affect the way in which various countries or continents are presented?” “Why would someone choose one projection over another?”

Using spatial skills: Students can use GIS to compare the scale of distances between features and the size of the total area for the same region of the world using various map projections.

B3.6 describe various means of acquiring information and data about the earth’s surface using cartography, GIS, remote sensing, and GPS (e.g., *the process involving the energy source, its structure, and the interactions with the atmosphere and the target; the organization of the electromagnetic spectrum, active versus passive sensing, types of platforms [satellites, airplanes, handheld cameras], orientations of platforms [orbits, paths], types of*

sensors [multispectral scanner, radar, digital camera], receiving stations, manual and scanning digitization)

Sample questions: “What types of information can be gathered using remote sensing? How does that compare with other types of imaging tools?” “In what circumstances might one use lidar instead of radar?”

B3.7 explain the different types and characteristics of data needed to create an image or construct a map (e.g., types: *analogue versus digital data, sets of layers or themes, spatial versus non-spatial data and the concept of attributes, qualitative and quantitative data, raster versus vector data*; characteristics: *accuracy; pixel value; the matrix structure of an image versus points, lines, and polygons of GIS; spectral signatures and spectral reflectance curves such as histograms; various types of image enhancements; classification techniques such as supervised versus unsupervised data*)

C. USING SPATIAL TECHNOLOGIES TO SUPPORT SUSTAINABILITY

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Supporting Sustainable Environments:** apply spatial technologies to assess and support the sustainable use of natural and human environments (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- C2. Identifying Environmental Patterns and Trends:** apply, and explain the role of, spatial technologies in analysing environmental patterns and trends and making decisions related to sustainability (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

C1. Supporting Sustainable Environments

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- C1.1** perform assessments of the natural environment (*e.g., assessments of wildlife or of wetlands*), using spatial technologies as appropriate, to analyse sustainability

Sample questions: “Which spatial technologies would you use to do wildlife assessments such as determining the levels of fish stocks or tracking caribou migration patterns?” “How do spatial technologies help to map and predict the extent of the following: an oil spill; the effect of disease outbreaks on agricultural crops or forests; deforestation and the effect of commercial logging operations?” “How might spatial technologies help to map and monitor the destruction of wetlands?”

Using spatial skills: Students can use GIS to explore data using time attributes to view changes in a characteristic for a given area, such as the change in carbon dioxide in the global atmosphere over time or the change in forest cover for a particular area. Students can use proximity and overlay tools in GIS to do a susceptibility study to determine the likelihood of changes to the natural environment such as the spread of insects, or the likelihood of a natural disaster such as a forest fire or landslide.

- C1.2** use spatial technologies to construct maps to support sustainable human activities (*e.g., to*

show the most sustainable route for a hiking or cycling path, to show the best route for a road through an environmentally sensitive region, to determine the best location for infrastructure such as a pipeline or power line, to show the impact of increased human activity in a park)

Sample questions: “How would you construct a map showing the impacts of increased human activity on local, provincial, and national parks?” “What information would you need to plan a sustainable hiking or cycling path using web-based GIS, a digital elevation model [DEM], or GPS?” “How might spatial technologies help in planning and creating buffer zones near open pit mines, quarries, and tailing ponds?”

Using spatial skills: Students can use GIS to analyse information such as vector data (points, lines, and polygons) and raster data (pixel images, satellite images, and aerial images) in order to create buffers or zones delineating sensitive environmental areas. Students can use a digital elevation model to determine where best to situate a ski resort.

- C1.3** assess issues of sustainability (*e.g., environmental, social, economic, political issues*) relating to First Nations, Métis, and Inuit peoples and communities (*e.g., issues relating to development projects such as the construction of hydroelectric dams, oil and gas extraction processes*), using spatial technologies as appropriate

Sample questions: “What data layers illustrate the impact on First Nations, Métis, and Inuit communities of the decline of traditional food

sources due to environmental degradation?" "How might land claim issues have an impact on resource development?" "How does the use of spatial technologies support groups using the First Nations Environmental Assessment Toolkit?" "How might First Nations, Métis, and Inuit communities be affected by water quality, garbage disposal, and sewage treatment issues?"

C2. Identifying Environmental Patterns and Trends

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

C2.1 analyse interactions between specific physical features and processes and human features and activities, and explore issues of sustainability related to these interactions, using a variety of spatial technologies

Sample questions: "Where are landslides or coastal erosion likely to occur? How might human activity contribute to or mitigate these hazards?" "How do spatial technologies help detect and monitor forest-fire risk areas, water quality, invasion of foreign species, and dust storms? How can this information be used to increase sustainability?" "What data layers might be used to illustrate how large recreational facilities such as golf courses, ski runs, and amusement parks might affect the use of prime agricultural land nearby?"

C2.2 analyse the changing relationships between patterns of physical features and patterns of human activity (e.g., *the relationship between the spatial distribution of arable land and the location of large urban settlements*), and determine the implications for sustainability, using spatial technologies

Sample questions: "How do spatial technologies help to identify landscape features, the different processes of their formation, and their changes over time?" "How do spatial technologies help to assess the location of settlements in terms of sustainability?" "How do spatial technologies help us assess the ways in which the necessity of feeding growing populations is affecting the environment?" "How do spatial technologies aid in our understanding of issues around land reclamation and the flooding of New Orleans during Hurricane Katrina? How can we identify other reclaimed land that might be vulnerable to flooding or other physical processes?"

D. SPATIAL SYSTEMS, INTERCONNECTIONS, AND INTERDEPENDENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Relationships between Systems:** investigate and analyse relationships and interactions within and between physical and human systems, using a variety of spatial technologies (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- D2. International and Social Implications:** investigate and evaluate the role of spatial technologies in national and global security and safety, global communications, and international cooperation (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D3. Global System Interactions:** apply, and explain the use of, spatial technologies to analyse interactions between people, places, and issues at a global level (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Relationships between Systems

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- D1.1** use spatial technologies to analyse and illustrate specific relationships within and between natural and human systems

Sample questions: “Is there a correlation between the locations where specific crops are grown and the amount of precipitation at those locations?” “What are the densely populated areas that are most at risk for volcanic and/or seismic disaster?” “How does relief affect drainage systems?”

Using spatial skills: Students can use GIS to create queries to uncover and explore relationships between various phenomena. For example, to create queries analysing where to install solar panels, students could layer spatial data with attribute data indicating the amount of sunlight needed to support the use of a solar panel.

- D1.2** apply a variety of spatial technologies to investigate the physical impact of natural events

and processes that change the physical environment (e.g., *tectonic forces, weathering and erosion, rising sea levels, melting of glaciers, wind systems*)

Sample questions: “How do spatial technologies measure and monitor the extent of flooding and the physical impact on affected areas?” “How do spatial technologies track the paths and impacts of hurricanes, tornadoes, and other major storms?” “What impact do changes in glacial ice in mountain areas have on watersheds downstream?”

- D1.3** use a variety of spatial technologies to assess the potential risks and impacts of interactions between natural and human systems (e.g., *risks associated with using the fertile soil at the base of an active volcano for coffee plantations, the possible impacts of rising sea levels on specific urban centres, the impact of melting sea ice in the Arctic on possible transportation routes*)

Sample questions: “How do spatial technologies map the frequency of earthquakes and volcanoes? Why would this information be helpful in assessing the potential risks of a high-magnitude earthquake and possible tsunami near a densely populated area?”

D2. International and Social Implications

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

D2.1 analyse the ways in which spatial technologies are used in relation to national and global security and safety and international cooperation, and explain some ethical issues that arise from such uses (e.g., *national security versus individual privacy rights*)

Sample questions: “How has the change in U.S. government regulations around the accuracy of GPS systems affected the use of navigational systems?” “Why might military and/or government satellite information be shared with or withheld from certain countries or military alliances? What are the implications of doing so?” “How might disclosures of secret documents and spying influence future development and/or regulation of spatial technologies?”

D2.2 analyse the importance and implications of international cooperation in the sharing and maintenance of global communications and navigation networks (e.g., *issues of control versus openness, protection from terrorism or criminal activity versus individual privacy rights and freedoms*)

Sample questions: “In what ways do countries need to cooperate when it comes to navigation and flight paths? What might happen if these countries did not cooperate and maintain these networks?”

D2.3 describe and assess the positive and negative effects of the use of spatial technologies in international affairs (e.g., *in monitoring and addressing environmental and human issues such as climate change, acid rain, population movements, politics, trade, consumerism, hunger and poverty, disease*)

Sample questions: “How can spatial technologies be used to develop and analyse hypothetical disaster scenarios?” “How can spatial technologies be used to develop disaster response and evacuation plans? What are the limitations of using spatial technologies to support disaster relief, recovery, and relocation operations?” “What are the implications of using GPS to locate and target military objectives?” “How might spatial technologies be used for political ends?”

D2.4 analyse the use of maps and spatial images to advance public- and private-sector interests around the world (e.g., *government propaganda, advertising*), and explain the ways in which bias

is shown in these maps and images (e.g., *choice of map projection or scale to advance a point of view*)

Sample question: “How do the media show bias through their choice of map projections?”

D3. Global System Interactions

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 describe how spatial technologies are used to identify system connections on a global scale (e.g., *the role of spatial technologies in mapping migration routes, identifying areas of high urban density, and defining areas where military conflict is occurring*), and apply these technologies to identify such connections

Sample question: “How do spatial technologies help to analyse global climate change indicators and outline the areas affected by climate change?”

Using spatial skills: Students can experiment with various population statistical intervals to determine which interval best illustrates urban density on a global scale. Other data layers can be added to investigate possible correlations between urban density and various quality of life indicators.

D3.2 describe ways in which raster data from satellites (e.g., *radar and Landsat images*) are used to provide worldwide information about the earth’s surface (e.g., *tracking of disasters such as oil spills, forest fires, floods, ship collisions; Arctic monitoring activities such as daily ice charts, tracking of iceberg movements; coastal surveillance and tracking information such as shipping routes, offshore oil exploration, coastal erosion, productive fishing zones, illegal fishing activities*)

Sample questions: “How does radar imagery help to monitor disaster zones, assist in emergency response activities, and provide early warning of potential disasters? How does radar imagery help recovery efforts in a disaster zone, such as efforts related to damage assessment, analysis of environmental impacts, reconstruction, and/or rehabilitation?” “What are the benefits of radar compared to other satellite applications and capabilities?”

Using spatial skills: Students can use a selected radar image and add symbols in order to analyse large-scale changes over time, such as differences in the extent of ice cover in Greenland, the area permanently flooded by the construction of the Three Gorges Dam, or areas experiencing impacts from volcanic activity in Iceland.

E. DYNAMIC IMPACTS WITHIN COMMUNITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Monitoring and Predicting Change:** apply, and assess the use of, spatial technologies to monitor, model, and predict change in human and physical environments at the local, national, and global levels (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- E2. Development of Spatial Technologies:** describe developments in spatial technologies over time and potential developments in the future, and analyse how these developments affect the uses and users of these technologies (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

E1. Monitoring and Predicting Change

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E1.1** apply, and assess the use of, spatial technologies, including satellite imagery, to monitor changing features or phenomena and to model and predict future processes and events (*e.g., physical changes shown in a temporal sequence of maps or aerial photographs*)

Sample questions: “How do spatial technologies aid in the study of the effect of climate change in the Arctic? What patterns of change can you identify? What are some of the consequences of these changes for polar species that depend on sea ice for survival?” “In what ways does the use of satellite images of watersheds and ground data of algal blooms in local rivers help us predict the future effects of aquatic death zones?” “How do spatial technologies help in analysing the rate and impact of urban sprawl?”

- E1.2** apply, and assess the use of, spatial technologies to predict long-term change

Sample questions: “What are some of the likely long-term effects of desertification in areas around the edges of the Sahel or the Gobi Desert? How might this phenomenon affect countries in Africa and Asia?” “Using satellite images and GIS, how might you determine how the climate in different regions of the world might be affected as average surface temperatures on the earth continue to rise? What are the likely

long-term impacts of climate change on sea levels, water levels in lakes and rivers, or the extent of permafrost?” “How will the rate of urban sprawl affect productive soil and agricultural land?”

- E1.3** apply, and assess the use of, spatial technologies to model and predict catastrophic events

Sample questions: “Why can the depth of the water along ocean shorelines be an indicator of potential damage by tsunamis on beaches, low-lying settlements, and resort areas?” “Using snow cover data, how can you determine the potential risk of avalanches in mountain areas?” “How can satellite images be used to predict future volcanic activity and improve the safety of surrounding communities or of scientists on site?”

Using spatial skills: Students can use National Oceanic and Atmospheric Administration (NOAA) data and satellite images to predict the path of a developing hurricane or typhoon. Students can use satellite images or the buffering or query techniques in GIS to determine where the highest level of potential damage may occur along a fault line.

- E1.4** use spatial technologies to predict the impact of a possible future change on their own or another community (*e.g., the impact of an increase in the number and severity of storms due to climate change, the impact of urban growth on the local watershed and water resources*)

Sample question: “How can spatial technologies help predict the impacts of climate change on crop growth in your region?”

E2. Development of Spatial Technologies

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E2.1** describe the development of satellite technology, and explain some of the ways it has changed daily life and how business is conducted in various economic sectors
- Sample questions:* “What are the different numbers, types, and functions of satellites that have been used by different countries?” “How are various countries using satellites and their data? How has their usage changed over time?” “What are the implications of the increasing numbers of satellites in low Earth orbit?”
- E2.2** identify key Canadian contributions to the development of spatial technologies over time (*e.g., RADARSAT-1 and -2, the Alouette and Anik satellites, and other Canadian satellites that are in development or that have been launched with international collaboration; the Canada Centre for Remote Sensing [CCRS]; Canadian Space Agency [CSA] contributions such as Canadarm and the David Florida Laboratory; the work of Canadian astronauts; the development of the Prince Albert Satellite Station; the Brewer Ozone Spectrophotometer; various contributions by Land Information Ontario [LIO] and Natural Resources Canada [NRCan]*)

- E2.3** assess whether modern spatial technologies could have averted or diminished the consequences of famous historical disasters (*e.g., the sinking of the Titanic, the sinking of the Ocean Ranger drilling platform, the eruption of Mount St. Helens, the Frank Slide or the Saint Jean Vianney Slide, the 1883 eruption of Krakatoa, the 1953 North Sea flood*)
- E2.4** analyse ways in which advances in spatial technologies affect the users and the use of these technologies (*e.g., changes in costs, training requirements, ease of use; types of jobs and careers that use these technologies*)
- E2.5** identify and describe the possibilities for using spatial technology applications in non-traditional domains in the future
- Sample questions:* “Why might spatial technologies be an effective tool in combatting crime or criminal activity?” “How could spatial technologies be used in marketing analysis and predicting future needs?” “How could spatial technologies be used more widely in monitoring disease spread and disease control response time?” “How could spatial technologies be used to assess and predict recreational needs in a developing community?”

World Issues: A Geographic Analysis, Grade 12

College Preparation

CGW4C

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating world issues
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Regional Similarities and Differences		
B1. Economic Disparities: analyse interrelationships between social conditions, access to natural resources, government policies, and economic disparities within and between countries or regions (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Global inequalities are influenced by a wide variety of current and historical factors.	What are some impacts that may occur because of an inequitable distribution of resources? Why might some people believe that there is an ethical imperative to share the world's resources equitably?
B2. Resources and Human Systems: analyse global patterns of natural resource and population distribution and their interrelationship with human networks and systems (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The distribution and availability of natural and human resources can have significant impacts on the economy, population distribution, and infrastructure of a country.	What are some of the factors that influence the quality of life in different countries? How do we measure the social and economic development of a region or a community? Are there potential biases in these measurements?
B3. Characteristics of World Regions: classify and compare countries and regions of the world, using appropriate criteria and statistical measures (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Statistical indicators can help us understand spatial patterns of wealth and development around the world.	
C. Sustainability and Stewardship		
C1. Environmental Stewardship: analyse the role of individuals, the local community, and governments in achieving sustainability, and assess opportunities for personal stewardship and involvement in sustainability initiatives (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments at all levels, companies, and individual citizens have a role to play in achieving sustainability.	Why do individuals, companies, and governments continue to make unsustainable choices? How might the environmental choices we make today have an impact on the world tomorrow?
C2. Resource Use and Sustainability: analyse selected resource uses and sustainability practices in a variety of countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The way that resources are extracted or harvested and the way they are used have a major influence on sustainability.	Why have some countries been more successful than others in extracting and using a natural resource in a sustainable way?
C3. Managing the Global Commons: explain the meaning and significance of the global commons, and analyse issues associated with the use and sustainability of its various elements (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Resources that are essential for life are key components of the global commons.	What is the global commons? What can we do to protect the global commons?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interactions and Interdependence: Globalization		
D1. Managing Globalization: assess responsibilities for managing the impacts of globalization, and describe ways in which impacts can be moderated (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments, businesses, and individuals need to work together to lessen the impacts of globalization.	Who benefits from globalization? Who loses? How is globalization affecting your life, your community, your country?
D2. Multinational Corporations: analyse issues related to the operations of multinational corporations in the global economy (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Multinational companies can be a source of economic development, but their operations can also have widespread impacts that are difficult to manage.	How do our choices and beliefs contribute to globalization, and how are they influenced by globalization? How did we get to this level of globalization?
D3. Globalization – Characteristics and Impacts: analyse the principal characteristics and major impacts of globalization (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Globalization has major economic, environmental, social, and political impacts on countries around the world.	How does globalization affect the quality of life and quality of the environment in developing nations?
E. Changing Societies		
E1. Urbanization: analyse trends in urbanization in both economically developed and developing regions of the world, and assess the impacts of these trends (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Urbanization has been occurring everywhere in the world and is having major impacts on people and the environment.	Are human rights issues more important than other global issues? Should we give higher priority to addressing them?
E2. Population Growth and Demographic Change: analyse global and regional population trends, and assess their impacts on society, the economy, and the ability of societies to meet basic human needs (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Global population growth and changing demographic profiles are creating social, economic, and environmental challenges in many countries.	How can demographic trends influence global food supply? Do we have a global population crisis?
E3. Human Rights and Quality of Life: analyse impacts of a variety of factors on human rights and quality of life in selected countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Human rights violations and quality of life issues continue to affect people in many countries.	Why is it important to be aware of and to address global inequalities of wealth and quality of life?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into world issues (e.g., factual questions: *Which three countries in the world have the greatest fresh water resources?*; comparative questions: *Which map projection shows the relative size of land masses more accurately, a Mercator projection or a Peters projection?*; causal questions: *How does free trade facilitate the development of maquiladoras and similar systems of offshore production?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images*; secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: “How might you use quality of life indicators to analyse poverty distribution patterns in different parts of the world? Where might you find this data and information?” “What type of data and information do you need to collect in order to assess the impact of natural resource extraction or harvesting on a specific country and people?” “What types of maps and graphs will help you analyse immigration patterns?”

- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)

Sample questions: “Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?”

- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of different food types from their source to the local grocery store; analyse graphs and charts of quality of life indicators for selected countries to determine trends and correlations; use decision-making templates to analyse points of view on an issue; use graphic organizers to outline various perspectives on natural resource use*)

Sample questions: “What type of graphic organizer would you use to help analyse the impact of offshore production on both the manufacturing country and the consumer country?” “What data layers and types of information might you include when using a geographic information system (GIS) to analyse the production of greenhouse gases globally?”

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about world issues (e.g., use the concept of spatial significance to analyse the distribution of desertification or poverty; use the concept of patterns and trends to analyse short- and long-term population trends and phenomena such as urbanization; use the concept of interrelationships to assess the influence of various natural and human factors on global inequalities; use the concept of geographic perspective to analyse the social, political, economic, and environmental impact of a significant technological change)

Sample questions: “How might the concept of spatial significance help you define the characteristics of a ‘world-class’ city?” “How might an understanding of patterns and trends help you analyse the impact of the melting of continental ice?” “How might an understanding of interrelationships guide your investigation of the connections between a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the factory that manufactures it?” “How can geographic perspective help you analyse the impacts of globalization on indigenous peoples around the world?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the relationship between foreign ownership and economic disparity in various regions of the world? How might this relationship continue to be an issue? What conclusions can you draw about why this relationship exists?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the use of water, a video for a Grade 8 class on how alternative energy is used in different parts of the world, a webcast or podcast for the general public on strategies for managing electronic waste, a blog for the school community about a current global issue, a photo essay for a local community group to illustrate the multicultural diversity within that community, a report for a consumers’ group on the environmental impacts of producing different types of food)

Sample questions: “What kind of information does your audience need? In how much detail?” “What format and approach would be most effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., ask questions to deepen their understanding of an issue; listen to and consider multiple perspectives when discussing an issue; collaborate with a team to determine the criteria that need to be considered when making a decision; use quantitative data to support an idea; use spatial skills to aid their understanding of world events)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., use the concept of spatial significance to analyse possible reasons for the spread of a disease; use the concept of patterns and trends to analyse potential impacts of El Niño or La Niña on North and South America; use the concept of interrelationships to analyse the connection between high poverty levels and civil unrest in a particular country; use the concept of geographic perspective to analyse the potential consequences of a change in political leadership in a particular country) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (e.g., community service worker, import business owner, real estate agent, land surveyor, international aid worker, marketing analyst, town planner, GIS technician)

B. SPATIAL ORGANIZATION: REGIONAL SIMILARITIES AND DIFFERENCES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Economic Disparities:** analyse interrelationships between social conditions, access to natural resources, government policies, and economic disparities within and between countries or regions (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B2. Resources and Human Systems:** analyse global patterns of natural resource and population distribution and their interrelationship with human networks and systems (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3. Characteristics of World Regions:** classify and compare countries and regions of the world, using appropriate criteria and statistical measures (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

B1. Economic Disparities

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B1.1** analyse the impact of a variety of economic, social, and political factors (*e.g., economic: availability of natural resources, level of economic development, foreign debt, dependence on foreign investment, technological change; social: level of education, access to health care, water and sewage infrastructure, openness to innovation and other cultural factors; political: stability of government, rule of law, degree to which government is representative of the population, colonial legacies*) on the unequal distribution of wealth within and between countries

Sample questions: “What is the relationship between gross domestic product and social indicators such as number of doctors per thousand people, availability of potable water, and average caloric intake per person?” “How is personal wealth distributed throughout the population of a selected country, and how does that compare with the way it is distributed in your community?” “What are some possible causes of economic disparity within your local community?” “How might socio-economic status affect a person’s access to water and food resources in different parts of the world?” “How is technological change affecting economic disparity in Canada?”

Using spatial skills: Students can use GIS to layer countries with respect to their ratings on the Human Development Index (HDI) and such indices as gross domestic product (GDP), caloric intake, and infant mortality. Using the map layers that have been generated, students can compare the relative importance of different factors in determining a country’s HDI and identify areas in which a country could benefit most from development assistance.

- B1.2** analyse environmental, economic, social, and political implications of the unequal distribution of natural, economic, and social resources, nationally and globally (*e.g., over-exploitation of scarce resources and destruction of ecosystems, disparities in standard of living, migration from resource-poor to resource-rich areas, conflict over access to and control over resources*)

Sample questions: “What are the possible consequences of the privatization of water supplies?” “How does an unequal distribution of food and water affect migration patterns? What is an environmental refugee?” “How does the use or abuse of a natural resource contribute to global economic disparities?” “What natural resources do you anticipate a high demand for in the near future, and what consequences might such a demand have?” “How might global inequities in resources lead to ethical dilemmas?”

B1.3 identify the effects of government policies and practices on economic and social disparities (e.g., *subsidies, tax incentives, supply management programs, and trade agreements may promote job creation and reduce disparities between individuals but may also increase some disparities by favouring some individuals, economic sectors, or regions over others; foreign aid programs provide resources to help economically poorer countries reduce disparities, but mismanagement of aid programs can also increase disparities within the receiving country*)

Sample questions: “Why do countries provide foreign aid to other countries?” “Should we reduce disparities in Canada before spending money to help people in other countries?” “How might a decision by a country’s political leaders to promote agricultural exports affect access to food within their country?” “Should university and college education be tuition-free in Canada, as it is in Cuba, Sweden, and most of Germany? Who would benefit? Who would pay for it?”

B1.4 describe the role and assess the impact of various intergovernmental agencies (e.g., *World Bank, International Monetary Fund*), government departments and agencies (e.g., *Department of Foreign Affairs, Trade and Development*), and non-governmental organizations (e.g., *micro-finance organizations such as the Grameen Bank; social enterprises such as Me to We; advocacy, aid, and development organizations or programs such as Because I Am a Girl*) that address inequities at local, national, and international levels

Sample questions: “How have different levels of government attempted to reduce inequities in Canada?” “How does Canada contribute to international efforts to alleviate financial stress in other countries?” “Do you think that countries receiving aid should pay it back in some way?” “Why do some people think that supporting social enterprise is a more effective way of helping people than donating to a charity?” “What criteria would you use to assess the effectiveness of an NGO’s efforts to reduce health care inequities?”

Using spatial skills: To support an investigation of transfer payments, students can construct a flow map illustrating the amount of money that Canada distributes annually in equalization payments to each of the provinces. They can then annotate the map with statistics such as provincial GDP, unemployment rate, and average income to indicate the economic strengths and weaknesses of each province. Students can construct a similar annotated flow map of the world, showing which countries receive Canadian foreign aid and indicating the economic characteristics and needs of the receiving countries.

B2. Resources and Human Systems

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

B2.1 analyse maps to identify global distribution patterns for various natural resources and for human populations (e.g., *analyse a world night map to identify settlement patterns and the locations of large urban centres; analyse thematic maps to help identify the distribution of such features as fresh water resources, forests, and mineral deposits*), and assess the significance of these patterns

Sample questions: “What types of maps might you use to help you identify a relationship between the location of large urban centres and access to natural resources?” “Are there other countries in the world that have many of the same natural resources that Canada has?” “Why do large cities tend to be located on a coast or next to a lake or river?” “How might natural systems and characteristics account for similarities and differences between Canada and other countries in the world with respect to the distribution of resources and population?”

Using spatial skills: To identify correlations between water availability and agricultural output, students can layer maps of drainage basins or rainfall distribution with maps showing different types of agricultural activity, such as cattle grazing or fruit and vegetable growing.

B2.2 analyse the influence of various human infrastructure networks (e.g., *transportation networks, energy networks, communication networks*) on population settlement and access to resources

Sample questions: “What is the relationship between the distribution of population settlements and the location of food sources and food distribution systems?” “Where have irrigation systems made new settlements or larger settlements possible?” “What are the similarities and differences between Internet connections and transportation connections?” “What kinds of networks are involved in transferring different forms of energy between countries?” “Which countries in the world does Canada have direct ties to in terms of transportation links? Why do you think this is?” “What are some of the transportation issues that face Canadian, Russian, Scandinavian, and other communities north of the 60th parallel?” “How are network-based relationships both a source of support for a country and a source of vulnerability?” “Why might a settlement be located in an area where the resources needed to support

its people are not readily available? What kind of infrastructure would be needed to sustain it?"

Using spatial skills: In order to visualize how resources flow from sources to consumers, students can add map layers showing the location of various resources such as water, food, oil, and gas and the location of networks such as electricity grids, pipelines, different types of surface transportation, and Internet connections to a base map of population settlements. The maps can be used to support an analysis of the factors influencing the pattern of these networks.

- B2.3** analyse the relationship between a country's wealth and its economic structure (*e.g., economic structures based on resource extraction or harvesting versus structures with a higher proportion of resource processing, manufacturing, and tertiary industry*)

Sample questions: "Why do countries whose economies are heavily dependent on resource extraction tend to be poorer? Are there exceptions? Why?" "Should Canada process more of its natural resources, such as oil and forest products, at home, instead of shipping unprocessed resources to other countries? What would the advantages be? What are the obstacles to doing so?"

Using spatial skills: Flow maps and various graphs can be used to help students visualize import and export data and classify the types of commodities and products being exchanged between various countries. To analyse relationships between gross domestic product and the structure of national economies, students can construct a thematic map showing the countries with the ten highest GDPs and the ten lowest, using circle graphs to represent the percentage of the workforce in each country employed in primary, secondary, and tertiary industries.

B3. Characteristics of World Regions

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B3.1** compare the quality of life in different regions of the world, using appropriate statistical data and indicators (*e.g., literacy rate, gross domestic product, access to medical care, access to clean water, infant mortality rate, fertility rate, school enrolment rate, employment by economic sector*)

Sample questions: "What projection or cartogram could you use to analyse and represent this data? How might this help you determine spatial patterns that reflect differences in quality of life and identify possible causes for these differences?" "What values and beliefs are

implicit in these indicators, and why might these values be similar or different in various parts of the world?"

Using spatial skills: Students can use a GIS program to create cartograms that can be used to interpret and compare quality of life indicators for different regions of the world.

- B3.2** identify a variety of terms used to classify countries on the basis of similar economic, social, political, regional, or other characteristics (*e.g., informal classifications, such as North/South, developed/underdeveloped, First World/Third World, advanced, BRIC, emerging economies, free world, sub-Saharan, Middle Eastern; formal groupings, such as the European Union, African Union, Organization of American States, la Francophonie, Association of Southeast Asian Nations, Alliance of Small Island States*), and assess the usefulness of these terms

Sample questions: "What is the value of grouping countries in this way? How do these groupings help our understanding of these countries? What are the dangers of grouping countries in this way? Is there also a risk that this could lead to misunderstandings and the perpetuation of stereotypes?" "What values do various groupings represent? How useful are these groupings if the characteristics of some of the countries change?" "In what circumstances would it be helpful to organize countries according to the availability of their natural resources?" "Countries can belong to a variety of formal groups that they join voluntarily in order to pursue common interests or deal with common concerns. What are some of these organizations, and what are the interests and concerns that they deal with? What advantages does a country gain by belonging to such organizations?" "Are there any peoples excluded from such groupings, such as peoples without a state? How else might they organize themselves globally?"

Using spatial skills: Students can use a Peters projection and a Mercator projection to see how different map projections distort country size and shape. Students can then consider whether maps may convey a bias and why one map might be chosen over another to support a particular message related to classification.

- B3.3** analyse statistical data (*e.g., GDP per capita, literacy rate, mortality rate, employment in agriculture, temperature and rainfall, natural resource production*) to identify and explain correlations between population characteristics and a variety of environmental, economic, social, and political factors

Sample questions: "What pattern do you see when you look at access to clean water and levels of infant mortality? Why is there a connection

between them? Are there any countries or regions that do not fit this pattern?" "What pattern emerges when you plot data for average daily caloric intake and the death rate for countries around the world? What other factors might contribute to this pattern?" "How does the Canadian distribution of natural characteristics (e.g., water, mineral, and flow resources) and human characteristics (e.g., food production, GDP, education) compare to that in other regions of the world?"

Using spatial skills: On a scatter plot, students can determine the strength of a correlation between two variables, such as availability of potable water and death rate, by drawing a line of best fit between them. A close fit between the line and the plotted points indicates a strong correlation. A looser fit indicates a weaker correlation.

C. SUSTAINABILITY AND STEWARDSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Environmental Stewardship:** analyse the role of individuals, the local community, and governments in achieving sustainability, and assess opportunities for personal stewardship and involvement in sustainability initiatives (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Resource Use and Sustainability:** analyse selected resource uses and sustainability practices in a variety of countries (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Managing the Global Commons:** explain the meaning and significance of the global commons, and analyse issues associated with the use and sustainability of its various elements (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

C1. Environmental Stewardship

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** identify opportunities for personal stewardship and involvement in sustainability initiatives at a local, national, and international level (*e.g., buying locally, participating in community gardens, conserving water, carpooling and ride sharing, walking or riding instead of driving, supporting organizations that promote sustainability*), and assess the environmental, economic, social, and political implications of their choices

Sample questions: “What can you, as an individual, do to reduce water use, energy consumption, air pollution, and waste? What environmental and economic effects would these actions have?” “What effects might your decision to buy locally produced and manufactured goods have on you and your local community? How might that decision affect people in other countries that also produce or manufacture that product? Is buying locally always the most sustainable option?”

Using spatial skills: Students can encourage eating locally by using GIS to identify where different types of food are produced near their community and creating an infographic to display in the school halls. They can also use GIS water data showing their community’s connection with larger drainage basins to investigate the impact of their own water usage on the environment in the wider region.

- C1.2** explain the role of governments and the local community in promoting and achieving sustainability, and identify ways in which individuals can encourage sustainability initiatives by governments and organizations in the community

Sample questions: “Why do governments have a crucial role to play in achieving sustainability? What are our governments doing to protect air and water quality and to manage climate change? How do we influence governments to follow policies that promote sustainability?” “How can conservation and the use of alternative energies contribute to sustainability? How can governments encourage these strategies at the local level?” “What are some of the political obstacles that governments might face in trying to implement sustainability policies?” “What can community groups and businesses do to promote sustainability?”

Using spatial skills: To support their investigations of the role of governments in promoting sustainability, students can produce a map showing the ten countries with the highest level of installed solar capacity. The map can be annotated to show, for each country, the average hours of bright sunshine per year and the availability of government supports or subsidies for solar power.

C2. Resource Use and Sustainability

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

C2.1 analyse environmental, economic, social, and political impacts related to the use of selected natural resources at the local, national, and global level (e.g., *impacts of freshwater consumption, different methods of energy production*)

Sample questions: “How does the location of a resource affect how it is extracted, harvested, processed, or used?” “What percentage of the world’s oil and gas resources does Canada have? How does this compare to other countries? What are the economic benefits for Canada of developing these resources? How does their development affect Canada’s ecological footprint?” “What are the difficulties in measuring the social and environmental impacts of pipelines used to transport oil and gas?” “How might a country’s level of poverty influence practices for extracting and processing natural resources in that country?” “What ethical dilemmas do countries face when making decisions about the development of resources that have high economic value but involve large environmental or social costs (e.g., coal in China, tantalum or coltan in Brazil and the Democratic Republic of Congo, diamonds in various African countries)?” “How does Canada’s per capita consumption of fresh water compare to that of other countries? What regions in Canada have an abundant supply of fresh water? Should these regions share their water resources with the rest of the country and the world?”

C2.2 analyse and compare various sustainability initiatives and practices for energy production in different regions of the world (e.g., *global initiatives, such as the United Nations Sustainable Energy for All program; regional initiatives, such as the European Union’s biofuels directive; national and provincial initiatives, such as Australia’s solar credits program and Ontario’s microFIT program for renewable energy*)

Sample questions: “Why have certain countries become global leaders in alternative energy, and what methods are they using for electricity production?” “What initiatives and practices can be implemented at a local level to facilitate the adoption of alternative energy sources?” “How do the costs and benefits associated with small-scale energy production compare with those of large-scale energy production?” “How does Ontario’s Green Energy Act support the development of sustainable energy projects?”

“How do sustainable development initiatives in Finland also work to reduce poverty?”

Using spatial skills: Using GIS, students can add a map layer of wind farm data to a base map of Ontario communities to locate various sites across the province where electricity from wind is generated. Using World Bank fossil fuel consumption data and GDP statistics, students may also identify countries that do not have easy access to fossil fuels. Students can then investigate the alternative sources that those countries are using to meet their energy needs.

C2.3 describe criteria and strategies that consumers can use to determine whether resources used in the goods they consume have been extracted, processed, and produced sustainably

Sample questions: “What criteria must a product meet in order to be labelled fair trade? How might these criteria influence your purchases?” “How can you determine whether the clothing or electronics you purchase have been ethically and/or sustainably produced?”

C3. Managing the Global Commons

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C3.1 identify the components of the global commons (e.g., *oceans, air, outer space*), and explain their environmental, economic, social, and political importance (e.g., *oceans and atmosphere support life, control climate, facilitate communications; oceans contain exploitable resources; space facilitates communications, navigation, and observation of the earth*)

Sample questions: “What are the global commons? Why are they global? Why are they common?” “Is Antarctica considered part of the global commons?” “Why might some people argue that cyberspace is a component of the global commons?” “What are some of the ways in which we use the various components of the global commons?” “If an iceberg is outside a country’s territorial waters, does anybody own it? Would anybody have the right to tow it to a country where water is scarce and sell it for its freshwater content?”

C3.2 analyse issues related to human impacts on the global commons (e.g., *threats to ocean life as a result of increased shipping, overfishing, and acidification; increased air pollution and climate change as a result of industrial activity*) and to international management of the commons (e.g., *lack of international authority to regulate*)

the use of the global commons; difficulty of getting countries to subordinate national interests to the welfare of the planet)

Sample questions: “How are human activities changing the atmosphere and the oceans? What impact have these changes had on the Arctic and on Canadian control over our Arctic waters?” “If people were injured by debris from a rocket or satellite falling from space, who would be responsible?” “How does your ecological footprint affect the global commons? How does it compare to that of Canada as a whole and to that of other countries in the world?” “What is meant by the ‘tragedy of the commons’?” “How do we manage something that everybody uses but nobody owns? What are some of the ways in which we currently attempt to manage the global commons?”

Using spatial skills: To support their investigations of geopolitical issues related to the use of Arctic waters and the exploitation of Arctic resources, students can use a polar projection of the region in order to visualize the convergence of political boundaries towards the pole.

D. INTERACTIONS AND INTERDEPENDENCE: GLOBALIZATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Managing Globalization:** assess responsibilities for managing the impacts of globalization, and describe ways in which these impacts can be moderated (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Multinational Corporations:** analyse issues related to the operations of multinational corporations in the global economy (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- D3. Globalization – Characteristics and Impacts:** analyse the principal characteristics and major impacts of globalization (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

D1. Managing Globalization

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** describe the characteristics of global citizenship, and explain how individuals, acting as global citizens, can help to lessen economic, social, and environmental impacts associated with globalization (*e.g., by informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries*)

Sample questions: “In what ways are we members of a global community, and what responsibilities do we have to that community?” “Should consumers be concerned about how the products they buy are made? Would you be willing to pay more for products that have not been produced in sweatshops?” “How can you find out where products are made and whether manufacturers follow acceptable labour and environmental practices?” “What are some examples of fair-trade products, and how does fair-trade certification protect small producers in developing countries?” “How can you

influence labour standards in other countries through your purchases? How can you support Canadian businesses through your purchases?”

- D1.2** assess the responsibilities of governments and businesses for managing economic, environmental, and social impacts associated with globalization, and describe ways in which this could be done (*e.g., through national laws regarding foreign operations of domestic companies, international organizations such as the International Labour Organization, international agreements such as the Basel Convention, voluntary business initiatives such as implementing codes of conduct requiring foreign suppliers to meet more stringent labour and environmental standards, making information available to consumers about where their products are made and what standards their suppliers must adhere to*)

Sample questions: “In what ways do various governments ensure that businesses based in their countries operate ethically and legally in other countries? Why might some countries choose not to ensure this?” “What is the Basel Convention? What is the Accord on Fire and Building Safety in Bangladesh?” “What responsibility do businesses have to ensure that they do not exploit workers or cause environmental damage in the countries in which they operate?” “What can governments and businesses in developed countries do to offset the impacts of globalization on their economies?”

D2. Multinational Corporations

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

D2.1 analyse the characteristics of multinational corporations (*e.g., assets and revenues of selected companies, number of countries in which a company operates, goods and services offered, number of employees, percentage of employees in a company's home country, type of foreign operation*) and trends relating to these corporations' role in the international economy (*e.g., changes in the number of multinational companies and their home countries, expansion into new countries and economic sectors*)

Sample questions: "How many companies can you identify that have annual revenues greater than the GDP of Pakistan?" "What sectors of the economy are multinational firms involved in?" "Is the number of multinational companies increasing?" "Are multinational companies based only in developed countries?" "Large companies often set up foreign operations or outsource production to cut costs. What are some other reasons why a company would benefit from operating in another country?" "What are some of the different ways in which a multinational company can operate within a country?"

Using spatial skills: To support their investigations of multinational corporations, students can develop profiles of selected companies, using a world map as a base layer to show where their operations are located and summarizing details such as products manufactured or services provided, annual revenues, numbers employed, and wages and working conditions of employees. Students can then combine their findings to construct a class-generated annotated map.

D2.2 analyse labour, environmental, social, and other issues related to the operation of multinational companies in selected sectors (*e.g., mining, manufacturing, agriculture*) and countries

Sample questions: "How do working conditions and wages in the operations of multinational companies in the sector you are investigating compare with those of locally owned companies?" "If a large international retailer outsources the production of garments to a foreign manufacturer, what responsibility does it have for the wages and working conditions of the manufacturer's employees?" "To what extent do weak labour regulations in a manufacturing country make it possible to use child labour?" "What

impacts have mining operations of Canadian-owned corporations had on indigenous peoples in Latin America? How have these operations affected the environment? What have the political consequences been?" "Have weak environmental regulations influenced the locations of multinational operations in the sector you are investigating?" "Why might the government of a country want a foreign company to operate in that country? What incentives do multinationals have to be good corporate citizens in the countries in which they operate? How can they benefit the countries in which they operate? How might they be limited in their ability to influence labour conditions and environmental practices in those countries?"

D3. Globalization – Characteristics and Impacts

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

D3.1 describe patterns and trends associated with globalization (*e.g., increased movement of people between countries, increased communication and exchange of ideas between countries, increased integration of national economies with each other, transnational production of goods*), and analyse their causes (*e.g., liberalization of trade, availability of cheap labour in developing countries, consumerism in developed countries*)

Sample questions: "It is often said that the world is getting smaller. In what ways?" "How many countries are involved in making a typical tablet computer? Why isn't all the work done in just one country?" "How many products that you use every day are made in Canada? What criteria have to be met before a product can be labelled 'Made in Canada'?" "Why is a major economic crisis in a large consuming and producing country like the United States or China a global concern?" "How does a reduction in trade barriers make globalization possible?" "How does the demand for cheap consumer goods in developed countries and the availability of cheap labour in developing countries encourage globalization?" "What role has technology played in globalization?"

Using spatial skills: Using a world map as a base, students can show increases in global interaction by adding data layers for a variety of global connections at different points in time. Possible data sets include international flight destinations for a particular airport, Internet traffic, and countries associated with particular trade agreements or relationships. The data can also be graphed in various ways to show the rate and magnitude of the changes.

D3.2 analyse impacts of globalization on human and natural systems within various countries (e.g., *increased industrial employment in developing countries, but with low wages and poor working conditions; disruption of traditional societies and economies; loss of manufacturing capacity and manufacturing jobs in developed countries; increased water and air pollution in developing countries; increased greenhouse gas emissions from transportation; damage to local ecosystems from invasive species introduced by global travel and trade*)

Sample questions: “How is globalization affecting indigenous communities in various parts of the world?” “How might a consumer-driven economy that depends on cheap, easily disposable goods (sometimes called a ‘disposable economy’) contribute to disparities at both a local and a global level?” “In what ways does globalization facilitate the spread of disease between countries? Why might some countries

be more vulnerable to the spread of disease than others?” “In what ways has globalization facilitated human and animal trafficking?” “How has globalization affected national security?” “In what ways has the world benefited from globalization?” “What is the difference between the impacts of globalization on developed countries and its impacts on developing countries?” “Has globalization encouraged the mixing of cultures, or has it reinforced Western cultural domination?” “Does tourism give people a better appreciation of other cultures? How do large international events like the Olympic Games affect our awareness of other countries and our interactions with them?” “How has globalization contributed to greater consumption and resource use? How has it affected the flow and disposal of e-waste and other toxic wastes associated with these uses?”

E. CHANGING SOCIETIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Urbanization:** analyse trends in urbanization in both economically developed and developing regions of the world, and assess the impacts of these trends (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- E2. Population Growth and Demographic Change:** analyse global and regional population trends, and assess their impacts on society, the economy, and the ability of societies to meet basic human needs (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- E3. Human Rights and Quality of Life:** analyse impacts of a variety of factors on human rights and quality of life in selected countries (**FOCUS ON:** *Interrelationships; Geographic Perspective*)

SPECIFIC EXPECTATIONS

E1. Urbanization

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E1.1** analyse trends in urban growth, locally and globally, and explain factors contributing to these trends (*e.g., displacement of small farms by larger industrialized farming operations, settlement of refugees in or near larger urban settlements, rural overpopulation, economic opportunities in cities*)

Sample questions: “Where are the most populated regions of the world? Why do so many people live in these areas? What proportion of the population lives in cities in these areas? What proportion lived in cities fifty years ago?” “Why are people leaving rural environments? What attracts them to cities?”

Using spatial skills: Students can use a world night map layered with a political map to construct a thematic population map showing the megalopolis regions of the world. Students can also use statistics related to size of population and population density to create graphs showing trends in urban growth for selected urban regions in different parts of the world.

- E1.2** analyse the role of migrant neighbourhoods in the settlement of new arrivals to a city, and assess, from a geographic perspective, the impacts of this type of settlement on the residents of these communities and on the larger urban area that they are a part of (*e.g., improved quality of life for migrants, access to economic opportunities,*

increased demands on the social resources of the host communities, health and environmental impacts related to lack of clean water and waste disposal infrastructure in informal settlements)

Sample questions: “Do Aboriginal people moving to cities in Canada concentrate in particular neighbourhoods? Why or why not? Why might it be different for cities like Winnipeg or Vancouver compared to Toronto or Calgary?” “Why do new immigrants often choose to move to neighbourhoods where other immigrants have already settled? How have local governments responded to new immigrant settlements in different parts of the world?” “How might the establishment of informal settlements or the concentration of a large new immigrant population in an existing neighbourhood affect the economy of a city? What characteristics do these settlements and neighbourhoods have that continue to attract individuals?” “Migrant settlements and neighbourhoods have been called ‘arrival cities’. What are some of the different kinds of arrival cities that can be found in various parts of the world, and what are the living conditions associated with them?”

Using spatial skills: Students can use census data for selected urban settlements to identify areas where recent immigrants have settled. Annotations can be added to maps of the settlements to provide more detailed information about the immigrant populations, such as their countries of origin and mother tongues.

- E1.3** assess the impacts of increased urbanization on the environment and society (*e.g., land*

degradation, loss of agricultural land, increased demand on services and infrastructure, social tensions, greater economic opportunities)

Sample questions: “What are the environmental and economic impacts of using arable land for housing?” “What are some social issues that might arise in a community with a very high population density?” “What are some of the social, economic, and political consequences of having an urban population that is aging?” “What are some of the forms that transitory housing can take in cities (e.g., squats, tent cities, shantytowns)?” “How does urbanization contribute to homelessness?” “What are some challenges relating to water and sanitation management that a local government might face as a result of population increases?” “How might increasing urbanization affect the production and distribution of food?”

E2. Population Growth and Demographic Change

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

E2.1 analyse trends in global and regional population growth (e.g., *continuing global population growth, rapid population growth in underdeveloped countries, negative population growth and aging population in some developed countries*) and their causes, and assess their social and economic impacts

Sample questions: “What is the world’s population now? What is it expected to be in 2050?” “In what regions of the world is the population growing fastest? Which regions are showing the slowest population growth? Do any countries have shrinking populations?” “How do you explain these trends? For example, how does a better standard of living affect the rate of population growth? What effect does improvement in women’s rights have on population growth?” “How will additional population growth affect the environment?” “Which countries have the youngest populations? Which ones have the oldest populations? What are the economic and social advantages of a young population? What are the potential problems and challenges? What challenges does a society face as its population ages?” “How does immigration help countries with older populations deal with economic problems related to aging? What are the effects on the countries that younger people are leaving?”

E2.2 analyse the impact of population growth and rising standards of living on the world’s food

supply and its characteristics, and assess options for meeting future global food requirements (e.g., *increasing productivity through high-yield crop varieties, genetically modified crops, intensive farming, industrial farming, aquaculture; increasing amount of land under cultivation through irrigation, forest clearance, and other means; making greater use of existing resources by reducing the amount of animal protein in our diets*)

Sample questions: “How has the world’s output of staple foods such as wheat and rice changed over the past half-century?” “What was the ‘Green Revolution’? Can the same approach expand food production enough to feed the world’s population in 2050?” “How do practices such as industrial agriculture, intensive farming, and aquaculture increase food production? What impacts might they have on the environment, human health, and animal welfare?” “What environmental challenges make it difficult for indigenous peoples to restore or maintain traditional diets?” “Can you identify some areas of the world where irrigation would provide a major increase in food output? What are the potential environmental dangers?” “How has forest clearance in the Amazon affected food production in Brazil? How does forest clearance contribute to climate change? How do you think Brazil should manage this problem?” “How might agricultural productivity in tropical countries be affected by climate change over the next century?” “What changes in your personal habits and choices might you consider to support food sustainability?” “Why are large corporations and countries such as China, Saudi Arabia, and Japan buying large amounts of farmland in Africa?” “How is the family farm changing in North America? Can small-scale farms in developing countries be part of the solution to the problem of feeding more people?” “How might improvements in food distribution systems prevent local and regional food shortages?”

E3. Human Rights and Quality of Life

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

E3.1 analyse interrelationships between demographic characteristics, economic development, and quality of life for selected countries (e.g., *interrelationships between fertility rate, GDP per capita, and lack of education for girls; interrelationships between ownership of land and resources and possession of wealth and power*)

Sample questions: “How are economic underdevelopment, quality of life, and birth rates

interrelated? Why do countries with lower birth rates tend to have higher standards of living?" "How has resource development affected the quality of life of indigenous peoples in various parts of the world?" "What data would you use to investigate the reasons behind the use of children in small-scale mines?" "If quality of life indicators were applied specifically to indigenous populations in selected countries, how might those results compare with results for the non-indigenous populations in the same countries? With results from other countries?"

Using spatial skills: Students can use World Bank statistics for the number of children (aged 7–14) employed in manufacturing in various countries to create a map layer showing the spatial distribution of child labour in the world. Students could also add a map layer of quality of life indicators to identify correlations between the prevalence of child labour and the quality of life in selected countries.

E3.2 analyse national and international responses to human rights violations in various parts of the world (*e.g., policies and programs aimed at eliminating child labour, stopping the use of child soldiers, promoting the education of girls, preventing human trafficking*)

Sample questions: "How do programs such as Because I Am a Girl, the Roméo Dallaire Child Soldiers Initiative, and Stop the Traffik attempt to limit human rights abuses? How successful have they been?" "Why was the Ottawa Treaty to ban the use of antipersonnel landmines brought into being? What does it require states to do? Why have some states refused to sign it?" "Why don't all victims of human rights violations experience the same global support?" "How successful has the National League for Democracy been in restoring democratic rights in Myanmar?"

E3.3 identify factors that contribute to poverty, and assess various programs and approaches for alleviating poverty, locally, nationally, and internationally (*e.g., government policies and programs such as minimum-wage laws, income-based housing, relief programs, and debt forgiveness; aid programs of intergovernmental organizations such as the United Nations and the World Bank; activities of non-governmental relief and development organizations such as Oxfam, the Bill and Melinda Gates Foundation, and local food banks*)

Sample questions: "What is meant by 'the cycle of poverty'? Why is it so difficult to break this cycle? Do Canadians have a social responsibility

to help break the cycle of poverty?" "What are some of the factors that contribute to poverty in Canada? Why is there a higher rate of poverty among single-parent families?" "What factors contribute to poverty in developing countries? Can the same solutions that we use to alleviate poverty at the local level in Canada also be applied in other countries?" "How do approaches such as microfinance and fair trade help to alleviate poverty in developing countries?"

E3.4 describe various ways in which the Canadian government provides security for people in Canada and in other countries (*e.g., border security, search and rescue, disaster relief, consular support of Canadians abroad, peacekeeping and other international military operations, intelligence collection, participation in collective security organizations*), and analyse issues related to national security

Sample questions: "What responsibility does the Department of Foreign Affairs, Trade and Development have for assisting Canadians who run into difficulty abroad, and what kinds of challenges does it face in providing this protection?" "How does Canada's participation in peacekeeping missions protect the quality of life of people living in conflict zones?" "What is collective security, and how does it contribute to the security of Canada and Canadians?" "Should the needs of national security take precedence over individual rights? Is it justifiable to violate the human rights of some individuals in order to protect the human rights of others?"

Using spatial skills: To support their analysis of the role of Canadian military forces in supporting national and international security, students can annotate a world map to show where Canadian forces are currently operating and describe the purpose and nature of operations in each of the areas indicated.

Living in a Sustainable World, Grade 12

Workplace Preparation

CGR4E

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to the natural environment and sustainability
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Species and Spaces		
B1. Endangered Species and Spaces: identify species and natural places at risk in different parts of the world, and compare approaches that various countries have taken for their protection (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	It is important for countries to have strategies to protect endangered species and spaces.	What are some of the ways in which countries work together to protect a species that crosses international borders? What stands in the way of cooperation on such issues?
B2. Human Impacts on Ecosystems: explain how human settlement and activities alter ecosystems (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Humans have had and continue to have a direct impact on the natural environment.	What do you think is the most significant impact that humans have had on an ecosystem?
B3. Ecosystem Characteristics: describe the characteristics of different types of ecosystems, and explain their relationships with natural processes in the Earth system (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The earth and its ecosystems are made up of many interacting components.	How are the various parts of an ecosystem related to each other? What might happen if one element is changed or no longer present?
C. Sustainability of Natural Resources		
C1. Strategies and Stewardship Initiatives: assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally, and globally (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Many individuals, groups, and countries around the world are practising environmental stewardship.	How do your personal choices and behaviours affect the use of natural resources? How do competing interests and ideas affect the extraction or harvesting of a natural resource and the way it is used?
C2. Resource Development and Impacts: analyse impacts and issues related to the development and use of natural resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The ways in which people extract or harvest natural resources and use them can have social, economic, political, and environmental impacts.	How might the loss of a natural resource affect a community?
C3. Distribution and Use of Natural Resources: analyse patterns and trends in the availability and use of natural resources (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	The location of a resource can determine how it is extracted or harvested and how it is used.	Why does the process used to extract a natural resource depend on where the resource is located?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Ecosystems and Human Activity		
D1. Protecting the Natural Environment: assess the role of various strategies, organizations, and agreements in reducing the impact of human activity on the environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Individuals, groups, and countries have developed strategies to lessen the impact of humans on the environment.	Do all organizations and countries agree on how to protect the environment? Why might there be conflicting strategies for reducing the human impact on the environment?
D2. Impacts of Human Activities: analyse impacts of human activities on ecological processes and on plant and animal species (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human activity can alter and harm natural spaces and species.	Why might an individual, a company, or a country introduce a non-native species or a pollutant into a local environment?
D3. Ecological Processes: explain how various ecological and biological processes sustain life on Earth (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The earth sustains life.	How does life on Earth rely on the earth's physical processes?
E. Community Action		
E1. Working Together: assess the contribution of various individual, workplace, and community initiatives to reducing the human impact on the natural environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	People need to work together to lessen the impact of humans on the environment.	What are some local strategies and policies that have been proposed or adopted to protect the environment? Why might people not agree about the purpose or value of these strategies or policies?
E2. Ecological Footprints: assess impacts of human behaviour on the natural environment (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The behaviour and choices of individuals can have a significant impact on the environment.	How might you reduce your ecological footprint?
E3. Community Infrastructure: assess environmental impacts of various types of infrastructure, systems, and services at the community and regional levels, and assess ways of reducing these impacts (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Local practices can have important impacts on the natural environment.	How is infrastructure in your community being changed to lessen its impact on the natural environment? What support is there for these changes?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to the natural environment and sustainability;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues affecting the natural environment (e.g., factual questions: *Which three countries in the world have the greatest freshwater reserves?* comparative questions: *How does the ecological footprint of the average Dane or German compare with that of the average Canadian?;* causal questions: *How does your choice of consumer goods affect the consumption of natural resources?)*

- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; photographs; satellite images;* secondary: *published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives

Sample questions: “How would you use photographs of your community from different time periods to determine how much the amount of developed land has grown? Where might you find these photographs and related information?”
 “What type of data and information do you need to collect in order to analyse the impact that a new park has had on your community?”
 “What types of maps and graphs will help you analyse air quality in your region?”

- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., by

considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented)

Sample questions: “Who are the authors of this source, and what are their qualifications for writing on this topic? What organizations are the authors affiliated with? Do these affiliations suggest a bias? What are the objectives of the organization that sponsored or published their work?” “Have you consulted other sources that represent other points of view?” “Which source is most credible and why?”

- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the environmental impacts of a product throughout its life cycle, from resource extraction to disposal; identify trends and correlations by analysing graphs and charts showing the amounts and types of solid waste generated by households, institutions, and businesses in the community; use decision-making templates to analyse points of view on an issue; use graphic organizers to outline various perspectives on natural resource use*)

Sample questions: “What type of graphic organizer would you use to help analyse the costs and benefits of separating compostable material from garbage that is to be sent to a landfill?” “What type of information might you include in geographic information system (GIS) data layers in order to analyse the global distribution of pollutants emitted by vehicles that use fossil fuels?”

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues affecting the natural environment (e.g., use the concept of spatial significance to analyse the global distribution of fresh water; use the concept of patterns and trends to identify opportunities for using alternative transportation methods; use the concept of interrelationships to interpret the contributions of various natural and human factors to climate change; use the concept of geographic perspective to analyse the social, political, economic, and environmental significance of an environmental event such as Earth Hour)

Sample questions: “How might the concept of spatial significance help you explain the importance of fresh water as a factor in the location of population settlements?” “How might an understanding of patterns and trends help you analyse the effects on waste disposal of using reusable cloth bags for grocery shopping?” “How might an understanding of interrelationships guide your examination of the connections between the time when you use electricity and the cost to produce the electricity?” “How can geographic perspective help you analyse the significance of Aboriginal peoples’ beliefs about the natural environment?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the impacts of global settlement trends on various ecosystems? What strategies do you think need to be implemented to respond to these impacts?” “What did you find out about the relationship between the processes used to extract or harvest a natural resource and the location of that resource? Why is this relationship an issue?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the use of water; a video for a Grade 9 class showing different points of view about the environmental impacts of our food choices; a webcast or podcast for the general public on strategies for managing various types of waste; a photo essay for a local community group to illustrate the importance of saving community park space; a public service announcement to illustrate ways of reducing one’s carbon footprint)

Sample questions: “What kind of information does your audience need? In how much detail? What format and approach would be most

effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to the world of work and to everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., use critical thinking, mapping, and graphing skills to deepen their understanding of a global environmental issue; use listening skills to consider multiple perspectives when discussing an issue; use spatial skills to map the distribution of a particular plant or animal species; apply work habits such as collaboration when working with a team in the community to influence a local planning decision)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., use the concept of spatial significance to analyse the spread of a disease carried by an insect; use the concept of patterns and trends to analyse theories about the decline of honeybees and other pollinators; use the concept of interrelationships to analyse connections between agricultural issues and climate change; use the concept of geographic perspective to analyse the potential impact of buying locally) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (e.g., garden and landscape specialist, vehicle operator, forestry worker, fisheries worker, real estate agent, park or conservation area employee, groundskeeper)

B. SPECIES AND SPACES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Endangered Species and Spaces:** identify species and natural places at risk in different parts of the world, and compare approaches that various countries have taken for their protection (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B2. Human Impacts on Ecosystems:** explain how human settlement and activities alter ecosystems (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- B3. Ecosystem Characteristics:** describe the characteristics of different types of ecosystems, and explain their relationships with the natural processes in the Earth system (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

B1. Endangered Species and Spaces

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- B1.1** assess criteria for classifying species or natural spaces at risk, and identify species and spaces that are at risk in different regions of the world

Sample questions: “What criteria determine whether a space or species is at risk?” “Who decides whether a species can be designated as being at risk?” “Are there any species at risk in your area?” “Should we protect some species more than others?”

Using spatial skills: Students can illustrate the global distribution of vulnerable species and spaces by annotating a base map of the world’s major ecosystems with information about species and places currently at risk in these ecosystems and the sustainability challenges that they face.

- B1.2** explain why selected natural spaces and species are at risk

Sample questions: “What are some of the more common threats to the survival of species and natural spaces?” “What are the major threats to the species and spaces that you are investigating? How have these threats developed?” “What do you think is the biggest threat to species and natural places today? What criteria would you use to help you decide?”

- B1.3** compare strategies that various countries have used to protect natural habitats and plant and wildlife species (*e.g., the national park systems in Canada and the United States; Sweden’s sixteen environmental quality objectives versus Australia’s Biodiversity Conservation Strategy as ways of achieving a broad set of environmental protection goals; processes used in different countries to designate species at risk or set harvesting limits*)

Sample questions: “How does the protection or preservation of spaces help support the preservation of species?” “What is the difference between preservation and conservation?” “How does the work of non-governmental conservation organizations, such as the Nature Conservancy of Canada or Britain’s National Trust, complement the role of national parks systems in protecting ecosystems?”

B2. Human Impacts on Ecosystems

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- B2.1** describe the beliefs of various groups of people, including indigenous peoples, about the natural environment, and explain how these beliefs have contributed to the preservation or loss of natural spaces

Sample questions: “How do the art and stories of various Aboriginal groups reflect their views

of the natural environment?" "How do various resource-based industries view their responsibilities for protecting species and natural spaces?" "What arguments do environmental non-governmental organizations use to promote the protection of the natural environment?"

B2.2 assess impacts of human settlement and activities on selected ecosystems (*e.g., deforestation and loss of habitat from resource development in the boreal forest; loss of habitat and degradation of water quality from aggregate mining and increased agriculture in the Carolinian forest in southern Ontario; water pollution from industry, agriculture, and human waste in the Florida wetlands; threats to coral reefs from rising water temperatures and increased human interaction*)

Sample questions: "What are the benefits of protecting the boreal forest, coral reefs, or wetlands?" "Can population growth and preservation of natural environments coexist, or does there have to be a winner and a loser?"

Using spatial skills: Using a world base map, students can add layers showing ecosystem and human settlement data in order to identify and analyse ecosystems that have been affected by population growth. Web diagrams can be created to illustrate how an impact on one element of an ecosystem can affect other elements of the ecosystem.

B2.3 assess impacts of population growth on the natural environment in their local area, and identify some of the social, economic, and political consequences of these impacts (*e.g., social: the loss of aesthetic qualities and recreational areas as a consequence of loss of green space; economic: the cost of building infrastructure to manage stormwater runoff and flooding as a consequence of an increase in paved area and loss of wetlands; political: the increased need for government to monitor and regulate air and water quality as a consequence of a greater number and variety of sources of pollution*)

Sample questions: "How has population growth affected local streams and wetlands? What has been the effect on fish and wildlife? Has the community invested in measures to protect water quality in the area?" "Has the community become more car-dependent? How has that shift affected air quality? What is the community doing to control air pollution and its effects?" "Have new industries come into the area? How have they affected population growth, the economy, and the local environment?" "Has the quality of life changed in the community as it has become more detached

from its natural surroundings?" "Have there been disagreements in the community about whether it should grow or how it should grow?"

B3. Ecosystem Characteristics

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

B3.1 explain ways in which living things depend on other components of the Earth system (*e.g., atmosphere, lithosphere, hydrosphere*) and describe some of the interactions between them

Sample questions: "What does the term 'global commons' mean? Which components of the global commons are essential to the existence of life on Earth?" "How does the biosphere affect the atmosphere?"

Using spatial skills: Students can use a flow diagram with visuals to illustrate interrelationships between different components of the Earth system.

B3.2 identify the elements of an ecosystem and explain how they interact

Sample questions: "How do climate and soils affect the types of vegetation in an ecosystem? How does the vegetation affect the wildlife?" "Of all the elements in an ecosystem, which one has the greatest effect on the other elements and on the characteristics of that ecosystem?" "What is the place of humans in an ecosystem? In what ways do they depend on the other components of the ecosystem? What are some of the ways in which they affect other components of the ecosystem?"

B3.3 describe the characteristics of different types of ecosystems in different regions of the world

Sample questions: "What are the similarities and differences between the Siberian tundra and the Sahara desert?" "How is the Brazilian rainforest different from the rainforest found along the west coast of North America?" "Why are some wildlife species, such as the polar bear or the koala bear, found only in certain regions of the world?"

Using spatial skills: Students can support their investigations of different kinds of ecosystems by adding an ecosystem layer to a world base map and adding annotations, including visuals, to describe the identifying characteristics of particular ecological regions.

C. SUSTAINABILITY OF NATURAL RESOURCES

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Strategies and Stewardship Initiatives:** assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally, and globally (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Resource Development and Impacts:** analyse impacts and issues related to the development and use of natural resources (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Distribution and Use of Natural Resources:** analyse patterns and trends in the availability and use of natural resources (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

C1. Strategies and Stewardship Initiatives

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** analyse selected responses by governments, industries, and/or non-governmental organizations to resource-related environmental concerns (*e.g., installing stack scrubbers to reduce emissions that cause smog and acid rain; banning the use of some chemicals; passing laws and regulations to control discharges of pollutants into water bodies; rehabilitating tailing ponds and open-pit mines to restore habitat; using sustained-yield practices to maintain healthy fish stocks and forests; creating public awareness of an environmental issue and building support for action*), and assess the contribution of these actions to responsible and sustainable resource use and management

Sample questions: “What was the problem that led to this response?” “Was government regulation needed to support the response? Did non-governmental organizations play a role by influencing public opinion? How did the industry respond to the problem?” “What benefits did this response lead to, for the environment, the public, and the industry?”

- C1.2** describe ways in which individuals can contribute to the sustainable use of natural resources (*e.g., by buying, selling, or donating good-quality used products so that they may be*

reused; reducing personal consumption; recycling; buying fair-trade products; supporting environmental non-governmental organizations)

Sample questions: “How does your consumer behaviour affect the consumption of natural resources? How would the demand for natural resources be affected if people bought only what they needed instead of what they wanted?” “What effect does your choice of transportation have on the use of natural resources?”

C2. Resource Development and Impacts

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** assess the environmental impact of a particular consumer product (*e.g., cellphone, bicycle, car, golf club*) over its life cycle, from the extraction of the resources needed to produce it, through its production and use, to its disposal

Sample questions: “At what stage in its life cycle does your product have the greatest environmental impacts?” “Why do you have to pay a disposal fee when you buy some products?”

Using spatial skills: Students can create flow diagrams or concept webs to illustrate the steps and the impacts involved in various stages of the life cycle of a product.

C2.2 analyse the perspectives of stakeholders concerned with a resource management or development issue

Sample questions: “How do various stakeholders, such as First Nations and Inuit people, local residents and businesses, governments, oil companies, and environmental organizations, perceive the Alberta oil sands development? What arguments do they use to support their positions? Which arguments do you find most persuasive? Why?” “How might different points of view about the development of a resource, such as oil or diamonds, influence the choices you make as a consumer?”

C3. Distribution and Use of Natural Resources

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

C3.1 analyse factors affecting the global distribution of major types of renewable and non-renewable natural resources, and assess some of the consequences of the distribution and availability of these resources

Sample questions: “What factors determine where fresh water can be found? Why is fresh water not available in desert areas?” “In what parts of the world are metallic and non-metallic mineral deposits and fossil-fuel deposits found?” “Why might a country possess a natural resource but not extract it?” “How might the availability of a resource or the lack thereof in a particular country influence the way of life of people in that country?” “Why might countries go to war over natural resources?” “Where in Canada are the best places for the production of wind, solar, geothermal, and tidal energy?”

Using spatial skills: Students can select a resource, such as fresh water, oil and gas, bauxite, chromite, coltan, or arable land, and construct maps showing where this resource is located across the world. Annotations can provide further details about the resource, such as its abundance, quality, and accessibility. Teachers should ensure that a broad range of resources is represented in the class. Students can then compare their maps to determine which countries of the world are resource rich and which ones appear to be resource poor.

C3.2 analyse the consumption of resources in countries at different levels of development (e.g., *per capita consumption of oil and gas, steel, fresh water, grain, and fertilizer in selected developed, developing, and underdeveloped countries*)

Sample questions: “Why might different countries use different amounts of oil and gas?” “How do the consumption statistics correlate with GDP per capita in each country? Are there factors other than national wealth that might explain why some countries use more or less of a resource than other countries? Is a country’s consumption of a particular resource affected by the availability of the resource in that country or the availability of alternative resources?” “Why do we use per capita figures for these comparisons instead of a country’s total consumption?” “How have China’s imports of resources changed as the country has become more prosperous?” “How does water use differ in developed and underdeveloped countries? What factors influence water use?”

C3.3 explain changes in the importance of a variety of resources over time (e.g., *feather quills [once used as pens], kerosene [once used as lamp oil], coal [once used for heat and steam power, now used for electricity], lithium [now used in rechargeable batteries]*)

Sample questions: “How is a resource defined?” “Are some resources more important than others?” “Can you identify some things that were considered resources in the recent and distant past that are not considered resources today? Can you identify some things that are considered resources in one culture but not another? What are some resources that we use today that might not be resources in the future?”

C3.4 describe how population growth affects the availability and consumption of a variety of resources

Sample questions: “How does population growth affect the consumption of oil?” “Does population growth increase the need to find more distant sources of supply for some resources, such as food and water?” “Can population growth lead to the loss of some resources?” “Why might it be important to preserve agricultural land close to urban communities?”

Using spatial skills: Students can use graphs and maps to illustrate the link between urban growth and the loss of arable land in Ontario.

C3.5 analyse factors that might influence people to use alternatives to certain natural resources or find alternative sources of supply (e.g., *scarcity of a resource, political uncertainty, environmental consequences, ethical concerns*)

Sample questions: “Why are we increasingly dependent on expensive and possibly harmful techniques, such as fracking or offshore drilling, for our oil and gas supplies?” “Why are some

companies considering the possibility of extracting metals from the ocean floor or from asteroids and nearby planets?" "What are the factors driving the demand to replace fossil fuels with alternative sources of energy?" "What are conflict minerals, and how did ethical concerns about them support the development of diamond mining in Canada?"

D. ECOSYSTEMS AND HUMAN ACTIVITY

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Protecting the Natural Environment:** assess the role of various strategies, organizations, and agreements in reducing the impact of human activity on the environment (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- D2. Impacts of Human Activities:** analyse impacts of human activities on ecological processes and on plant and animal species (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- D3. Ecological Processes:** explain how various ecological and biological processes sustain life on Earth (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Protecting the Natural Environment

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- D1.1** describe strategies that have been used to reduce pollution from human activities (*e.g., banning the use of polluting chemicals; reformulating products to eliminate harmful ingredients, such as phosphates in detergents; installing filtration devices, such as stack scrubbers or catalytic converters, to remove pollutants from emissions; using non-chemical alternatives to aerosol sprays, pesticides, and other products containing harmful chemicals*)

Sample questions: “How does scientific research contribute to the discovery and solution of pollution problems? What part do governments, universities, and private industry play in this research?” “How can individuals help to minimize pollution?”

- D1.2** assess ways in which international organizations and agreements help to protect the global environment (*e.g., organizations: Greenpeace, World Wildlife Fund, Sierra Club, Intergovernmental Panel on Climate Change, United Nations Environment Programme; agreements: Kyoto Protocol, Montreal Protocol, Great Lakes Water Quality Agreement*)

- D1.3** assess physical and biological changes that have occurred in a local area (*e.g., a creek, a*

wetland, a woodlot, a quarry, a mine) as a result of a rehabilitation or restoration project

Using spatial skills: Students can support their investigation of environmental remediation by conducting a field study of a local area that has undergone restoration or rehabilitation.

D2. Impacts of Human Activities

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- D2.1** describe ways in which humans have altered ecological processes (*e.g., by draining wetlands, paving over land, contaminating land and water with chemicals, deforestation, overharvesting*), and explain the impacts of these activities on natural systems (*e.g., loss of habitat, lowering of the water table, increase in levels of carbon dioxide in the atmosphere, loss of species, disruption of food chains, formation of urban heat islands and related impacts on air and water quality*)

- D2.2** assess the effects on a natural system of the removal or introduction of a species (*e.g., rabbits in Australia, zebra mussels in the Great Lakes, apple snails in Hawaii, Monterey pines in New Zealand, brown tree snakes on Guam*)

Sample questions: “Why would people deliberately introduce a foreign species into a natural environment?” “Why do customs officers ask if you are bringing any plants or animals into the country?”

D2.3 identify major types of pollutants and their sources (e.g., *toxic chemicals and heavy metals, smog, acid precipitation, bacteria in water, nutrients in water, noise, light*), and explain their effects on plants and animals, including humans (e.g., *reduced fertility, cancers, birth defects, cardiorespiratory disorders, neural disorders, detrimental confusion among sea turtle hatchlings*)

Sample questions: “How is it possible for large fish and the predators that eat them to have large amounts of toxic pollutants in their tissues when only a small quantity of these pollutants is present in the water?” “How do agricultural fertilizers or phosphates in detergents affect plant and animal life in lakes?” “Why is it sometimes difficult to prove that a particular pollutant has a specific effect? Why might this make it difficult for people to understand or believe that a pollution problem exists?” “Why might there be many points of view about the effects of pollution?”

Using spatial skills: Constructing annotated maps showing pollution impacts and pollution sources for various regions can help students in their investigation of distribution patterns and relationships between affected areas and sources. Graphs can be added to show trends in pollutant emissions and environmental concentrations over time, as well as trends in impacts.

D3. Ecological Processes

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 describe relationships between the non-living and living components of an ecosystem (e.g., non-living: *sunlight, temperature, precipitation, soils*; living: *producers, consumers, and decomposers*)

Sample questions: “How do the non-living components of an ecosystem affect the type and amount of vegetation in the system?” “What determines the number and variety of animals in an ecosystem?” “How do decomposers support the sustainability of an ecosystem?”

D3.2 describe key nutrient cycles and energy flows in the Earth system (e.g., *the carbon/oxygen, nitrogen, and hydrologic cycles*)

Sample questions: “Where do plants get the energy they need to grow?” “What happens to the energy stored in uneaten food and in dead plants and animals?” “How does lightning help to support life on Earth?” “Why is it important to understand the hydrologic cycle?”

Using spatial skills: Students can create flow diagrams to illustrate the processes involved in major nutrient cycles, such as the water, carbon, and nitrogen cycles.

D3.3 describe the process of natural ecological succession in a variety of natural communities

Sample questions: “What changes happen to a forest over time?” “How does a beach change naturally over time?” “How does a volcanic island become repopulated with plants and animals after an eruption?”

E. COMMUNITY ACTION

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Working Together:** assess the contribution of various individual, workplace, and community initiatives to reducing the human impact on the natural environment (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Ecological Footprints:** assess impacts of human behaviour on the natural environment (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- E3. Community Infrastructure:** assess environmental impacts of various types of infrastructure, systems, and services at the community and regional levels, and assess ways of reducing these impacts (**FOCUS ON:** *Spatial Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

E1. Working Together

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse the contributions of selected individuals, businesses, and organizations to resolving environmental issues of concern to their local community

Sample questions: “What have individuals, such as David Suzuki, Robert Kennedy Jr., and Maude Barlow done to raise awareness about environmental concerns or promote solutions to environmental problems that are of concern to your community?” “What do some businesses that operate in your community do to reduce the environmental impact of their operations or of the products they sell? Do any businesses in your community sell fair-trade products? What environmental criteria do products have to meet in order to receive fair-trade designation?” “Are there any organizations in your community that deal with local environmental concerns?” “How effective was this local initiative? What criteria would you use to judge its effectiveness?”

- E1.2** evaluate the effectiveness of various public awareness campaigns and initiatives in promoting positive environmental change (e.g., *Earth Day, Earth Hour, Flick Off, Every Kilowatt Counts, One Hundred Kilometre Diet, the Free Rice Challenge of the World Food Programme, Waste-Free Lunch Challenge, Idle No More*)

Sample questions: “How much influence do you think various awareness initiatives have had on

public opinion and on people’s behaviour?” “How influential have the media been in affecting public opinion about environmental concerns?” “What is the best way to encourage teenagers to live in a more environmentally friendly way?”

E2. Ecological Footprints

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- E2.1** calculate their ecological footprints and create a plan to reduce personal consumption and waste

Sample questions: “How does your ecological footprint compare with the Canadian average?” “What areas of consumption had the greatest effect on your footprint? How might you reduce this part of your footprint?”

- E2.2** compare typical ecological footprints of people in countries in various parts of the world, and identify, through analysis, possible causes of the differences between them

- E2.3** analyse the environmental impact of a variety of household appliances and products (e.g., *the energy consumption of various appliances; the effects of chemicals used in cleaning agents, paint, fertilizers, pesticides*)

Sample questions: “What does the Energy Star label on an appliance tell you about its environmental impact?” “How might buying a more expensive appliance save you money?”

E2.4 analyse the impact of consumer behaviour on the environment (e.g., *transportation choices, water and energy consumption, product choices*)

Sample questions: “How can a person’s shopping habits and choices affect the sustainability of natural resources?” “How would the consumption of resources change if people bought less of what they wanted but didn’t really need?” “Do businesses have a responsibility to promote and support more sustainable consumer behaviour? How can consumers encourage businesses to reduce the environmental impact of their products?” “In what ways do businesses encourage recycling of their products?”

E3. Community Infrastructure

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

E3.1 assess the environmental impact of water supply and wastewater management systems in various communities

Sample questions: “What precautions do people need to take if their water comes from a well?” “How do older sewer systems that carry both stormwater and household sewage threaten local rivers and lakes? Are there any such systems in your community? What is being done to manage the problems associated with these systems?” “What is meant by the term *grey water*? What can it be used for? What are the environmental benefits of reusing grey water?” “Why might a disproportionate number of First Nations communities be on a long-standing boil-water advisory?”

E3.2 assess the environmental impact of various methods of waste disposal (e.g., *landfilling, incineration, recycling, composting, transporting to other communities*)

Sample questions: “Why should people not put hazardous waste, such as batteries and paint, in their garbage? What is the environmental impact of these materials when they are sent to a landfill? What kinds of waste should be considered hazardous?”

E3.3 describe the environmental impact of transportation in their community, and assess the possibility of using alternative approaches to meeting the community’s transportation needs

Sample questions: “What forms of transportation are used most in your community? What are the environmental impacts associated with their use?” “Are there alternative forms of transportation that could be used? Would most people in the community have access to them? Could the community afford to build the infrastructure that these alternative systems would need? How could people be persuaded to use these alternative systems?” “Are there ways of reducing the environmental impact of the transportation systems that are already in use?”

E3.4 describe the environmental impact of different methods of power generation, and assess the possibility of using alternative sources of energy generation (e.g., *solar, water, wind, geothermal*) to provide electricity for their own community

Sample questions: “What are the major sources of electrical power in Ontario, and what environmental impacts are associated with each of these sources?” “How does the location of a site influence the feasibility of different types of power generation there?” “What alternative sources would be practical for our area?”

HISTORY

INTRODUCTION

The study of history fulfils a fundamental human desire to understand the past. It also appeals to our love of stories. Through the narrative of history, we learn about the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The study of history enables students to become critically thoughtful and informed citizens who are able to interpret and analyse historical, as well as current, issues, events, and developments, both in Canada and the world.

Strands

Each course in Grade 11 and 12 history has five strands, except for Adventures in World History (CHM4E), which has four strands. In all history courses, strand A, Historical Inquiry and Skill Development, is followed by the content strands, which are organized using a chronological or modified chronological approach.

Citizenship Education

The expectations in the Grade 11 and 12 history courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 13).

The Concepts of Historical Thinking

The four concepts of historical thinking – historical significance, cause and consequence, continuity and change, and historical perspective – underpin thinking and learning in all history courses in the Canadian and world studies program. At least one concept of historical thinking is identified as the focus for each overall expectation in the content strands of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 16 for a fuller discussion of the concepts of disciplinary thinking.)

Historical Significance
<p>This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction, etc.) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past and how it connects to a current issue or event.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – Why do you think that certain people or events become national symbols? (CHC2P, D3.1) – What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation? (CHC2D, B1.4) – What are some ways in which youth subcultures during this period were tied to the music they were listening to? What associations were there between types of music and the values and/or behaviour of these youth? (CHT3O, D3.4) – Why would religious leaders have chosen to build the Al-Aqsa mosque on the spot of the Temple Mount in the Old City of Jerusalem? How did that decision lead to this site's becoming one of the most contested in the world? (CHM4E, B4.3)
Cause and Consequence
<p>This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction, etc.) and its impact/effects. Students develop their understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II? (CHC2P, C1.2) – What impact did Canada's responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States? (CHC2D, E3.4) – What role did religious conflict play in the decline of the Kingdom of Aksum? What happened to the people displaced from this society by the expansion of Islam? (CHW3M, D1.1) – What criteria would you use to assess the consequences of the Rebellions of 1836–37? If you were to rank the consequences, how might the order change depending on whether you were French or English, rich or poor? (CHI4U, C2.3)

* These questions are drawn directly from the overview charts that precede the history courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the history courses in Grade 11 and 12 and those in Grade 10, and to show possible development in the use of the concepts of historical thinking over those grades, the chart includes some questions from the Grade 10 history curriculum as well.

Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

Related Questions

- What was new about the teen subcultures that developed after World War II? In what ways were the lives of youth in the 1950s and 1960s different from those who lived in the 1920s? (CHC2P, D1.1)
- What are some similarities and differences between the tech bubble of the 1990s and economic developments during the 1920s? (CHC2D, E1.3)
- How do we identify, and determine the importance of, turning points in an ethnic group's history? (CHE3O, Overview)
- Why might the contract with Walt Disney to distribute and promote the films of Miyazaki be seen as a cultural turning point? (CHY4C, E3.3)

Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

Related Questions

- How did different groups in Canada respond to the rise of the Nazis? What social attitudes and values are reflected in those responses? (CHC2P, C3.2)
- What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view? (CHC2D, D2.1)
- How did colonists view various Native American nations during this period? Did all colonists have the same view? If not, what factors might account for the differences? (CHA3U, B2.1)
- What was the basis for social Darwinism? How did these ideas support imperialist expansion in specific regions of the world? (CHY4U, D3.1)

The Historical Inquiry Process

In each history course in the Canadian and world studies curriculum, strand A focuses explicitly on the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 32 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the historical inquiry process.

Formulate Questions
<p>Students formulate questions:</p> <ul style="list-style-type: none"> – to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry – to help them determine which key concept or concepts of historical thinking are relevant to their inquiry – that reflect the selected concept(s) of historical thinking – to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions
Gather and Organize
<p>Students:</p> <ul style="list-style-type: none"> – collect relevant evidence and information from a variety of primary sources^a and secondary sources,^b including, where possible, community sources^c – determine if their sources are credible, accurate, and reliable – identify the purpose and intent of each source – identify the points of view in the sources they have gathered – use a variety of methods to organize the evidence and information from their sources – record the sources of the evidence and information they are using – decide whether they have collected enough evidence and information for their investigation

a. Primary sources may include, but are not limited to, artefacts, art works, census data and other statistics, diaries, letters, legislation and policy documents, oral histories, period newspapers, photographs, speeches, treaties, and some maps.

b. Secondary sources may include, but are not limited to, current news and scholarly articles, documentaries and other films, reference books, textbooks, and most websites.

c. Community sources may include, but are not limited to, local museums and heritage sites, and resources from community groups and associations.

Interpret and Analyse

Students:

- analyse evidence and information, applying the relevant concepts of historical thinking (see preceding chart)
- use different types of graphic organizers to help them interpret and/or analyse their evidence and information
- identify the key points or ideas in each source
- interpret maps to help them analyse events, developments, and/or issues
- analyse their sources to determine the importance of the event, development, or issue for individuals and/or groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

Evaluate and Draw Conclusions

Students:

- synthesize evidence, information, and/or data, and make informed, critical judgements based on that evidence, information, and/or data
- make connections between the past and present
- determine the short- and long-term consequences of events, developments, and/or issues for different individuals, groups, and/or regions
- assess whether an event or action was ethically justifiable, given the context of the time
- reach conclusions about events, developments, and/or issues, and support them with their evidence

Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, multimedia) for different audiences and purposes
- communicate their arguments, conclusions, and judgements clearly and logically
- use historical terminology and concepts correctly and effectively
- cite sources, using appropriate forms of documentation

American History, Grade 11

University Preparation

CHA3U

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The United States, Precontact to 1791		
B1. Social, Economic, and Political Context: analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	While establishing a new way of life in the American colonies, settlers had an impact on the way of life of Native Americans. Political decisions during this period set the groundwork for the United States today.	What are the major turning points in colonial American history? How do we know what we know about the lives of people during the colonial period of the United States? What criteria would you use to judge the long-term impact of developments during this period on the United States and on American identity?
B2. Communities, Conflict, and Cooperation: analyse relations between various groups, and between different groups and the environment, in the United States prior to 1791, and assess the impact of these interrelationships (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The relationship between colonists and Native Americans was characterized by both conflict and cooperation.	
B3. Identity, Citizenship, and Heritage: analyse how some individuals and a variety of social and political forces prior to 1791 affected the development of identity, citizenship, and heritage in the United States (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, the lives of people from some groups changed for the better while the lives of others changed for the worse.	
C. The United States, 1791–1877		
C1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	The Industrial Revolution had an impact on the social, cultural, economic, and political development of the United States.	How did conflict shape the United States during this period? When should people fight for what they believe in?
C2. Communities, Conflict, and Cooperation: analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	There were significant conflicts within the United States and between the United States and other countries during this period.	How might differing social values, beliefs, and attitudes exacerbate tensions between groups?
C3. Identity, Citizenship, and Heritage: analyse the impact of various people, policies, and practices on the development of identity, citizenship, and heritage in the United States between 1791 and 1877 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration, territorial expansion, and the end of slavery during this period played a large role in shaping American identity.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The United States, 1877–1945		
D1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The rapid growth of the United States during this period created internal and external tensions.	Is it accurate to call this period the Progressive Era? What factors contribute to conflict? To what extent does conflict arise from disagreements among different groups as to what is important?
D2. Communities, Conflict, and Cooperation: describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Social reform movements in the United States during this period developed in response to conflict and injustice.	How did the participation of the United States in international wars during this period change the way the country was viewed?
D3. Identity, Citizenship, and Heritage: analyse the impact of various policies, groups, and cultural and technological developments on identity, citizenship, and heritage in the United States between 1877 and 1945 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Developments in popular culture during this period helped spread particular images of the United States around the world.	Should governments apologize and/or compensate people for past injustices?
E. The United States since 1945		
E1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (FOCUS ON: <i>Cause and Consequence</i>)	The role of the United States on the international stage has continued to have an impact on international relations and American politics.	Does the reputation of the United States as a superpower continue to be merited? What criteria would you use to judge the impact of shifting relationships between religious and social groups in the United States?
E2. Communities, Conflict, and Cooperation: analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	American society continues to be marked by regional, religious, racial, ethnic, class, and political divisions.	How divided is the United States?
E3. Identity, Citizenship, and Heritage: analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Changing social beliefs/values, consumer culture, and demographic developments have all affected American identity during this period.	Can reform movements lead to broad-based change?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in American history (e.g., factual questions: *What was the Monroe Doctrine?*; comparative questions: *What were the main similarities and differences in the treatment of African Americans before the abolition of slavery and during the Jim Crow era?*; causal questions: *What criteria should be used to determine the most important causes of the American Revolution?*)
- A1.2** select and organize relevant evidence and information on aspects of American history from a variety of primary and secondary sources (e.g., primary: *artefacts, autobiographies, diaries/journals, letters, maps, period newspaper articles, photographs, political cartoons, treaties*; secondary: *books and/or articles from the library, documentaries or other films, later newspaper articles, textbooks, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What types of sources might you consult to get a sense of the perspectives of people on both sides of the U.S. Civil War as well as the perspectives of different groups in both the Union and the Confederacy?” “Where might you find sources that can give you a sense of the social and/or political response to a pivotal court decision in American history?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering emphasis and omission as well as the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
Sample questions: “What biases might you expect to find in a newspaper article about American foreign policy written at the height of the Cold War? Why is it important to place such sources in historical context?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *develop criteria to rank the significance of the causes of the War of 1812; use a concept map to help them determine the short- and long-term consequences of Reconstruction; compare press reports relating to Freedom Summer from northern and southern newspapers*)
Sample questions: “What criteria might you use to assess the impact of the Progressive Era on American society and politics?” “How does this source view President Kennedy’s response to the Cuban Missile Crisis? Is the author’s interpretation consistent with that in your other sources? If not, how will you decide which argument is most persuasive?”
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements

regarding issues, events, and/or developments in American history (e.g., use the concept of historical significance when assessing the impact of the Industrial Revolution on groups and/or individuals; use the concept of cause and consequence when analysing the context for and impact of the civil rights movement; use the concept of continuity and change when exploring the ideas in the Declaration of Independence; use the concept of historical perspective when analysing interactions between early settlers and Native Americans to ensure that they consider multiple points of view)

Sample questions: “What concept or concepts of historical thinking would be the most appropriate to consider when investigating the goals of the women’s rights movement and the evolution of women’s rights in the United States since 1848? Why would this concept (these concepts) be particularly useful?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “Based on your findings, what predictions would you make about America’s future economic role in the world?” “What conclusions have you reached about the role of American imperialism in the Mexican-American War? What evidence supports your conclusions?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the labour movement in the first half of the twentieth century; an essay on how westward expansion in the nineteenth century affected Native Americans; a debate on whether the United States has lived up to the ideas expressed in the Declaration of Independence; a presentation on rural life during the Great Depression; a “heritage minute” video on an individual who helped change American society; a wiki entry on a key court decision relevant to the civil rights movement; a blog about the historical accuracy of a film about the War in Vietnam)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics, to assess the credibility of sources in an article they are reading, to understand and appreciate multiple perspectives and engage in informed discussions, to analyse the historical context of historical fiction, to identify bias in media; apply work habits such as self-regulation to monitor their progress on a task, or initiative to identify strategies that will enable them to successfully complete a task)

- A2.3** apply the knowledge and skills developed in the study of American history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “Can you see any parallels between current socio-economic challenges and similar challenges in American history?” “What can we learn from attitudes towards and/or responses to this issue in the past? Why might different groups have different perspectives on this issue?”

- A2.4** identify various careers in which the skills learned in history might be useful (e.g., archaeologist, archivist, curator, educator, game designer, journalist, librarian, policy analyst, political speech writer, politician, researcher)

B. THE UNITED STATES, PRECONTACT TO 1791

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse relations between various groups, and between different groups and the environment, in the United States prior to 1791, and assess the impact of these interrelationships (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** analyse how some individuals and a variety of social and political forces prior to 1791 affected the development of identity, citizenship, and heritage in the United States (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- B1.1** compare various aspects of life of different Native American nations in the United States prior to contact with Europeans (*e.g., with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices*)

Sample questions: “In what ways were the lives of Native people on the Great Plains different from those of Native people who lived near the Great Lakes? What factors might account for those differences?” “How were the roles of women and children viewed in different Native groups?” “What were the interconnections between this group’s spiritual practices and beliefs and its relationship with the environment?”

- B1.2** compare various aspects of life of different groups living in the colonial United States (*e.g., Quakers in New England, European settlers and Native American nations on the frontier, merchants and artisans in developing towns, slaves in rural and urban areas, farmers, plantation owners, women and/or children from different classes*)

Sample questions: “What impact did social hierarchies have on women’s roles in colonial America? What differences were there between the lives of women in a wealthy New England family and in a pioneer family on the frontier? Between a white servant and a Black slave? How did the status of these women affect their maternal role and practices?”

- B1.3** describe key British policies that had an impact on the American colonies during this period (*e.g., the establishment of the Virginia Company, the Navigation Acts, salutary neglect, conflicts with France over control of North America, Britain’s role in the transatlantic slave trade, the Stamp Act, the Declaratory Act, the Townshend Duties*), and analyse their influence on American economic and political development

Sample questions: “What is the significance of the British policy of salutary neglect in colonial American history?” “What was the impact of the Virginia Company on the types of labour used in the colonial United States?” “Why might some people consider the Revenue Act of 1764 to be a turning point in American history? Why did Britain think this act was necessary?” “Why did the signing of the Quebec Act of 1774 elicit outrage among many American colonists? In what ways was this act a trigger for the move towards independence from Britain?”

B1.4 describe key political changes that occurred during and following the American Revolution (e.g., the Declaration of Independence, the Articles of Confederation, the Constitution, the Bill of Rights), and assess their significance for different groups

Sample questions: “What were the major differences in the political ideas of the old British colonial administration and the new American republic?” “How were the ideas of the Founding Fathers reflected in the structure of the government in the new republic?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

B2.1 analyse how various factors affected relations between European settlers and Native American nations during this period (e.g., with reference to *military alliances, Peace and Friendship Treaties, the exchange of knowledge and technology, the work of missionaries, the impact of Western diseases on Native American populations, competition for land and resources in the face of increasing European settlement, the introduction of new weapons, Europeans’ oppression of Native American peoples, the Royal Proclamation of 1763, the Northwest Ordinance*)

Sample questions: “What impact did colonists’ growing demands for land have on Native American nations?” “How did colonists view various Native American nations during this period? Did all colonists have the same view? If not, what factors might account for the differences?”

B2.2 analyse various military conflicts in the United States prior to 1791 from different perspectives, including, where applicable, the perspectives of Native American nations (e.g., *Iroquois-Huron conflicts, King Philip’s War, Bacon’s Rebellion, King William’s War, the Stono Rebellion, the Seven Years’ War, Pontiac’s Rebellion, the Boston Massacre, the War of Independence*)

Sample questions: “What were the ramifications of the Seven Years’ War for various Native American nations and the Thirteen Colonies? How great a role did this conflict play in events leading to the American Revolution?”

B2.3 analyse significant instances of social, economic, and/or political cooperation among various groups and communities in the United States prior to 1791 (e.g., *the Five Nations*

Confederacy, trade among Native peoples, early cooperation between Native American nations and European settlers, cooperation among American colonists to boycott British goods, the Continental Congress), and explain their importance

Sample questions: “What was the political and economic significance of the Five Nations Confederacy?” “What groups came together in the American colonies to rebel against British authority?”

B2.4 identify some of the main challenges and opportunities presented by the environment in the United States during this period, with reference to both Native American nations and European colonists (e.g., *variations in climate, land forms, natural resources*), and analyse their impact (e.g., *whether communities were nomadic or settled, agricultural or hunter-based; items/materials available for trade, production, and/or consumption; impact on housing, clothing, crops, and/or transportation routes*)

Sample questions: “What are some ways in which the environment affected the lives of various Native American peoples in the precontact era? What are some of the ways in which they managed their environments?” “What were some of the environmental challenges colonists faced in Jamestown and Plymouth? How did they learn to overcome these challenges?” “What impact did the suitability of land for crops such as tobacco have on dominant groups in American society during this period? What were some of the long-term effects of tobacco farming?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

B3.1 describe how various imperial powers contributed to the colonization/settlement of the United States prior to its independence (e.g., *the French in the Louisiana territory and the Great Lakes–St. Lawrence River region; the Spanish in Florida and the southwest; the Dutch along the Hudson River; the Swedes along the Delaware River; the British in the Thirteen Colonies; the Russians in Alaska*), and analyse their short- and long-term impact on the development of identity and/or heritage in the United States

Sample questions: “Why were European powers competing for territory in the regions that now constitute the United States? How did the conflicts between these powers play out in these regions?”

B3.2 explain some key differences among the Thirteen Colonies (*e.g., with reference to their beginnings as charter, proprietary, or royal colonies; types of landownership; types of labour for and general treatment of Black slaves; origins of settlers; Native populations; economic base; level of urbanization; religion*), and analyse how these differences contributed to the development of distinct regional identities in the United States

Sample questions: “How did early models of English settlement shape the American colonial experience? What was the long-term legacy of these models?”

B3.3 analyse the role of religion/spirituality in the development of the United States prior to 1791 (*e.g., with reference to the role of Puritans and Quakers in establishing some of the American colonies, Catholics in Maryland, dissenters, the Great Awakening, the rise of evangelicalism, Spanish missions in New Mexico, Deism among some political leaders, cosmologies of some indigenous and African cultures, Christianity among slaves*)

Sample questions: “Why did William Penn and other Quakers come to the American colonies? Were they free from religious persecution there? What impact did Penn and the Quakers have on the American colonies?”

B3.4 analyse the impact of prejudice and discriminatory policies and practices in the United States prior to 1791 (*e.g., with reference to slavery and slave codes, attempts to convert Native American people and disregard for their*

land rights and ways of life, discrimination against Catholics, the Salem witch trials, the status of women)

Sample questions: “What social attitudes were reflected in anti-Catholic laws and policies in the United States during this time period? In what ways have these social attitudes changed over time?” “To what extent did the laws and policies of the new country reflect the ideas of liberty and equality expressed in the Declaration of Independence?” “Why did Abigail Adams ask her husband to ‘remember the ladies’ when he was helping to draft the laws of the new American republic? Was her request honoured?”

B3.5 explain how various individuals who lived in the United States prior to 1791, as well as symbols dating from this period, contributed to the development of identity, citizenship, and/or heritage in the United States (*e.g., individuals such as Abigail Adams, Benjamin Banneker, Alexander McGillivray, William Penn, Pocahontas, Pontiac, Paul Revere, Phyllis Wheatley, George Whitefield, the Founding Fathers; symbols such as Yankee Doodle, the Betsy Ross flag, the Second Amendment*)

Sample questions: “What was the impact of the Boston Tea Party? Why did the Tea Party become such an enduring symbol in the United States? What does it symbolize? What is the significance of the use of the name by the current Tea Party movement? Do you think the beliefs and goals of that movement are consistent with those of the original Tea Party? Why or why not?”

C. THE UNITED STATES, 1791–1877

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Identity, Citizenship, and Heritage:** analyse the impact of various people, policies, and practices on the development of identity, citizenship, and heritage in the United States between 1791 and 1877 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe key social trends and developments in the United States during this period, and analyse their impact (*e.g., with reference to religious developments such as the Second Great Awakening, the Shaker movement, the expansion of Methodism, the founding of the Latter Day Saints; reform movements; the beginnings of public education; increasing class and ethnic divisions; the growth of cities; employment of children and women in factories*)

Sample questions: “What were some key developments related to religion during this period? How did some new sects contribute to short- and long-term social/cultural change?”

- C1.2** describe the daily lives of different groups in the United States in this period (*e.g., Native American nations, slaves, free Blacks, indentured servants, industrial workers, farmers, pioneers, new immigrants, economic/political elites*), including how they responded to the challenges of everyday life (*e.g., environmental challenges, isolation, poverty, displacement, prejudice and discriminatory policies, sickness*)

Sample questions: “What similarities and differences would there have been in the lives

of working-class children in an industrial city and slave children on a southern plantation? How would their lives have been different from that of a child from a wealthy family? How might the life of a boy from a wealthy family be different from that of his sister?” “What challenges did white pioneer families face? What challenges did Black pioneer families face? How did these groups respond to the challenges of pioneer life?”

- C1.3** describe various developments in science and/or technology during this period, and assess their impact on people in the United States (*e.g., with reference to steam engines, the telegraph, the application of mechanized processes in industry, the camera, medical developments such as anaesthetics and antiseptics, inventions and innovations by Alexander Graham Bell, Samuel Colt, John Deere, Charles Goodyear, Eli Whitney*)

Sample questions: “What were some technological developments related to transportation during this period? What was their significance for different people in the United States?” “What impact did the development of the cotton gin have on slavery in the American South?”

- C1.4** describe key economic events, trends, and/or developments, including international trends/developments, that affected the United States during this period, and assess their impact (*e.g., with reference to the Industrial Revolution; the establishment of a national banking system; the Bank War; canal, railroad, and road building*)

the expansion of slavery and plantation economies in the South; reciprocity with Canada; early trade unions and labour unrest; gold rushes in California and other western territories)

Sample questions: “How and why did the impact of the Industrial Revolution differ in various regions of the United States?” “In what ways did investment and the development of infrastructure in the West transform the lives of different groups in this region? Did these changes affect all people equally? Were the changes always positive?”

- C1.5** describe key political events and developments in the United States during this period (*e.g., the formation of political parties, Jacksonian democracy and the expansion of the franchise, the Twelfth Amendment’s changes to the electoral college, the definition of federal and states’ rights, Tammany Hall, the secession of the Confederacy, the Civil War, the ratification of the Thirteenth Amendment, Reconstruction, the assassination of Abraham Lincoln*), and assess their impact on the American political system and on various groups in the United States

Sample questions: “What constitutional amendments were enacted during this period? What changes did they bring about? Who was affected by them?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- C2.1** analyse developments affecting interactions between Native American nations and governments in the United States during this period, and assess their impact (*e.g., with reference to the Jay Treaty, the Battle of Tippecanoe, the participation of Native Americans in the War of 1812, the Seminole Wars, the Indian Removal Act of 1830, forced migrations, the Indian Appropriations Act of 1851 and the creation of western reservations, the Great Sioux War, the Nez Perce War*)

Sample questions: “What social attitudes were reflected in Congress’s ignoring Cherokee chief John Ross’s plea against the forced removal of his people?” “If the chiefs of the Seminole and the Cherokee both wanted the same thing – to stay on their land – why did one choose to fight the government in a court of law while the

other chose armed resistance?” “How would you characterize U.S. government policy with respect to Native American nations during this period?”

- C2.2** explain how various developments contributed to the birth of some social reform movements in the United States during this period, and assess the impact of these movements (*e.g., with reference to women’s rights, abolitionist, temperance, and/or labour movements; activism for reform of asylums for the mentally ill or for prison reform*)

Sample questions: “What led Dorothea Dix to begin her work to improve conditions for mentally ill people? What resistance did she encounter? What is her legacy?” “Why do you think so many social reformers at this time were Quakers?” “What factors contributed to the decision to organize the Seneca Falls Convention in 1848?” “When you look at the various social movements of this time period, which do you think had the greatest impact on American society? What criteria might you use to measure the impact?”

- C2.3** analyse key developments in the relationship between the northern and southern states during this period, and assess their significance in shaping the development of the United States (*e.g., with reference to the Missouri Compromise, the Compromise of 1850, Bleeding Kansas, secession of southern states, the Civil War, Reconstruction policies, carpetbaggers, the Compromise of 1877*)

Sample questions: “What criteria might you use to rank, in order of importance, the events that led to the American Civil War? If one of these events had not occurred, do you think history might have been different? If so, in what ways, and why?” “What were the short- and long-term consequences of the war? Do you think it continues to affect American society and/or politics?”

- C2.4** analyse key developments in relations between the United States and other countries, and explain their consequences for the United States (*e.g., with reference to the War of 1812, the Treaty of Ghent, the Monroe Doctrine, the Alamo, the Mexican-American War, relations with Great Britain during the American Civil War*)

Sample questions: “Why do there continue to be conflicting viewpoints on the outcome of the War of 1812?” “Why is the Monroe Doctrine seen as a turning point in American foreign policy?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

C3.1 explain the role and effects of slavery in the United States during this period (*e.g., with reference to the buying and selling of slaves; working and living conditions; rape and other forms of violence; slave revolts and resistance movements; the Fugitive Slave Act; the Underground Railroad; aspects of slave culture; the abolitionist movement; the Emancipation Proclamation; the Thirteenth Amendment; the challenges facing former slaves during Reconstruction*), and analyse how the legacy of slavery continues to affect heritage and identity in the United States

Sample questions: “How important was slavery to the Southern economy during this time? Who profited from slave labour? Who did not?” “What impact did the buying and selling of slaves have on slaves and their families?” “In what ways did laws/practices respecting slavery change after Nat Turner’s rebellion?” “In what ways does the history of the enslavement of Africans by Europeans continue to affect the United States today?”

C3.2 analyse the impact on heritage and identity in the United States of policies and actions related to western expansion during this period (*e.g., with reference to Manifest Destiny, the Louisiana Purchase, treaties with and displacement of Native Americans, the Mexican-American War, the gold rush in California, the admission of new territories and states, the Homestead Act, the Alaska Purchase*)

Sample questions: “What factors contributed to the idea of Manifest Destiny? What impact did this doctrine have on various peoples in the United States?” “Why were ‘westerns’ that focused on this period a popular genre in Hollywood in the mid-twentieth century? How did these movies depict various groups in the West? What patterns and/or stereotypes do you notice in these depictions? What impact might such depictions have had on popular ideas about the heritage and identities of these groups?”

C3.3 analyse how migration during this period help shaped American society and contributed to the development of identity and heritage in the United States (*e.g., with reference to Loyalist emigrants; Irish and German immigrants; the forced migration of slaves and Native Americans;*

the Trail of Tears; the Underground Railroad; the impact of immigration on labour, cities, religious/ethnic conflict)

Sample questions: “Why were immigrants from some countries treated better than those from other countries? What do these differences reveal about social values and beliefs of the time? Is there evidence that this treatment and the beliefs/values that underpinned it changed during this period?”

C3.4 analyse ways in which discriminatory policies and practices reflected and/or reinforced ideas about citizenship, rights, and social status in the United States during this period (*e.g., with reference to slavery; the passing of the Black Codes; the forced relocation of Native Americans; religious and ethnic discrimination; the Naturalization Act of 1870; the Page Act of 1875; the formation of the Ku Klux Klan; the rights of workers, women, free Blacks, and Native Americans*)

Sample questions: “How would you account for Abraham Lincoln’s claim that the Civil War was fought to save the Union and not to end slavery? Should Lincoln have acted more decisively to end slavery? Why do you think he did not?” “Who was able to vote by the end of this period? Who was not? What does inequality with respect to voting rights tell you about the status of certain groups in American society?”

C3.5 explain the contributions of various individuals to American society and politics during this period, and assess their impact on identity, citizenship, and/or heritage in the United States (*e.g., with reference to Andrew Jackson, James Monroe, Abraham Lincoln, Jefferson Davis, Sitting Bull, Geronimo, Sacajawea, Frederick Douglass, Sojourner Truth, Harriet Tubman, Horace Greeley, Clara Barton, Elizabeth Blackwell, Elizabeth Cady Stanton*)

Sample questions: “Why might some of the policies of Ulysses S. Grant’s presidency, including his support for the Fifteenth Amendment, be seen as pushing for widespread change in attitudes towards race and Native American nations?” “Who were some of the most prominent women’s rights advocates during this period? What arguments or strategies did they use to press their case? What impact did these women have? How were they viewed at the time? How are they viewed today?”

C3.6 describe some key developments in American culture during this period (*e.g., the Hudson River School, transcendentalism, slave narratives and spirituals, the founding of magazines*

such as Harper's *and The Atlantic*), including the contributions of some significant individuals to American arts and culture (e.g., *Louisa May Alcott, John J. Audubon, Mathew Brady, Emily Dickinson, Ralph Waldo Emerson, Solomon Northup, Harriet Beecher Stowe, Mark Twain, James McNeil Whistler, Walt Whitman*)

Sample questions: "What influence did the transcendentalist movement have on American writers and American society?" "What impact did slave narratives and novels such as *Uncle Tom's Cabin* have on American politics, society, and/or culture?"

D. THE UNITED STATES, 1877–1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- D2. Communities, Conflict, and Cooperation:** describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D3. Identity, Citizenship, and Heritage:** analyse the impact of various policies, groups, and cultural and technological developments on identity, citizenship, and heritage in the United States between 1877 and 1945 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- D1.1** describe key social trends and developments in the United States during this period, and analyse their impact on various groups (e.g., *with reference to continuing urbanization; immigration of people from other parts of the world; the growth of ethnic neighbourhoods in large cities; segregation and oppression of African Americans; the impact on Native American nations of the near extinction of buffalo on the Great Plains; the Great Migration of African Americans to northern cities; the social impact of prohibition and the Great Depression; changes in the roles of women; trends in religion, education, recreation*)

Sample questions: “What were some of the great internal migrations in the United States in the first half of the twentieth century? What were their causes? What were their consequences?” “What were some key changes in the roles of American women during this period? What were some factors that contributed to these changes? Did they apply to all American women?”

- D1.2** explain key economic events, trends, and/or developments in the United States during this period, and analyse some of their causes and

consequences (e.g., *with reference to the growth of industry, corporations, and trusts; robber barons; the growth and collapse of banks; the Federal Reserve Act; the stock market crash of 1929; the development of Hoovervilles; the Dust Bowl and the collapse of agriculture in the Midwest; protectionism; the Lend-Lease Act*)

Sample questions: “What is meant by the term *conspicuous consumption*? What was the historical context for the coining of the term?” “What were the consequences of the misuse of credit and buying on margin?” “How did investment patterns change after the stock market crash of 1929?”

- D1.3** describe key political events and/or developments related to domestic policy in the United States during this period, and analyse some of their causes as well as their consequences for various groups (e.g., *with reference to the Pendleton Act, the Dawes Act, Jim Crow laws, the Progressive Party, the extension of the vote to women, prohibition, the establishment of the Federal Bureau of Investigation, the creation of a permanent income tax system, the Selective Service Act, the Indian Reorganization Act, the New Deal, Franklin D. Roosevelt’s fourth term*)

Sample questions: “What were the key constitutional amendments during this period? What impact did they have on different groups in the country?” “What trends and developments led to the passing of the Sherman Anti-Trust Act?” “How and why did laws with respect to income tax develop during this time?”

D1.4 describe key developments in American foreign policy during this period, and analyse some of their causes and consequences (e.g., with reference to the Spanish-American War, Dollar Diplomacy, the Roosevelt Corollary, Theodore Roosevelt's role in the building of the Panama Canal, economic protectionism, isolationism, participation in World War I, the Paris Peace Conference, the Good Neighbor Policy, Lend-Lease, participation in World War II)

Sample questions: "What were some of the long-term consequences of American policy in Latin America during this period?" "Since the League of Nations was a major component of President Woodrow Wilson's Fourteen Points, how do you explain the refusal of the United States to join the League?" "How would you account for the fact that American entry into World War II came more than two years after Canada's declaration of war?" "How did the United States finance its involvement in World War II?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

D2.1 explain issues underlying some key instances of social conflict in the United States during this period (e.g., the Massacre at Wounded Knee, the resurgence of the Ku Klux Klan, lynching, race riots, the Scopes trial, the Haymarket Riot, the Ludlow Massacre, Bonus Army protests, strikes by miners or textile workers)

Sample questions: "What was the basis of the conflict in the Scopes trial? What was the outcome of the trial? Did it resolve the debate over evolution versus creationism? In what ways is this debate still relevant in the United States today?" "Why were there race riots in 1919? What issues underlay these riots?"

D2.2 analyse key labour issues in the United States, explaining how they changed during this period (e.g., with reference to child labour; the formation of trade and industrial unions; the struggle for minimum wage / maximum hours legislation; unemployment during the Great Depression; the impact of the Red Scare; the Wagner Act; the role of individuals such as Mary "Mother" Jones, Rose Schneiderman, or Samuel Gompers)

Sample questions: "What impact did the Triangle Shirtwaist Factory fire have on labour relations in the United States?" "What was the significance of the Wagner Act? In what ways did it mark a change in labour relations in the United States?"

D2.3 describe the issues that motivated various social reform movements in the United States during this period, and assess the contribution of some of these movements, and individuals associated with them, to American society (e.g., with reference to the women's suffrage, social gospel, civil rights, Grange, labour, peace, and/or temperance movements; groups such as the Woman's Christian Temperance Union, the American Federation of Labor, the Industrial Workers of the World, the National Association for the Advancement of Colored People [NAACP], the National Woman's Party, the Sierra Club; individuals such as Jane Addams, Carrie Chapman Catt, Eugene Debs, Margaret Sanger, Norman Thomas, Ida B. Wells)

Sample questions: "Why is the early twentieth century often referred to as the Progressive Era in the United States? Do you think this term accurately reflects this period? Why or why not?"

D2.4 describe issues of concern to African Americans during this period (e.g., systemic oppression and segregation, discrimination, lynching and other forms of violence, poverty and unemployment, housing, voting rights), and analyse contributions of African Americans to American society (e.g., the establishment of the NAACP and/or the Tuskegee Institute; cultural developments such as the birth of blues and jazz or the Harlem Renaissance; the Negro Baseball League; the contributions of individuals such as Mary McLeod Bethune, W. E. B. Du Bois, Billie Holiday, Langston Hughes, Zora Neale Hurston, Jack Johnson, Elijah McCoy, Garrett Morgan, Booker T. Washington)

Sample questions: "How did sharecropping continue to keep African Americans in the South in servitude?" "What impact did Jim Crow laws have on the status and citizenship rights of African Americans? How did African Americans respond to these laws?"

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

D3.1 describe trends and developments in immigration during this period, and assess their impact on identity and culture in the United States (*e.g., with reference to groups such as Canadians, Chinese, Germans, Italians, Jews, Scandinavians, or Slavs; the impact of the Chinese Exclusion Act of 1882, the Geary Act of 1892, the Emergency Quota Act of 1921, or the Immigration Act of 1924*)

Sample questions: “Do you think the experience of most immigrants to the United States during this period supported the idea of the American Dream? Were some groups more successful than others in their new country? If so, how would you account for this?” “What are some ways in which immigrant groups contributed to regional culture/identities during this period?”

D3.2 explain how different regions contributed to heritage and identity in the United States during this period (*e.g., with reference to the South; the Southwest; Appalachia; the Midwest; New England; California; the great metropolises such as New York, Chicago, Detroit*)

Sample questions: “What factors account for the distinctive cultures in some regions of the United States?” “In what ways did American regionalism affect politics in this period? How does it affect politics in the present day? What changes have occurred since the late nineteenth century in the political map of the regions?”

D3.3 describe a variety of developments in science and/or technology during this period, and analyse their impact on heritage and identity in the United States (*e.g., with reference to automobiles; farm machinery; the telephone; motion pictures; sound recordings; the assembly line; airplanes; radio; developments in sanitation, household appliances, electricity, medicine, weaponry; the work of Thomas Edison, Henry Ford, Albert Einstein, or George Washington Carver*)

Sample questions: “What technological/scientific development from this period do you think had the greatest impact on identity and/or heritage in the United States? Why?” “What impact did the development of radios and motion pictures have on American culture?”

D3.4 analyse developments related to citizenship rights for various groups in the United States during this period (*e.g., with reference to Native American nations; African Americans; women; Americans with Italian, Chinese, Japanese, Jewish backgrounds; communists*)

Sample questions: “What was the significance of the 1924 Indian Citizenship Act?” “What were some ways in which Executive Order 9066 was used to control the lives of people whom the government saw as a threat to American security? What does it tell you about the values/beliefs of the time as well as fears in American society during World War II?”

D3.5 describe various developments in the arts and popular culture during this period, and analyse how they contributed to heritage and identity in the United States (*e.g., with reference to developments in music, motion pictures, theatre; the growth of professional sports; influential artists and writers; newspapers, magazines, comic books; creation of the Pulitzer Prize or the Academy Awards*)

Sample questions: “How important were Hollywood films to the way the United States was perceived around the world?” “How did the Harlem Renaissance contribute to African-American identity and American heritage?” “How did the work of John Muir contribute to the establishment of Yosemite National Park and the National Park Service? How did photographer Ansel Adams help popularize Yosemite and contribute to the American conservationist movement?”

E. THE UNITED STATES SINCE 1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (**FOCUS ON:** *Cause and Consequence*)
- E2. Communities, Conflict, and Cooperation:** analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E3. Identity, Citizenship, and Heritage:** analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence*

By the end of this course, students will:

- E1.1** describe key social trends and developments in the United States during this period, and analyse their main causes and consequences (*e.g., with reference to development of teen culture in the 1950s and youth countercultures in the 1960s; the environmental movement; social upheaval associated with the civil rights, antiwar, and/or women’s movements; changes in birth, marriage, and divorce rates; changes in the role of women; continuing urbanization; trends in recreation; changes in the sources of immigrants and refugees; trends with respect to religion/spirituality, education, crime, violence*)

Sample questions: “What were some of the causes and effects of the development of youth subcultures after World War II?” “What were the causes of increasing suburbanization during the second half of the twentieth century? What impact did this trend have on some American cities and families?”

- E1.2** describe some key developments in science and/or technology during this period, and explain their impact on Americans (*e.g., with reference to television, weaponry, the Salk vaccine and other medical breakthroughs, developments in computers and other digital technologies, space exploration, biotechnology*)

Sample questions: “What impact did the development of increasingly powerful nuclear weapons have on Americans?” “What criteria would you use to assess the impact of computer technology on American society? Why might the criteria used and the conclusions reached change depending on the sector or group(s) of people you are studying?” “How have developments related to genetically modified organisms affected American agricultural practices as well as the American economy and society?”

- E1.3** describe key economic trends and developments in the United States during this period, and analyse their main causes and consequences (*e.g., the Marshall Plan, the expansion of the military-industrial complex, consumerism, the energy crisis, the increasing power of American transnational corporations, the savings and loan scandal, Reaganomics, free trade agreements, globalization, decline in manufacturing, the Rust Belt, increase in high-tech industry, the dot-com bubble, bank fraud, increasing economic inequality*)

Sample questions: “What factors led to the growth of unions in the years after World War II? What factors have led to their decline in more recent years?” “What factors have led to an increase in the size of the average farm?” “What factors led to the subprime mortgage crisis of 2008? Whose lives were changed by the crisis? Why was the consequent recession not felt equally by all Americans?” “What kinds of financial scams and frauds were exposed during the financial crisis of 2008? Why were

some groups more vulnerable than others to financial scams and fraud?"

E1.4 describe key political events, developments, and/or policies in the United States during this period, and analyse their main causes and consequences (e.g., *the Truman Doctrine, the creation of the Central Intelligence Agency [CIA], McCarthyism, the decision to send troops to Vietnam, the assassination of John and Robert Kennedy, policies associated with Johnson's "Great Society", Watergate, the war on drugs, deregulation under Reagan, the Brady Act and continuing debates about gun control, the Bush Doctrine, the Tea Party movement, "Obamacare"*)

Sample questions: "What events and values underpinned McCarthyism? What consequences did it have for individual Americans and for American society as a whole?" "What political issues have been central to the 'culture wars' during this period? What impact have such disagreements had on American governments?"

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

E2.1 describe developments and/or events of particular significance to African Americans during this period, and analyse their impact on African Americans and on American society in general (e.g., *Brown v. Board of Education; the arrest of Rosa Parks and the Montgomery bus boycott; the desegregation of Little Rock Central High School; the Freedom Riders; the 1963 church bombing in Birmingham; the March on Washington; the Civil Rights Act of 1964; the Voting Rights Act of 1965; race riots; affirmative action; the assassination of Medgar Evers, Malcolm X, or Martin Luther King Jr.; incarceration rates for African-American men; the election of Barack Obama*)

Sample questions: "What impact did the demographic changes associated with the Second Great Migration have on African Americans? What impact did these changes have on American cities such as Chicago, Detroit, or New York?" "In what ways were the actions of Rosa Parks and the resulting Montgomery bus boycott a turning point in the civil rights movement? What criteria would you use to rank the impact of these events?"

E2.2 explain the context for the development of various reform movements in the United States during this period (e.g., *civil rights, antiwar, feminist, Native rights, environmental, labour, or antiglobalization movements; the ideas and activism of Rachel Carson, Aldo Leopold, Martin Luther King Jr., Cesar Chavez, Gloria Steinem, Harvey Milk, the American Indian Movement, the Black Panthers, the National Organization for Women*)

Sample questions: "What are some developments during this period that have strengthened the environmental movement? What challenges has it faced?" "What attitudes and practices have been challenged by the gay rights movement in the United States? How successful do you think this movement has been?"

E2.3 analyse American involvement in international affairs during this period, including the participation of the United States in international conflicts and international organizations (e.g., *with reference to the Cold War; the Korean War; the Berlin Airlift; the Cuban Missile Crisis; the War in Vietnam; the Gulf War; the War on Terror; the role of the CIA in supporting or overthrowing regimes in Chile, Iran, Indonesia, El Salvador, or Cuba; participation in the United Nations [UN], the World Bank, NATO, NORAD, the Organization of American States, the World Trade Organization*)

Sample questions: "What was the significance of the Cold War for American foreign policy? How did it influence the decision of the U.S. government to send troops to Korea and Vietnam?" "What role have covert activities played in American foreign policy during this period? What impact have such activities had in other countries and on international perceptions of the United States?" "Do you think that American political influence in the world is declining? Why or why not?"

E2.4 describe changes in American immigration policies and trends during this period (e.g., *the Displaced Persons Act of 1948, Operation Wetback, the Hart-Cellar Act of 1965, the Immigration Act of 1990, the impact of the Cold War on immigration, policies regarding illegal immigration, the role of illegal immigrants in agriculture*), and analyse their impact

Sample questions: "What impact did the 9/11 terrorist attacks have on immigrants and would-be immigrants to the United States? What changes relevant to immigrants were introduced in the Patriot Act of 2001 and the Homeland Security Act of 2002?"

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

E3.1 analyse how various groups have contributed to the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., African Americans, Hispanic Americans, Native Americans, Jews, Muslims, evangelical Christians, youth, entrepreneurs, different categories of workers, hawks and doves, “Reds” and anticommunists, gun advocates*)

Sample questions: “As you investigate different communities in the United States during this period, do you think their experience or contribution is consistent with the traditional idea of the American ‘melting pot’? Why or why not?” “Have all the groups you are investigating enjoyed the same citizenship rights? If not, what are some ways in which people’s rights have been limited?” “What impact did images of Southern segregationists battling civil rights workers have on the development of heritage and identity in the United States?”

E3.2 explain the impact of religion/spirituality on the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., with reference to the Bible Belt; African-American churches and the civil rights movement; religious minorities such as Mormons, Catholics, Jews; spiritual practices of Native Americans; evangelical Christians and the power of the religious right in American politics; attitudes towards Muslims after 9/11*)

Sample questions: “How has religion/spirituality contributed to regional identities and regional divisions in the United States?” “What impact have fundamentalist Christian beliefs and values had on education in some areas of the United States?” “Do you think the role of religion during this period is consistent with the separation of church and state envisioned by the founders of the American republic?”

E3.3 analyse how the roles and identities of American women have changed during this period (*e.g., with reference to women’s domestic roles, labour force participation, education; the Equal Pay Act of 1963; the pink-collar ghetto; the women’s liberation movement; Roe v. Wade;*

affirmative action; the failure of the Equal Rights Amendment; the role of class and race in women’s lives)

Sample questions: “Why is the publication of *The Feminine Mystique* often seen as a turning point for American women? What was the thesis of that book? Was it relevant to all American women? Why or why not?” “What economic opportunities have been available to different groups of women in the United States since the end of World War II? In what ways have these opportunities been similar to and different from the kinds of work and pay available to men, including different groups of men?”

E3.4 analyse the role of consumer culture in the construction of identity in the United States during this period (*e.g., with reference to automobile culture, fashion, the fast-food industry, iconic American products, magazines, advertising, branding, gun culture, suburbanization*)

Sample questions: “What is meant by the term *coca-colonization*? What was the significance of this term for identity in the United States and the image of the United States abroad?” “Why have big-box stores become symbols of American culture? Why have these stores become so popular?” “In what ways have environmental concerns affected consumers and consumer choices in the United States during this period?”

E3.5 analyse the impact that American arts and popular culture have had during this period, both in the United States and internationally (*e.g., with reference to literature, theatre, dance, painting, architecture, music, professional sports, movies, television shows, video games; individuals such as Woody Guthrie, James Brown, Walt Disney, Jackson Pollock, Martha Graham, Jackie Robinson, Tennessee Williams, Toni Morrison, Andy Warhol, Maya Lin, Steven Spielberg*)

Sample questions: “What are some ways in which the youth counterculture of the 1960s has had an impact on American heritage?” “What are some ways in which American popular culture has reached around the world in this period? What is the impact of such cultural dominance?”

World History to the End of the Fifteenth Century, Grade 11

University/College Preparation

CHW3M

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Early Societies and Rising Civilizations		
B1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Societies developed into civilizations in all parts of the world.	What do you think is the point at which a society can be classified as a civilization?
B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people’s lives (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Not all early societies were the same.	What might account for some of the social and economic differences between early societies? In what way did the environment influence early societies and emerging civilizations?
B3. Cooperation, Conflict, and Rising Civilizations: analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Interactions between societies/civilizations led to growth for some societies and decline for others.	How did various societies/civilizations interact with each other?
C. Flourishing Societies and Civilizations		
C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The structures within civilizations helped maintain social order and encourage growth.	What can we learn about the values and beliefs in early civilizations from their social and political structures? How did social, economic, and political structures contribute to the stability of a civilization? How did different people/groups challenge those structures?
C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Developments that led to the expansion of one civilization could lead to the decline of another.	How did expansion enable some civilizations to flourish? At whose expense did the expansion occur?
C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Early civilizations have contributed to our collective human identity and heritage.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. Civilizations in Decline		
D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Specific triggers worked together to lead a civilization into decline.	Is the decline of a society or civilization inevitable? At what point can the expansion of a civilization become a factor in its decline?
D2. Interrelationships: analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Interactions within and between societies, and between societies and the environment, resulted in decline for many civilizations.	How did some societies succeed in maintaining aspects of their own identity in spite of being conquered by other civilizations?
D3. Cultural Characteristics and Identity: analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The fragility of some civilizations was the result of a variety of factors coming into play around the same time.	Which factors were the most decisive with respect to the decline of societies/civilizations prior to 1500?
E. The Legacy of Civilizations		
E1. Social, Cultural, and Political Heritage: analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Ancient civilizations left important legacies for humanity.	How did societies/civilizations prior to 1500 build on the political and/or cultural legacy of earlier societies? Which legacies of early societies still influence humanity today?
E2. The Legacy of Interactions: analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Interactions between societies allowed for the sharing of cultural, intellectual, and technological achievements.	How would you assess the artistic/architectural legacy of early societies/civilizations?
E3. The Fifteenth-Century World: demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	In the fifteenth century, major changes were developing that would have profound effects throughout the world.	What developments in the fifteenth century contributed to fundamental historical change?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in world history to 1500 (e.g., factual questions: *What are the traditional cradles of civilization?*; comparative questions: *What similarities and differences were there between the lives of serfs and samurai in feudal Japan?*; causal questions: *What impact did the fall of the Roman Empire have on the Mediterranean world?*)
- A1.2** select and organize relevant evidence and information on aspects of world history to 1500 from a variety of primary and secondary sources (e.g., primary: *archaeological evidence; architecture, art works, or music from the period under study; artefacts; books from the time; letters; maps; oral traditions; photographs of ancient sites; treaties and other official documents*; secondary: *books and/or articles from the library, digital and built models, documentaries or other films, text-books, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What are some sources you might use to study preliterate and non-literate societies?” “What can we learn about the Inca Empire from the ruins at Machu Picchu?” “How can you ensure that your sources reflect a variety of perspectives?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., by *considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
- Sample questions:* “What are some issues you should consider when using historical fiction or a film about a historical person or event as a source for your investigation? Why might such sources not accurately portray the person or event?” “Whose perspective is being represented in this source? Whose voices have been omitted or misrepresented? What are the implications of the omission of these voices?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *use a Venn diagram to compare the Mayan calendar with the one we use today; develop criteria to rank the significance of the consequences of the Battle of Hastings; create an annotated timeline to help them understand the chronology of major events during the Warring States period in China; use a cause and effect organizer when investigating the Urban Revolution; distinguish between the short- and long-term consequences of the development of trade along the Silk Road*)
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history to 1500 (e.g., *consider the concept of historical significance when investigating the impact of geography and the environment on early societies; use the concept of cause and consequence to help them analyse factors that contributed to the capture of Constantinople by the Ottomans and the impact*)

of this event on the region; take the concept of continuity and change into account when assessing the role of legal codes and/or the military in maintaining stability in a society; use the concept of historical perspective when analysing the role of human sacrifice in Mesoamerican societies to help you understand how it was viewed by members of those societies)

Sample questions: “Which concept or concepts of historical thinking might help you analyse and evaluate the role of slavery in various early societies? Why might this concept or concepts be particularly useful?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “What conclusions have you reached about the role of Ashikaga Takauji during the Kemmu Restoration and the decline in the role of the emperor in Japan? What evidence supports your conclusions?” “How did you assess the credibility of differing interpretations of archaeological evidence about this ancient society? What conclusions did you reach?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., an essay on the role of monks and nuns in the preservation of knowledge in Europe during the early Middle Ages; a blog about the historical accuracy of a film or television show about the Vikings; a seminar on the role of the environment in the decline of the Indus Valley civilization; a debate on the importance of the Code of Hammurabi or Magna Carta; a “heritage minute” video on the historical and cultural significance of heritage sites in Africa; a presentation about daily life in an ancient city)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics, to assess the credibility of sources in an article they are reading, to understand and appreciate multiple perspectives and engage in informed discussions, to determine the accuracy of the historical setting of a movie or video game; apply work habits such as initiative to identify strategies that will enable them to successfully complete a task, or organization to help them establish priorities and manage their time both in class and while doing work at home)

- A2.3** apply the knowledge and skills developed in the study of history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens

Sample questions: “Why might learning about the early history of the relationship between China and Japan help you understand some of the political issues in Asia today?” “When you analyse this issue, do you see any parallels between it and a historical issue you have studied? What are the similarities? What are the differences? Why might understanding the causes and consequences of the historical issue deepen your understanding of the current one?”

- A2.4** identify various careers in which the skills learned in history might be useful (e.g., archaeologist, archivist, curator, educator, game designer, lawyer, policy analyst, political speech writer, researcher)

B. EARLY SOCIETIES AND RISING CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Early Societies:** analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B2. Social, Economic, and Political Context:** analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B3. Cooperation, Conflict, and Rising Civilizations:** analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Early Societies

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- B1.1** describe the evolution of some early societies from their beginnings as hunter-gatherer societies, and explain some of the developments that enabled them to change (*e.g., the domestication of fire, the Agricultural Revolution, technological developments, the Urban Revolution, division of labour, development of social hierarchies, trade with other societies*)

Sample questions: “What do cave paintings at Lascaux and Chauvet reveal about early societies in that region?” “What do we know about the division of labour between men and women in early societies? How did this and other divisions of labour contribute to the development of early societies?”

- B1.2** explain how various factors contributed to differences in the development of early societies (*e.g., climate, physical region, available space, fertility of land, scarcity or abundance of local resources, political structures and decisions, religion/*

spirituality, degree of isolation from or proximity to other societies, external influences, types of trade, level of urbanization)

Sample questions: “What are some geographic/environmental factors that affected the development of early societies? What are some ways in which geographic differences contributed to differences among societies?” “How did different local resources help shape the development of various First Nations in the precontact period?” “Why might an inward-looking or physically isolated society have developed differently than a society that had greater contact with the outside world?”

- B1.3** identify the cradles of civilization around the world, and analyse them to determine various elements that are critical to the rise of a civilization (*e.g., favourable geographic location, effective political and social structures, common religious/spiritual practices, abundant food and natural resources*)

Sample questions: “If you examine the regions conventionally regarded as having been the cradles of civilization, what common elements do you find? Which of these elements do you think were fundamental to the rise of these civilizations? Why? Which element do you think was the most important? Why?”

B1.4 assess the criteria by which societies are judged to be “civilizations” (e.g., *lasting cultural contribution, political influence, economic dominance, longevity, geographic/imperial expansion, developments in science/technology, written language, specialized roles/activities*)

Sample questions: “When you analyse societies that are traditionally considered to be civilizations, which of their characteristics are distinct from those of societies that are not considered civilizations?” “In the past, who has determined whether a society is a civilization? What do you see as the challenges and limitations of using conventional criteria to judge whether a society is a civilization? Do you think there have been any biases in these judgements and/or criteria? If so, how would you account for these biases? What issues have arisen because of them?”

B2. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

B2.1 analyse social structures and modes of social organization in some early societies and emerging civilizations (e.g., *class or other social hierarchies; slavery; families and clans; gender roles; educational, administrative, and religious structures; ways of exerting social control; structures in early towns/cities*) and their impact on the lives of different people in these societies

Sample questions: “What role did religion play in these early societies? Did it contribute to social order? To social hierarchies? Did it hinder the mobility of certain groups in society? Did it have an impact on people’s day-to-day lives?” “Why might deities and rites in an agricultural society centred on a major river, such as the Nile or Indus, be different from those in a nomadic hunter-based society in an interior plain?” “What were the key social structures in the developing cities of Mesopotamia? What impact did these structures have on people’s lives?”

B2.2 analyse the roles of various people in some early societies and emerging civilizations (e.g., *hunters, gatherers, farmers, mothers, healers, midwives, warriors, teachers, artisans, merchants and traders, scribes, storytellers, slaves, political leaders, sorcerers, spiritual leaders, women and men in religious orders, artists*), and describe their ways of life and their impact on the lives of others

Sample questions: “What was the role of children in the early societies you are investigating? How did this role affect their daily lives?” “What role did mothers play in the rearing and education of their children in these societies? Was this role similar in all classes? Did it differ if the children were male or female?” “Who provided medical care in these societies? Who had access to medical care?” “Which positions/professions were highly valued in this society? Which were not? What does this hierarchy tell you about this society and the lives of people in it?”

B2.3 describe various types of innovation in early societies (e.g., *technological innovations: the wheel, the plough, irrigation techniques; innovations in communication: writing, alphabets, papyrus/paper; metallurgical innovations: metal tools, weapons, coins; mathematical/scientific innovations: calendars, geometry, astronomy; innovations in transportation: the canoe, the stirrup; navigational innovations: the astrolabe, the kamal, the compass*), and assess their importance to these societies and to the emergence of different civilizations

Sample questions: “What innovations marked the transition from the Bronze Age to the Iron Age? What was the significance of the development of iron tools and weapons? Which societies initially developed such tools/weapons? What advantage did this give them over other societies?” “How did innovations in transportation and metallurgy affect the development of trade and commerce within and between early societies? What impact did these economic developments have on some early societies? How were different groups in these societies affected by these innovations?” “How did the development of specialized tools enable the Thule to survive in a harsh environment?”

B2.4 explain how various factors contributed to the economic development of some early societies and emerging civilizations (e.g., *agricultural surplus, water for agriculture and transportation, irrigation systems, the exploitation of natural resources, the barter system and specialization in the production of goods and services, the Silk Road and other trade routes, the development of currency, slavery*), and analyse the impact of these developments on the lives of different people in these societies

Sample questions: “What types of natural resources were particularly important to early societies? Which societies were particularly rich in such resources? What impact did the availability of these resources have on the economic development of these societies?” “How did the geographic location of Persia or the

Kingdom of Kush contribute to its economic development?" "What role did tributes play in the development of the economy of the Aztec Empire? What impact did such practices have on the lives of tributary peoples?" "What were some early accounting practices? How was financial information collected and recorded?"

- B2.5** describe key political structures in some early societies and emerging civilizations (*e.g., with reference to tribes and clans, chiefdoms, monarchies, sultanates, caliphates, khanates, shogunates*), and analyse their impact on these societies

Sample questions: "What is the Narmer Palette? What does it tell us about ancient Egyptian political history? Do all historians agree on how the palette should be interpreted?" "How was religion used to legitimize political authority in some early societies?" "How did Emperor Ashoka use religion to help unify people under his rule? What impact did this have on Indian society?"

B3. Cooperation, Conflict, and Rising Civilizations

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- B3.1** explain how various factors contributed to the ability of certain early societies to dominate others (*e.g., with reference to effective organizational/administrative structures, cultural or religious influence, superiority in agricultural or artisanal/manufacturing output, trade dominance, size of armies or skill of military commanders, superior transportation or military technology*)

Sample questions: "How important was military might to the expansion and dominance of early societies/civilizations?" "How did the administrative systems of the Umayyad caliphate help it expand and consolidate its empire?" "What role did canal building play in the dominance of the Chimú Empire?"

- B3.2** explain how various factors contributed to cooperation between early societies and to the development of civilizations (*e.g., with reference to language or cultural affinities, trade interests, similarity of belief systems, military alliances, migration*)

Sample questions: "How did trade and commerce along the Silk Road benefit societies bordering this route?" "What factors contributed to the cooperation between Turks and Mongol tribes that led to the birth of the Mongol Empire?"

- B3.3** analyse some ways in which early societies responded to external influences (*e.g., construction of defensive walls or fortified towns, opening of trade posts, adoption or adaptation of new ideas and technologies*) and how some of these responses contributed to the development of civilizations

Sample questions: "When you analyse emerging civilizations, did they tend to be insular or outward looking?" "What are some ways in which the early Roman Empire adopted elements of the cultures it conquered? How did this contribute to the success of and expansion of the empire?" "What impact did the creation of a class of Chinese-speaking mandarins have on ancient Vietnam?"

C. FLOURISHING SOCIETIES AND CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- C2. Stability and Expansion:** analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Identity, Citizenship, and Culture:** assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- C1.1** compare social structures in various flourishing societies/civilizations (*e.g., class and caste systems; families and clans; social structures associated with feudal societies; hereditary privilege and meritocracy; educational and religious institutions; administrative structures; codes of chivalry*)

Sample questions: “What role did religion play in the social structures of the Inca and Mauryan Empires?” “Why did a meritocratic system of administration develop in China? What impact did it have? In what ways was this system different from that of many other societies?” “What was the relationship between serf, samurai, and shogun in feudal Japan? How was this relationship similar to and different from that between serf, lord, and monarch in feudal Europe? How did the feudal systems in these regions compare to the social structure in another society/civilization?” “How widespread were matriarchal clan structures among First Nations?”

- C1.2** analyse key aspects of the daily lives of people in some flourishing societies/civilizations (*e.g., with reference to the work of different people; how goods were produced and acquired; marriage practices; family life, including the size and composition of families and the roles of women, men, and children; education; religious observances; diseases and medical remedies; sanitation; differences between upper and lower classes/castes*)

Sample questions: “When you analyse various societies, what patterns do you see with respect to similarities and differences in the lives of youth?” “What was life like for women of different classes in ancient Egypt?” “What was the life expectancy for people in pre-modern times? What factors contributed to relatively short lifespans?” “What do Mayan codices tell us about everyday life in that civilization?”

- C1.3** describe key economic structures, developments, and practices in various flourishing societies/civilizations, and analyse their significance (*e.g., the replacement of barter systems with cash economies, developments in domestic and international trade, development of a merchant class and urban commerce, feudal economies, tributary economies, taxation and tithing, plunder*)

Sample questions: “What role did tribute play in the Mesopotamian economy?” “How did the

introduction of a common currency help Qin Shi Huangdi unite China?" "What was the importance of caravanserais to trade in Persia?" "Why would some form of taxation or tribute be necessary to support a civilization? What are some ways in which civilizations raised the funds needed to support their infrastructure?" "What rights of ownership, possession, and transferability of property did citizens have in some flourishing societies?"

C1.4 describe key political and legal structures as well as some significant political ideas in various flourishing societies/civilizations, and explain how they contributed to the success of these societies/civilizations (*e.g., with reference to the Mandate of Heaven and royal dynasties in China; limited democracy in ancient Athens; the emperor and senate in imperial Rome; translatio imperii and the Holy Roman Empire; the Code of Hammurabi; the Law of the Twelve Tables*)

Sample questions: "What systems of control did Samudragupta use to consolidate his empire?" "What system of government was founded by Minamoto no Yoritomo? What was its long-term significance for Japanese government and society?" "What were the consequences of Isabella I's support for Christopher Columbus?"

C2. Stability and Expansion

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

C2.1 explain how various factors contributed to the stability of societies (*e.g., an established religion, effective bureaucracy, family structures, education, interdependent classes or castes, effective approaches for settling disputes, military presence, natural or built defences, legal codes*), and assess the importance of stability to a flourishing civilization

Sample questions: "How important were the multiple walls surrounding Babylon to that city's success and stability?" "What role did legal codes and civil administrators play in ensuring stability during and after the Tang Dynasty? How important were they to the success of imperial China?" "What factors contributed to the Pax Romana? Why is this seen as a significant period in Roman history?"

C2.2 analyse the role of warfare, including specific battles, in the expansion and consolidation of empires and/or civilizations (*e.g., the Battle of Gaugamela and the expansion of the Macedonian*

Empire; the Battle of Zama and enhanced security for the Roman Empire; the end of the Warring States period in China with the establishment of the Qin Dynasty; Norse and Mongol conquests and the expansion of their territory)

Sample questions: "What are some battles that were key turning points in the consolidation of the power of a civilization? How did they contribute to change for the victor and the vanquished?" "How and why did warfare affect various groups in a given society in different ways?" "What was the significance of the Battle of Hastings for Norman expansion?"

C2.3 explain the role of military innovation in the expansion of various societies/civilizations (*e.g., technological innovations such as the Hittites' use of iron weapons or the development of gunpowder, military innovations of Macedonian troops under Alexander the Great, the development of the testudo formation by Roman legions, Spartan hoplites, Mongol military tactics under Genghis Khan, the role of the samurai under Shogun Yoritomo*)

Sample questions: "Why was Hannibal considered such a brilliant military tactician?" "How did the use of gunpowder revolutionize warfare?" "How did the Ottomans capture Constantinople, which had been considered impregnable?"

C2.4 describe educational practices in various flourishing societies/civilizations (*e.g., with reference to apprenticeships for artisans; training for healers, administrators, monarchs, soldiers; the roles of the home, schools, early universities; libraries and the production of books; the roles of nuns, monks, priests, imams, rabbis; the influence of philosophers*), and explain how they contributed to stability in these societies

Sample questions: "What educational practices were used in Sparta? How were these different from those in Athens?" "What was the significance of the library at Alexandria?" "What was the significance of Nalanda University? What role did monks play at Nalanda? What similarities and differences were there between the role of Buddhist monks at Nalanda and that of Christian monks and nuns in the education reforms enacted by Charlemagne?"

C2.5 analyse the influence of religion/spirituality in various flourishing societies/civilizations, and explain how it contributed to stability in these societies (*e.g., with reference to claims by rulers to divinity or divine authority; the role of religion in reinforcing or challenging political stability; the impact of sacred books such as the Vedas, the Bible, the Torah, or the Qu'ran on social*

and/or legal codes; the use of gods and myths to account for unexplained events/phenomena or to reinforce social norms/values; religious wars; the power of the papacy in medieval Europe; the influence of religion on art, literature, music, architecture)

Sample questions: “What was the role of religion in the lives of the Persians under Cyrus the Great?” “What was significant about the promotion of religious tolerance by the Malian king Mansa Musa?” “What impact did the conversion of Ashoka the Great to Buddhism have on people in the Mauryan Empire?” “What do the number of ancient temples and other religious sites around the world reveal about the importance of religion/spirituality to ancient societies?”

C3. Identity, Citizenship, and Culture

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 describe methods used to challenge or limit government power in various flourishing societies/civilizations, and assess the contributions of individuals and groups in challenging established authority (e.g., with reference to *Spartacus*, *Muhammad*, *Thomas Becket*; challenges from peasants, nobility, the military, religious/spiritual leaders)

Sample questions: “What conditions led to revolt against the Qin dynasty? Who was involved in the revolt? What were its consequences?” “What was the English Peasants’ Revolt? What methods did the rebels use? How successful were they?” “What are some ways in which popes acted to influence government policy in the Christian world?” “How did Christine de Pizan’s *Book of the City of Ladies* challenge dominant ideas about the role and status of women in fifteenth-century Europe?”

C3.2 assess the political, social, and/or philosophical contributions of various individuals to the society/civilization in which they lived (e.g., with reference to *Charlemagne*, *Cleisthenes*, *Cleopatra*, *Confucius*, *Cyrus the Great*, *Genghis Khan*, *Hatshepsut*, *Hildegard von Bingen*, *Jesus of Nazareth*, *Julius Caesar*, *Moctezuma I*, *Moses*, *Muhammad*, *Nebuchadnezzar II*, *Pericles*, *Plato*, *Qin Shi Huangdi*, *Ramses II*, *Siddhartha Gautama*, *Empress Suiko*)

Sample questions: “How would a Macedonian have perceived Alexander the Great? Would a Greek, Persian, or Egyptian have perceived him differently? Why or why not?” “What was the significance of Joan of Arc in the development of French politics and identity at the time?”

C3.3 assess the artistic and/or scientific contributions of various individuals to the identity and/or culture of the society/civilization in which they lived (e.g., *Al-Zahrawi*, *Archimedes*, *Avicenna [Ibn Sina]*, *Homer*, *Leonardo da Vinci*, *Phidias*, *Virgil*; temple, mosque, and cathedral builders; Greek, Roman, and/or Indian sculptors; Byzantine mosaicists; Chinese or Chimú ceramicists; Mayan or Incan goldsmiths; Phoenician or Viking shipbuilders)

Sample questions: “Why were the terracotta warriors created? What do they tell you about the society that created them?” “Who contributed to the Islamic Golden Age? What were their most notable contributions?” “What was the social and artistic importance of the great European cathedrals built before 1500?”

D. CIVILIZATIONS IN DECLINE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Interrelationships:** analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- D3. Cultural Characteristics and Identity:** analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** explain the role of various social events and developments in the decline of some societies/civilizations and how these factors affected people living in these societies (*e.g., with reference to famine, epidemics, religious strife, conflict between social classes and/or ethnic groups, overpopulation, loss of culture and/or language*)

Sample questions: “Which civilizations were affected by the Black Death? What impact did it have on them? What was life like in societies where the plague was rampant?” “How did overpopulation contribute to the decline of the Khmer Empire?” “What role did religious conflict play in the decline of the Kingdom of Aksum? What happened to the people displaced from this society by the expansion of Islam?”

- D1.2** explain the role of various economic events and developments in the decline of some societies/civilizations and how these factors affected people living in these societies (*e.g., with reference to loss of trade routes, inability to*

respond to changing economic systems, decrease in agricultural yields, economic competition from other societies, exhaustion of natural resources)

Sample questions: “What role did farming practices play in the decline of the Mesopotamian Empire?” “What role did changing trade routes play in the decline of Petra?” “Why did the decline of Constantinople present economic challenges to Kievan Rus’? What impact did these challenges have on Slavic peoples in this region?”

- D1.3** explain the significance of various political events and developments in the decline of some societies/civilizations (*e.g., death of a leader, disputed succession, end of a dynasty, revolt or revolution in the heart of the civilization or one of its component societies, civil war, inability of an empire to protect its territory or control its tributary peoples, conquest by a stronger power*)

Sample questions: “How did the struggle for succession in the Songhai Empire contribute to its decline?” “What impact did the Abbasid Revolution have on the Umayyad Caliphate?”

D2. Interrelationships

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

D2.1 explain how war and foreign invasion contributed to the decline of some societies/civilizations (e.g., with reference to the Greco-Persian Wars, the Peloponnesian War, the sack of Carthage or Constantinople, civil war during the Kemmu Restoration, German invaders in the Roman Empire, the Crusades, the Norman invasion of England, Muslim conquests in India)

Sample questions: “How did various invasions (Greek, Macedonian, Roman) contribute to the decline of ancient Egypt?” “What impact did Viking or Mongol invasions have on various societies/civilizations?” “How did war contribute to the decline of the Islamic Empire in Central Asia?” “What impact did the Hundred Years’ War have on English interests in France?”

D2.2 analyse how factors associated with longevity and expansion contributed to the decline of some societies/civilizations (e.g., overexpansion and stretching military resources too thin, difficulty defending expanded borders, uncontrolled immigration leading to overpopulation in the centre of the empire, discontent among conquered peoples, failure to adapt to changing times and challenges, loss of markets to more innovative societies)

Sample questions: “In what ways might the identity of people living at the centre of a large empire have been different from those of conquered peoples living at the empire’s periphery? Why might people on the periphery have been more difficult to control? What impact might their resistance to authority have had on the empire’s resources?”

D2.3 explain how environmental factors (e.g., drought, floods, volcanic eruptions, deforestation or depletion of other natural resources, overhunting, changes in climate) contributed to the decline of some societies/civilizations

Sample questions: “What impact did the eruption of Thera have on Minoan civilization?” “What impact may changes in climate have had on the Indus Valley civilization and/or some Mesoamerican societies?” “In what ways might environmental factors such as resource depletion and climate change have contributed to the decline of Cahokia?”

D3. Cultural Characteristics and Identity

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

D3.1 analyse various societies/civilizations in decline to determine common characteristics associated with social decline (e.g., unstable political system, lack of leadership, decline in religious observance, stagnant artistic expression, disintegration of laws and customs, obsolete technology)

Sample questions: “When analysing different societies in decline, what common elements do you find? Which element or elements do you think were most decisive with respect to their decline? Why?”

D3.2 analyse the role of religion/spirituality in the decline of some societies/civilizations (e.g., conflict among proponents of existing religions; new cults or religions challenging or supplanting the state religion; proselytism; the influence of the beliefs of conquered peoples; the use of religion as a basis for resisting tyranny)

Sample questions: “What was the significance of the persecution of Zoroastrians in Persia after Muslim invasions?” “What role did Catholicism play in the decline of Celtic society in England and Ireland?”

D3.3 analyse the interrelationship between identity/culture and the decline of some societies/civilizations (e.g., how conflict among peoples with different identities contributed to the decline of some civilizations; how the decline of empires enabled some conquered peoples to revive old identities/cultural practices; how societies in decline had their cultural practices/production challenged or destroyed by more dominant powers; the extent to which the laws, religion, architecture, language of the conquering civilization changed the culture/identity of its subjects, even after its decline)

Sample questions: “How did the distinct identities of peoples who were part of the Roman Empire at its peak contribute to its decline? Did the continuing decline of the empire affect these peoples’ identities or culture?”

E. THE LEGACY OF CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Cultural, and Political Heritage:** analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E2. The Legacy of Interactions:** analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. The Fifteenth-Century World:** demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Cultural, and Political Heritage

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- E1.1** analyse the legacy of some socio-economic structures, practices, and traditions associated with various societies/civilizations (*e.g., traditions associated with nomadic and sedentary societies; social class/caste divisions; gender roles; division of labour and specialization of skills; slavery; feudal structures; agricultural practices; trade routes; markets and bazaars; guilds; rituals and practices around birth, marriage, death; gift-giving ceremonies to redistribute wealth; educational practices/structures; food and drink; sports and recreation*)

Sample questions: “Why was athletics so important in Greek society? What impact did Greek athletics have on later societies?” “What was the legacy of slavery for societies that existed prior to 1500?” “How might you assess the legacy of gender and/or other hierarchies in some pre-modern civilizations?”

- E1.2** analyse the legacy of art and literature from various societies/civilizations (*e.g., painting, sculpture, stained glass, mosaics; illuminated manuscripts; pottery and ceramics; clothing; hieroglyphics; calligraphy; epics, legends, and mythology; sacred texts; theatre; poetry; music*)

Sample questions: “Why is art an important source for studying early societies? What can

we learn about these societies from their artistic production?” “What is the message of the stories in *One Thousand and One Nights*? What is the cultural significance of this volume?” “What impact did Byzantine art have on art produced in medieval Europe?” “How did the artistic legacy of ancient Greece and Rome affect artists during the Italian Renaissance?”

- E1.3** analyse the architectural legacy of various societies/civilizations (*e.g., megaliths such as Stonehenge or those at Tiwanaku; moai on Rapa Nui [Easter Island]; Egyptian or Aztec pyramids; hypogea in Syria or Malta; Hindu temples at Angkor or Kanchipuram; mosques at Uqba or Timbuktu; Incan architecture at Machu Picchu; Shinto temples; Byzantine, Romanesque, or Gothic churches; rock-hewn architecture in Ethiopia or at Petra; the Great Wall of China or Hadrian’s Wall; Greek and Roman amphitheatres*)

Sample questions: “What are some buildings from the ancient world that have status as UNESCO World Heritage Sites? What is the significance of this designation?” “Why might the long-term legacy of a building differ from its initial purpose?” “Why was the arch an important development in the history of architecture?”

- E1.4** explain the significance of the contributions of some societies/civilizations to religion and philosophy (*e.g., with reference to animism, polytheism, and monotheism; Judaism, Buddhism, Christianity, Hinduism, Islam; the contribution*

of religious orders to art and knowledge; schisms; religious tolerance, persecution, and conflict; the influence of early schools of philosophy)

Sample questions: “How important were Greek philosophers to the development of Western philosophy?” “Where did Buddhism first develop? To what extent had it spread by 1500? What impact did it have on the societies in which it was adopted?” “What was the legacy for European countries prior to 1500 of the adoption of Christianity by the Roman Emperor Constantine the Great and his signing of the Edict of Milan?” “What role did monks and nuns play in the preservation of knowledge in Europe after the fall of the Roman Empire?”

- E1.5** assess the significance of scientific and/or technological contributions from various societies/civilizations (e.g., alphabets, astronomy, calendars, the compass, the crossbow, gun powder, irrigation systems and aqueducts, mathematics, chemistry, medicine, metallurgy, paper, the printing press, roads, war chariots, weaving)

Sample questions: “Where did the number zero originate? What is the significance of this development?” “What scientific/medical developments occurred during the Golden Age of Islam?”

- E1.6** assess the significance of political and legal contributions of some societies/civilizations (e.g., dynastic traditions, monarchy, Athenian or Haudenosaunee democracy, the Roman republic, bureaucracy; ideas about citizenship in different societies; the Code of Hammurabi, the Draconian constitution, the Code of Justinian, Magna Carta)

Sample questions: “What are the advantages of written legal codes? Where did this tradition begin? What are some key developments in this tradition?” “What was the significance of the integration of the principles of Confucianism into Chinese law?”

E2. The Legacy of Interactions

FOCUS ON: Cause and Consequence; Historical Perspective

By the end of this course, students will:

- E2.1** describe ways in which practices or innovations in one society/civilization were borrowed by other societies/civilizations (e.g., with reference to the wheel, agricultural practices and products, writing systems, mathematics, scientific knowledge, religion, weaponry), and analyse the significance of this influence

Sample questions: “What can you learn about intercultural influences from the study of ancient ruins?” “In what ways was Canaanite culture a product of fused elements of Egyptian and Mesopotamian cultures?” “What are some products/developments originating in China that were adopted/adapted by Western societies? How important were these products in the West?” “In what ways was the development of Bhakti doctrine an example of the assimilation of Muslim influence in Hindu society?”

- E2.2** assess the consequences for one society/civilization of coming under the control of another (e.g., with reference to assimilation and loss of culture, language; enslavement; loss of political autonomy; loss of control over resources; broadening of arts, knowledge; new markets and trade opportunities; access to new technologies)

Sample questions: “Do you think that the conquest of various societies by the Gupta or the Persian Empire was more beneficial or harmful for those societies? What was the most significant or influential change for these societies?”

- E2.3** compare approaches to foreign policy/international relations of different societies/civilizations (e.g., tolerance, openness, cooperation, the development of trade routes and alliances versus isolationism, aggression, invasion, war, militarism)

Sample questions: “What changes in approaches to foreign policy occurred under the reign of Ashoka the Great?” “In what ways did the approach of Hatshepsut to international relations differ from that of Pericles?”

E3. The Fifteenth-Century World

FOCUS ON: Historical Significance; Historical Perspective

By the end of this course, students will:

- E3.1** explain some key social trends and developments in societies in different parts of the world in the fifteenth century (e.g., continuing urban development in some societies; the beginning of the decline of feudalism in some societies; European voyages of exploration; the Renaissance; the Spanish Inquisition; witch hunts)

Sample questions: “Why were cities becoming increasingly important at this time?” “What factors contributed to the development of Renaissance humanism?” “What was the function of guilds? Why were they becoming increasingly important during this period?”

E3.2 describe economic structures and explain some key economic events and/or developments in societies in different parts of the world in the fifteenth century (*e.g., development of early capitalism in some societies; developments in agrarian economies; dominant trade routes; the first wave of European colonialism*)

Sample questions: “How was capitalism starting to transform the established economic order in some societies at this time?” “What was the economic impact of the voyages of Zheng He and the early years of the European Age of Exploration?”

E3.3 describe political structures and explain some key political events and/or developments in societies in different parts of the world in the fifteenth century (*e.g., strong dynasties and those in decline; rivalries and wars arising from disputed succession; the influence of religion on politics; political structures in the main centres of power and those in outlying regions; edicts expelling Jews from several European states; the expansion of the Aztec, Inca, Ottoman, and Songhai Empires*)

Sample questions: “What was the significance of the War of the Roses?” “What factors contributed to the establishment of the Iroquois Confederacy?” “How did Ottoman rulers treat their conquered lands and populations? How did this treatment help consolidate the Ottoman Empire?” “Why did the conquests of Timur (Tamerlane) contribute to one of the greatest periods of Islamic art?” “What was the Treaty of Tordesillas? What political events and values contributed to its development?”

E3.4 describe the roles and status of women, men, and children in some societies in different parts of the world in the fifteenth century (*e.g., the social, economic, political, religious, and familial roles of women and men; ideas about work, education, gender roles of children; differences among classes*)

Sample questions: “In what ways were the roles of children at this time different from those of today? How did a family’s social status affect the roles of its children?” “In what ways did the role/status of women differ in different societies at this time? Were there commonalities across societies?” “What sort of education did the majority of people receive at this time? What was the relationship between level of education and a person’s class or caste?”

Origins and Citizenship: The History of a Canadian Ethnic Group, Grade 11

Open

CHE30

This course focuses on the history of people who came to Canada from a specific country or region. Students will explore historical developments and events in the group's country of origin, the factors that influenced the decision of members of this group to emigrate, their historical experiences in Canada, and their contributions to Canadian identity and heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various aspects of the group's history.

Note: This course is to be developed and delivered with a focus, to be determined by the school, on the history of a specific ethnic group that now lives in Canada. However, with the school's approval, teachers may wish to allow some students to focus on one group, while other students focus on a different group.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating the history of the selected ethnic group
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The Ethnic Group in Its Region of Origin		
B1. Social, Economic, and Political Context: analyse key social, economic, and political events, trends, and/or developments in the selected ethnic group's country or region of origin and how they changed over time (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	A variety of structures and events shaped the historical development of different groups in their country of origin.	What is culture? What components make up culture? Are they the same for every ethnic group? How do we identify, and determine the importance of, turning points in an ethnic group's history?
B2. Significant Interactions: analyse the impact of significant interactions, including interactions with the environment, on the selected ethnic group's country or region of origin (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Interactions between groups and between human and natural systems have intended and unintended consequences.	How do communities change?
B3. Culture and Identity: analyse ways in which various factors contributed to the development of culture and identity in the selected ethnic group in its country or region of origin (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Culture and identity are not static.	
C. Factors Influencing Migration to Canada		
C1. Social, Economic, and Political Factors: analyse ways in which various social, economic, and political factors influenced people's decisions to emigrate, with particular emphasis on the selected ethnic group (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	There were often significant catalysts that led a person or a group of people to leave their home country.	Why do people emigrate? Are the reasons the same for all groups? Why might social, economic, and political factors lead to progress for some people yet decline for others within the same community?
C2. Conflict and Repression: analyse the roles played by conflict and denial of rights in people's decisions to emigrate, with particular reference, where applicable, to the selected ethnic group (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Institutional racism and denial of rights often led to emigration.	What catalyst or catalysts led this group to immigrate to Canada?
C3. Supports and Incentives: analyse the roles played by family, community organizations, and governments in people's decisions to emigrate, and in attracting them to Canada (FOCUS ON: <i>Historical Perspective</i>)	Immigration is the result of a combination of many factors, both personal and political.	Why did this group choose Canada as its destination?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The Canadian Experience		
D1. Settling in Canada: explain how various social and economic factors influenced the settlement of some ethnic groups in Canada, with particular reference to the selected ethnic group, and analyse the impact of ethnic settlements in this country (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Historical trends as well as personal factors have influenced where immigrants have settled in Canada.	What impact did immigration to Canada have on people from this ethnic group? Why have members of this community chosen to live where they do?
D2. Facing Challenges in Canada: analyse various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Immigration to Canada has presented, and continues to present, challenges as well as opportunities.	Is Canada a welcoming country? How has this ethnic group contributed to Canada and the development of Canada's global identity?
D3. Contributing to Canada: explain various ways in which ethnic groups, including the selected ethnic group, have contributed to Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Immigrants have made many significant contributions to Canada.	Are all contributions given equal treatment in Canada's narrative?
E. The Ethnic Group in Contemporary Canada		
E1. Social, Economic, and Political Issues: analyse ways in which some social, economic, and/or political issues, events, and/or developments at the local, national, and international level have affected the selected ethnic group in Canada (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Issues in their region of origin can continue to affect immigrants in Canada.	How have Canadian society and governments responded to the presence of ethnic and racial minorities? What is the place of this community in Canada's narrative? Should Canada's narrative be re-examined?
E2. From Assimilation to Multiculturalism: analyse the evolution of social and political perspectives and political policies related to immigration and cultural diversity in Canada (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Canadians have not always welcomed those they perceived as different or unassimilable.	
E3. Cultural Traditions: analyse some of the challenges that ethnic groups face in trying to maintain their traditional cultures, and describe ways in which groups in Canada have maintained their cultures (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Balancing tradition with new cultural and social ideas is challenging.	

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating the history of the selected ethnic group;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments relevant to the history of the selected ethnic group (*e.g.*, factual questions: *What were the key factors that led to the emigration of this ethnic group?*; comparative questions: *What are the main similarities and differences between the current and historical experience of this ethnic group in Canada?*; causal questions: *What impact has institutionalized racism had on this ethnic community in Canada?*)

A1.2 select and organize relevant evidence and information on aspects of the history of the selected ethnic group from a variety of primary and secondary sources (*e.g.*, primary: *artefacts or architecture from the region or country of origin, art work from the time, autobiographies, diaries, letters, maps, oral histories, period newspapers, photographs, political cartoons*; secondary: *books and/or articles from the library, classroom textbooks, documentaries or other films, current newspapers, websites*), ensuring that their sources reflect different perspectives

Sample questions: “What can architecture and religious/spiritual artefacts tell you about the history and identity of a group of people?” “What are some sources on the immigrant experience in Canada? Why would it be useful to consult both official government sources as well as more personal sources such as diaries, letters, or memoirs? What are the strengths and shortcomings of these respective sources?”

A1.3 assess the credibility of sources and information relevant to their investigations (*e.g.*, *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

Sample questions: “Would letters written by new immigrants to families back home be a reliable source with respect to their experience in Canada? Why or why not?” “When you read pamphlets and posters produced by the Canadian government to attract immigrants, why is it important to understand the context in which these publications were produced?” “Whose perspectives might be included in and/or missing from government publications? What are the implications for these inclusions/omissions?”

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (*e.g.*, *create a timeline to show the chronology of changes in attitudes towards a specific ethnic group in Canada; use a cause-and-consequence organizer to help them analyse factors leading to emigration; determine the short- and long-term consequences of conflict(s) that affected an ethnic group in its country of origin; compare the experiences of immigrants from this ethnic group at two or more different periods of time*)

Sample questions: “What type of tool might help you analyse the extent of changes over time in traditional ceremonies and celebrations of this ethnic group?” “What criteria would you use to rank the causes for this group’s immigration to Canada?”

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments relevant to the selected ethnic group (e.g., use the concept of historical significance when assessing the impact that this ethnic group has had on identity and culture in Canada; consider the concept of cause and consequence when analysing instances of forced migration; use the concept of continuity and change when analysing the evolution of social or political structures in the ethnic group's country or region of origin; use the concept of historical perspective when assessing the motives behind Canadian immigration policies)

Sample questions: "Which concept or concepts of historical thinking do you think would be most applicable when determining the impact of political upheaval on this ethnic group in its country of origin? Why?"

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: "What did you find out about differences between the intergenerational gaps among newcomers and native-born Canadians? What factors explain these differences?"

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the impact of social, political, or economic structures on the development of the selected group; a presentation on a proposal for a culturally accurate activity to be held at an ethnic festival of their choice; a debate on the treatment of the selected group on its arrival to Canada; a blog about the accuracy of a film, television show, or novel portraying a particular ethnic group; a game that recreates an immigrant's journey to Canada; digital interviews with individuals from an ethnic group on its migration experience; a graphic story detailing the generational divide between first- and second-generation immigrants from the selected group)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe some ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to assess the credibility of sources in a newspaper article, to analyse statistics provided by the government in support of a new policy, to understand the historical context of a film or book, to engage in informed discussions; apply work habits such as taking initiative in their part-time job or working independently in order to complete a project on time)

A2.3 apply the knowledge and skills developed in the study of history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: "When you analyse this issue, do you see any continuity between it and a historical issue you have studied? Why might understanding the significance or causes and consequences of the historical issue help you deepen your understanding of this current issue?" "How might understanding the histories and cultures of some ethnic groups in Canada affect your position on current debates related to multiculturalism in Canada?"

A2.4 identify some careers in which the skills learned in history background might be useful (e.g., aid worker, archivist, curator, educator, film maker, game designer, policy analyst, politician, researcher, social worker)

B. THE ETHNIC GROUP IN ITS REGION OF ORIGIN

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse key social, economic, and political events, trends, and/or developments in the selected ethnic group's country or region of origin and how they changed over time (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- B2. Significant Interactions:** analyse the impact of significant interactions, including interactions with the environment, on the selected ethnic group's country or region of origin (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Culture and Identity:** analyse ways in which various factors contributed to the development of culture and identity in the selected ethnic group in its country or region of origin (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- B1.1** analyse the historical development of key social structures and trends in this ethnic group's country or region of origin (*e.g., with reference to social class or caste, inherited wealth and privilege or poverty and low status, the status of women and/or children, attitudes and behaviours towards differently abled people, treatment and care of the elderly, formal and informal education systems, marriage practices, level of urbanization*)
Sample questions: "What impact did developments in education have on this group? Was education available to all members of the group?" "Was it possible for people from one social class/caste to move into a different class/caste in this society? Did expectations associated with social class or caste change over time?" "What was the status of women in this society? What attitudes were reflected in the treatment of women? Did these attitudes change over time?" "What attitudes were reflected in the treatment of the poor in this society?" "What evidence do you see of racial and/or ethnic tensions in this society?"

- B1.2** describe the family structure(s) that predominated in this ethnic group's country or region of origin (*e.g., whether marriage was monogamous or polygamous; the prevalence of nuclear, non-nuclear, multi-generational, blended, and/or multi-ethnic families; gender roles within the family*)

- B1.3** explain ways in which some key scientific and/or technological developments affected this ethnic group and/or its country or region of origin (*e.g., with reference to developments in agriculture, architecture, medicine, transportation, weaponry*)

Sample questions: "What changes resulted from improvements over time in farming techniques in this region?" "What developments do you see over time in the construction of buildings in this society? Were different materials, styles, and/or techniques used? What might account for these changes?"

- B1.4** analyse key aspects of the historical development of the economy in this ethnic group's country or region of origin (*e.g., with reference to the development of barter and trade; when the country industrialized; the impact of colonization on economic development and economic structures;*

whether the country had a traditional, command, or market economy, and changes from one system to another)

Sample questions: “What were the economic turning points for this country and/or ethnic group? Why did you select these as the turning points?” “How did women participate in the economy of this country or region?”

- B1.5** analyse key aspects of the historical development of political systems/structures in this ethnic group’s country or region of origin (e.g., the types of government that characterized different periods in the country’s history – monarchy, theocracy, tribal government, dictatorship, democracy, junta, revolutionary government; whether the country was ever a colony and, if so, the structures in its colonial and self-government phases; the involvement, if any, of religious/spiritual leaders in political structures; how war and/or revolution affected political structures)

Sample questions: “Was this country ever colonized? If so, what impact did this have on the country and the selected ethnic group? Under what circumstances was political independence achieved? What was the immediate result of independence? How has the country evolved since independence? What impact have the changes had on this ethnic group?”

B2. Significant Interactions

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- B2.1** analyse ways in which human conflicts have shaped the history of this ethnic group in its country or region of origin (e.g., with reference, as applicable, to war, invasion, genocide, religious conflict, revolution, rebellion, persecution, repression, enslavement, class conflict)

Sample questions: “In what ways was this ethnic group affected by internal or external conflicts? What criteria would you use to determine which conflict had the greatest impact on this group?”

- B2.2** analyse ways in which cooperation among members of this ethnic group and/or between this group and other groups has shaped the history of this group in its country or region of origin (e.g., with reference, as applicable, to treaties, colonial settlement schemes, collaboration with imperial powers, trade, intermarriage)

Sample questions: “Is cooperation always mutually beneficial? In what ways has it benefited this ethnic group? Do you think the other group or groups in this relationship benefited equally? More? Less?”

- B2.3** analyse the impact of some natural and/or human-created environmental disasters on people (e.g., natural events: drought, floods, earthquakes, volcanoes; human-created events: famine; extreme environmental degradation, including that resulting from resource extraction; nuclear/industrial accidents), with a particular emphasis, where applicable, on this ethnic group in its country or region of origin

Sample questions: “Whose lives were changed by this natural disaster? How significant is this event in the ethnic group’s story?”

B3. Culture and Identity

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- B3.1** analyse key aspects of the historical development of the arts within this ethnic group’s country or region of origin and how they contributed to the development of identity in this group (e.g., with reference to visual arts, music, dance, literature, architecture, clothing)

Sample questions: “What can you find out about this group by looking at its art? In what ways will studying its art works help you gain a better understanding of this group’s identity/identities?” “What is distinctive about the traditional clothing of this group? What are some factors that account for its characteristics? What did differences in clothing signify about different member of this society?”

- B3.2** analyse some ways in which religious/spiritual beliefs and practices in the country or region of origin contributed to the development of identity and culture in this ethnic group (e.g., with reference to traditions of monotheism or polytheism; religious/spiritual rituals; celebrations and ceremonies related to the environment; religious art, architecture, and music; dietary rules and restrictions; spiritual/religious practices related to death; religious teachings about the roles of men and women)

Sample questions: “Did the religious/spiritual beliefs of this group change over time? What impact did the change, or lack of change, have on the development of identity in this group?” “What do the cultural artefacts of this society tell you about its religious/spiritual beliefs?”

B3.3 analyse the relationship this ethnic group had with the environment in its country or region of origin and how this relationship contributed to the development of identity and culture in this group (*e.g., with reference to seasonal rhythms, animism, use of land and resources, available game and/or suitability of land for particular crops, materials available for building, methods for dealing with waste and sewage*)

Sample questions: “What connections are there between this group’s religious/spiritual beliefs and the society’s view of and relationship with the environment?” “What materials did these people use to build their homes? What do these materials reveal about the local environment?”

C. FACTORS INFLUENCING MIGRATION TO CANADA

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Factors:** analyse ways in which various social, economic, and political factors influenced people's decisions to emigrate, with particular emphasis on the selected ethnic group (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Conflict and Repression:** analyse the roles played by conflict and denial of rights in people's decisions to emigrate, with particular reference, where applicable, to the selected ethnic group (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Supports and Incentives:** analyse the roles played by family, community organizations, and governments in people's decisions to emigrate, and in attracting them to Canada (**FOCUS ON:** *Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Factors

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe some ways in which social factors in their countries of origin influenced people's decisions to emigrate (*e.g., with reference to overpopulation; urbanization; systemic racism; enslavement; lack of access to education; societal values and attitudes towards women, children, LGBT communities; rigid class or caste systems*), and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

Sample questions: "Which social factor do you think had the greatest impact on the decision of members of this ethnic group to emigrate? What criteria might you use to judge the impact of these social factors?"

- C1.2** describe some ways in which environmental issues, events, and/or developments, both natural and human-made, in the region of origin influenced people's decisions to emigrate (*e.g., with reference to lack of resources/land, natural or human-created environmental disasters, water*

shortages, land degradation), and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

Sample questions: "In what ways did changes in land use or agricultural practices over time affect some people's decisions to emigrate?"
"What impact might a government's decision to alter the land use of a specific region have had on the decision of some people to emigrate?"

- C1.3** describe some ways in which economic factors in their countries of origin influenced people's decisions to emigrate (*e.g., with reference to unemployment, poverty, child labour, lack of opportunities for people from certain groups, indentured labour, rural decline, loss of traditional work*), and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

Sample questions: "What economic factors pushed people from this ethnic group to migrate? Have these factors changed over time?"

- C1.4** describe some ways in which political factors in their countries of origin influenced people's decisions to emigrate (*e.g., with reference to discriminatory or assimilationist policies; repressive governments; political persecution; political corruption; human rights abuses; political instability,*

coups, or civil wars), and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

Sample questions: “Which government policies affected this ethnic group? Which policy, if any, was a turning point for this ethnic group and the decision of some of its members to emigrate? Why did this policy have this impact?”

C2. Conflict and Repression

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

C2.1 explain the role of conflict between groups in some people’s decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (*e.g., with reference to wars, including civil wars; religious or ethnic conflict; conflict between social classes or castes; conflict resulting from the division of an existing country or the union of smaller units into a single state*)

Sample questions: “What types of conflicts have affected this ethnic group? Which do you think was a catalyst for people’s decision to emigrate?”

C2.2 explain the role of the denial of civil, human, and/or citizenship rights in some people’s decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (*e.g., with reference to religious or political persecution, slavery, apartheid, genocide or ethnic cleansing, gender inequality, persecution of people with mental or physical disabilities or from LGBT communities*)

Sample questions: “How might religious laws and practices related to women contribute to a group’s decision to come to Canada?” “What role, if any, did institutionalized racism play in the decision of this group of people to emigrate? Do you think migration was an intended or unintended result of this racism?”

C2.3 describe some instances of the forced migration of groups in different regions and different periods of history (*e.g., the African slave trade, the enclosure movement in Scotland, the partition of India, dam construction and resultant flooding in China*), and, if applicable, explain the impact of forced migration on the selected ethnic group

C3. Supports and Incentives

FOCUS ON: *Historical Perspective*

By the end of this course, students will:

C3.1 analyse the role of community support groups and organizations, both in the home country and in Canada, in some people’s decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (*e.g., with reference to missionaries, church/religious refugee-sponsorship programs, charities assisting in family reunification*)

Sample questions: “What are some groups whose immigration to Canada was supported or sponsored by religious organizations?” “What are some ethnic advocacy or service organizations that have been active in Canada? What role have they played in assisting immigrants to Canada?”

C3.2 describe some ways in which family considerations have influenced migration, with reference both to migrants and to family members left in the country of origin (*e.g., the migration of single men and women to earn money to support families back home; the migration of a parent hoping to establish himself or herself and send for his or her family; the pull of family already in the new country, and their ability to sponsor family members; migration for educational purposes, with the goals of returning home to help the family/community; male-dominated communities in the new country and female-dominated families in the country of origin*), and analyse the experience of the selected ethnic group to determine ways in which such considerations affected its migration

Sample questions: “What role did family obligation or commitment play in the decision of members of this group to emigrate?” “What factors determined whether immigrants were able to come to Canada with their families or not?” “Did the group you are studying tend to immigrate in family units, or were some family members left behind in the country of origin?”

C3.3 analyse the role of migration myths perpetuated by governments and/or by ethnic communities on some people’s decisions to migrate, including, where applicable, the decision of members of the selected ethnic group (*e.g., Canada’s “Last Best West” campaign; the “brain drain”; the idea, particularly in the Eastern Bloc, that people who emigrate are traitors;*

the idea of the land of opportunity; myth versus reality with respect to the Underground Railroad)

Sample questions: “Do you notice any common themes in the migration myths perpetuated by governments and those perpetuated by ethnic communities? How important do you think the role of these myths was in people’s decisions to migrate?”

C3.4 explain why the selected ethnic group chose Canada as its destination (*e.g., immigrant-recruitment campaigns by the Canadian government, common language, universal suffrage, availability of land, religious freedom, the Canadian Charter of Rights and Freedoms and respect for human rights, opportunities for education and/or work, familial ties*)

Sample questions: “What were some factors that attracted immigrants to Canada? Which of these factors were most important for this group? In what ways did the experience of this group of people in their country of origin help determine what drew them to Canada?”

D. THE CANADIAN EXPERIENCE

OVERALL EXPECTATIONS

By the end of the course, students will:

- D1. Settling in Canada:** explain how various social and economic factors influenced the settlement of some ethnic groups in Canada, with particular reference to the selected ethnic group, and analyse the impact of ethnic settlements in this country (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D2. Facing Challenges in Canada:** analyse various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- D3. Contributing to Canada:** explain various ways in which ethnic groups, including the selected ethnic group, have contributed to Canada (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

D1. Settling in Canada

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- D1.1** explain the impact of various social factors on decisions relating to the initial settlement of some ethnic groups in Canada, including, where applicable, the selected ethnic group (*e.g., the tendency for a group to gravitate towards its own members, the reunification of families, the availability of support services, languages spoken, location of places of worship*)
Sample questions: “What support services are available for newcomers to Canada? Who provides these services today? Who provided them in the past?” “What social factor would you rate as the most significant in determining the settlement pattern of this group in Canada? What criteria did you use to help you make your determination?”
- D1.2** explain the impact of various economic factors on decisions relating to the initial settlement of some ethnic groups in Canada, including, where applicable, the selected ethnic group (*e.g., employment opportunities, including factory, construction, farm, and domestic work; the state of the Canadian economy at the time of the group’s arrival; the availability of free or subsidized land; the cost of living; the availability of housing/accommodation*)

Sample questions: “What impact would the state of the Canadian economy at the time of arrival have had on how and where an ethnic group settled? What economic challenges or opportunities did the selected ethnic group face upon arrival in Canada? In what ways did these opportunities or challenges influence where the group tended to settle?”

- D1.3** describe, and analyse the influence of, factors that contributed to the decision of some ethnic communities, including, where applicable, the selected ethnic group, to relocate from their initial place of settlement in Canada (*e.g., with reference to economic stability and independence, the purchase of a home, forced resettlement/relocation, changes in the job market*)
Sample questions: “Why do some neighbourhoods continually experience waves of new immigrants, with established families moving elsewhere?” “What ethnic communities originally lived in the Kensington Market district of Toronto? Are they still there? If not, what led them to move? Where did they go?”

- D1.4** analyse the significance for both the ethnic group and the larger community of the establishment of ethnic neighbourhoods in Canada (*e.g., with reference to Africville, Buxton; neighbourhoods such as Chinatown, Greektown, Koreatown, Little India, Little Bangladesh, Little Italy, Little Burgundy, Little Jamaica, Jewish quarters; Mennonite settlements around Kitchener-Waterloo; Doukhobors*)

settlements in the Kootenays; Ukrainian settlements in Manitoba; Haitians in Quebec)

Sample questions: “Why do some municipalities celebrate and promote the ethnic neighbourhoods that are found within their boundaries? Was this always the case?” “What contributions did immigrants make to the growth of the economy in their local communities?”

D2. Facing Challenges in Canada

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

D2.1 analyse some challenges that Canadian immigration policies have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (e.g., with reference to *quota systems; points systems; the Chinese Head Tax; the Chinese Immigration Act of 1923; the continuous journey regulation of 1908; changes to the Immigration Act in 1910, 1919, 1952, or 1976; the Immigration and Refugee Protection Act of 2002; attitudes towards passengers on the Komagata Maru or SS St Louis; changing refugee policies; the Domestic Workers Scheme; the Canada-U.S. Safe Third Country Agreement*)

Sample questions: “In what ways did Canada’s immigration policies reflect the social attitudes of the time?” “What does Clifford Sifton’s view that ‘only farmers need apply’ tell you about Canada’s economic needs and social attitudes at the time?” “Why were some ethnic groups given preferential treatment in the past?” “Did the ethnic group you are studying benefit or suffer from Canada’s immigration policies?”

D2.2 analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (e.g., with reference to *segregation, discrimination in jobs and/or housing, antisemitism, assimilation, stereotypes, streaming students, racial profiling, internment*)

Sample questions: “Which ethnic groups have been most affected by racist attitudes, prejudice, and/or institutional discrimination in Canadian history? What impact did such attitudes have on these groups?” “What have been some of the intended and unintended consequences of racial profiling?” “Why does Canada not always recognize the academic credentials of immigrants from certain countries?” “Is there evidence that the group you are studying faced – or continues to face – discrimination in Canada?”

D2.3 analyse ways in which Canadian public policy and/or institutions reflect a recognition of challenges that have faced ethnic communities in Canada (e.g., with reference to *the establishment of human rights legislation and commissions, apologies and compensation for the treatment of Chinese and Japanese Canadians, provisions in the Canadian Charter of Rights, anti-hate speech legislation, changes to immigration and/or refugee policy, Afrocentric schools*)

D3. Contributing to Canada

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

D3.1 describe the contributions of individuals from various ethnic groups, including the specific ethnic group under study, to their own communities and to the development of culture and identity in Canada (e.g., with reference to *literature, art, film, television, politics, the media, education, science and technology, sports, business*)

Sample questions: “What are some novels by writers from ethnic groups about the experience of immigrants or ethnocultural minorities in Canada? What themes/issues do they address? What contributions have these writers made to identity and heritage in Canada?”

D3.2 describe various ways in which ethnic groups have contributed to culture and identity in Canada (e.g., *museums and cultural centres, arts and crafts, music, architecture, foods, neighbourhoods, economic contributions, military contributions*), and assess the contribution of the specific ethnic group under study

Sample questions: “What are some contributions from ethnic groups that have become a part of mainstream Canadian culture?” “What are some factors that affect the ability of ethnic communities to contribute to culture or identity in Canada?” “What do you think is the most significant contribution of this ethnic group to Canada? Why?”

D3.3 demonstrate an understanding of the interdependence between Canada and people who have come here from abroad, including the mutual advantages of this interrelationship (e.g., *the contributions of immigrants as skilled workers, tradespeople, and/or domestic workers; migrant workers and the role they play in Canadian agriculture; the ability of immigrants to send remittances to their family/community in their country of origin; the potential for international students to return to their country with skills and knowledge that can benefit their community; the*

contribution of immigrants to population and economic growth in Canada), and analyse this interrelationship with reference to the selected ethnic group

Sample questions: “In what ways did the farm families who came to Canada in the early twentieth century benefit Canada? In what ways did they benefit from their migration to Canada?” “What services do migrant workers provide? In what ways are these services beneficial to Canadian farmers? To Canadians in general?” “How important has immigration been for maintaining population rates in Canada?”

E. THE ETHNIC GROUP IN CONTEMPORARY CANADA

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Issues:** analyse ways in which some social, economic, and/or political issues, events, and/or developments at the local, national, and international level have affected the selected ethnic group in Canada (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- E2. From Assimilation to Multiculturalism:** analyse the evolution of social and political perspectives and political policies related to immigration and cultural diversity in Canada (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. Cultural Traditions:** analyse some of the challenges that ethnic groups face in trying to maintain their traditional cultures, and describe ways in which groups in Canada have maintained their cultures (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Issues

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- E1.1** analyse ways in which some social, economic, and/or political issues, events, and/or developments in its country or region of origin have affected the selected ethnic group in Canada (*e.g., with reference to social/economic need in the country of origin and the role of remittances; war or political upheaval and the resultant arrival of new immigrants or refugees in the community in Canada; the organization of aid groups within the community in Canada in response to natural or human-created disasters abroad; pressure from the ethnic group for the Canadian government to respond to war, social upheaval, or human rights violations in the country/region of origin; divisions within the group in Canada reflecting divisions within the country of origin; acts of terror abroad and how they affect the ways members of a group are viewed in Canada*)

Sample questions: “Have recent conflicts affected immigration patterns of this group to Canada? If so, what impact have these changes had on the existing community in Canada, or on Canada’s response to this community?” “Which international development do you think has had the greatest impact on this group in Canada? Why?”

- E1.2** analyse ways in which some social, economic, and/or political issues, events, and/or developments at the national level in Canada have affected the selected ethnic group (*e.g., demographic changes; changes in technology; economic cycles; changes in political policy with respect to immigration, refugees, social services, or foreign aid; internments or deportations*)

Sample questions: “What impact has the health of the Canadian economy had on how immigrants, including the selected ethnic group, have been viewed?” “What are some of the reasons behind current changes to Canadian immigration policy? Are any of these changes having an impact on this ethnic group?” “How have treaty relations between the government and indigenous peoples in Canada affected this ethnic group, either directly or indirectly?”

- E1.3** analyse ways in which some social, economic, and/or political issues, events, and/or developments at the provincial and/or local level in Canada have affected ethnic groups, including, where applicable, the selected ethnic group (*e.g., Ontario legislation such as the 1951 Fair Employment Practices Act, 1950 amendments to the Conveyancing and Law of Property Act, or the 1962 Human Rights Code; the impact of the Parti Québécois on allophone and anglophone communities in Quebec; the impact of Bill 101 on ethnic communities in Quebec; the impact of Premier Davis’s decision to extend public funding for Catholic schools in Ontario; the creation of*

Afrocentric schools in some areas; the economic boom in Alberta; the adoption of a motion in the Quebec National Assembly to ban the kirpan)

Sample questions: “How important was the establishment of the Ontario Human Rights Commission for ethnocultural minorities in this province?” “What impact has the recent growth of the economies of Saskatchewan or Alberta had on ethnic communities in Canada?”

E2. From Assimilation to Multiculturalism

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

E2.1 analyse the evolution of government policies and perspectives related to the place of immigrants in Canadian society (*e.g., from assimilationist, segregationist, or integrationist policies to multiculturalism, accommodation, and celebration of differences*), and explain their significance for the selected ethnic group

Sample questions: “What is the significance of government apologies for the Chinese Head Tax or the internment of ‘enemy aliens’?” “Do you think the debate over turbans in the RCMP or the adoption of Sharia law can be seen as a turning point in ethnic relations in Canada? Why or why not?”

E2.2 analyse various government programs or policies that support multiculturalism (*e.g., the establishment of Black History Month or Asian Heritage Month; the funding of ethnic festivals and museums; heritage language programs in schools; modifying uniform requirements to accommodate turbans and hijabs; practices regarding prayer in schools*), and assess whether they meet the needs of various ethnic groups, including the selected ethnic group

Sample questions: “Do you think multicultural festivals celebrate cultural differences or reinforce stereotypes and commodify culture?” “Who chooses which ethnic groups will receive official recognition, such as a heritage month? What criteria do you think should be used to make that decision?” “Are there any issues in this ethnic community that have tested the limits of Canada’s multiculturalism policy?”

E2.3 analyse changes over time in social attitudes towards ethnic groups and cultural diversity, and explain the impact of these changes on relations between these groups and the broader

society, with reference, where applicable, to the selected ethnic group (*e.g., decline in ethnocentrism, support for equity, increasing acceptance of inter-marriage and families of mixed ethnic background, decline of segregation, valuing of ethnic neighbourhoods, integration of neighbourhoods, tolerance for different values in the community, changes in attitudes in response to events such as the Air India bombing or the September 11 terrorist attacks*)

Sample questions: “Do you think that attitudes towards this group have changed for the better or worse in the past few decades? What factors have contributed to an increase or decrease in tolerance towards and/or acceptance of this group?”

E2.4 assess the importance of social and political support and investment at the community level, both for ethnic groups and for Canadian society in general (*e.g., with reference to English as a second language programs; citizenship education; continuing education; mentoring; policies and initiatives on equity in education; community organizations, including ethnic organizations and other non-governmental organizations; various social services; volunteerism; community service awards*)

Sample questions: “Why does supporting ethnic communities through agencies such as the United Way benefit not only the specific community but also Canadian society as a whole?” “What is the role of education in preparing Canadians, including new Canadians, for active, responsible citizenship?”

E3. Cultural Traditions

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

E3.1 analyse challenges and opportunities associated with preserving cultural diversity in Canada (*e.g., the dominance of English-language culture, challenges and opportunities associated with social media and the Internet, pressures from consumer culture, heritage language programs, prayer rooms for Muslim students in schools, the dominance of Western clothing and fast-food outlets, tensions between traditional ethnic cultures and dominant Canadian cultures and values, redefinitions of collective identity*)

Sample questions: “Do you think the preservation of language/dialect is essential to the preservation of culture? Why or why not?” “Do you think it’s acceptable for people from

some ethnic groups to choose not to stand for the national anthem? Why or why not? Why might some groups feel that they are not represented by the national anthem?" "What impact has globalization had on cultural diversity in Canada?"

E3.2 analyse intergenerational challenges experienced by families in ethnic communities in Canada (*e.g., with reference to ways of dress, use of make-up, interactions with the opposite sex, attitudes towards sexuality and LGBT issues, the music and books the younger generation chooses to listen to and read, course choices in high school, competing pressures on the younger generation to assimilate into mainstream Canadian society and preserve/respect their traditional culture, attitudes towards money*)

Sample questions: "Why might conflicts emerge between different generations in an ethnic community? Why might some people in an ethnic community want their youth to resist the beliefs and values of the dominant culture?" "Why might the intergenerational gap between newcomers and their children differ from the one that exists between native-born Canadians and their children?" "What are some ways in which the children of immigrants have balanced respect for cultural traditions while advocating for change within their communities?"

E3.3 describe ways in which the selected ethnic group has retained its cultural traditions in Canada (*e.g., through celebrations, ceremonies, rituals, food, music, dress, religious/spiritual practices, organizations, retaining specific social/cultural values*)

Sample questions: "What changes have occurred in this ethnic group's celebrations and ceremonies since it came to Canada? What might account for why some elements have stayed the same while others have changed?"

World History since 1900: Global and Regional Interactions, Grade 11

Open

CHT30

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since 1900
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Empires and Nationalism, 1900–1919		
B1. Social, Economic, and Political Context: analyse some significant social, economic, and political developments in two or more regions of the world between 1900 and 1919 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	The turn of the century was a period of widespread change.	Was this period a turning point in modern history? Were the sacrifices made during World War I justified?
B2. Communities, Conflict, and Cooperation: analyse the significance of some global and regional conflicts and reform movements between 1900 and 1919 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	This was a period of military conflict but also of social reform.	Did great hardship during this period contribute to great change?
B3. Identity, Citizenship, and Heritage: explain how various political, social, and cultural developments affected identity, citizenship, and/or heritage in two or more regions of the world between 1900 and 1919 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The forces of imperialism and nationalism had an impact on people's identity and citizenship rights during this period.	
C. Economic and Political Crises, 1919–1945		
C1. Social, Economic, and Political Context: analyse the impact on the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1919 and 1945 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	This period was characterized by major social/cultural change and economic crises.	Was World War II a continuation of World War I? Was World War II inevitable? Why might people in different regions, or different people in the same region, have had different perspectives?
C2. Communities, Conflict, and Cooperation: analyse key causes and consequences of various global and regional conflicts as well as the effectiveness of efforts to maintain peace between 1919 and 1945 (FOCUS ON: <i>Cause and Consequence</i>)	This period was marked by increased tension between different countries and groups of people.	What was the impact of nationalism during this period?
C3. Identity, Citizenship, and Heritage: analyse some significant developments related to human/citizenship rights and cultural identities in societies in two or more regions of the world between 1919 and 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	This was a period of increased nationalism at the expense of individual and group rights and the lives of millions of people.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The Cold War Years, 1945–1991		
D1. Social, Economic, and Political Context: explain the impact of the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1945 and 1991 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Rapid change during this period had a direct impact on how people lived.	What were some of the ways in which people responded to challenges and created change during this period?
D2. Communities, Conflict, and Cooperation: analyse various international and regional conflicts as well as forces that united communities between 1945 and 1991 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	International and regional alliances were tested during the Cold War years.	Is conflict inevitable when individuals, groups, and nations seek independence?
D3. Identity, Citizenship, and Heritage: explain how various social, political, and cultural forces affected identity, citizenship, and/or heritage in two or more regions of the world between 1945 and 1991 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	This period was marked by increasing social reform and social change.	What forces contributed to the development of nationalist and social movements around the world during this period?
E. A Globalizing World: Issues and Interactions since 1991		
E1. Social, Economic, and Political Context: analyse some key social, economic, and political issues and developments in two or more regions of the world since 1991 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Globalization has had economic, social, and political ramifications during this period.	Has the world gotten smaller?
E2. Communities, Conflict, and Cooperation: assess the impact of some key instances of conflict and international cooperation since 1991 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Regional conflict has affected most regions of the world during this period, whether in terms of local violence or efforts to keep/restore peace.	How do we deal with competing rights?
E3. Identity, Citizenship, and Heritage: analyse how various factors have affected the rights, identity, and everyday lives of various groups in two or more regions of the world since 1991 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Human rights are defined differently around the world.	What types of forces have brought about change during this period?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since 1900;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in world history since 1900 (e.g., factual questions: *What was Kristallnacht?*; comparative questions: *In what ways is the status of women in Western societies different now than it was at the beginning of the twentieth century?*; causal questions: *What were the immediate and underlying causes of the War on Terror?*)

A1.2 select and organize relevant evidence and information on aspects of world history since 1900 from a variety of primary and secondary sources (e.g., primary: *art works, diaries, letters, period newspapers, photographs, political cartoons, treaties*; secondary: *books and/or articles from the library, documentaries or other films, textbooks, websites*), ensuring that their sources reflect different perspectives

Sample questions: “Why is film an important source for twentieth-century history? What can you learn from watching a documentary such as Leni Riefenstahl’s *Triumph of the Will*? Should this documentary – or any other – be accepted at face value? Why or why not?”

A1.3 assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

Sample questions: “What perspectives are reflected in the lyrics of American songwriters such as Woody Guthrie and Pete Seeger? What was the context in which their songs were written?”

A1.4 interpret and analyse evidence and information relevant to their investigation, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *create a timeline to help them understand the chronology of major events in the Cold War; use a cause and effect organizer when investigating World War I; create a mindmap outlining factors contributing to the decline of an empire; create graphs to help them analyse data related to the baby boom*)

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding issues, events, and/or developments in world history since 1900 (e.g., *use the concept of historical significance to help them determine the impact of the Great Depression; use the concept of cause and consequence to help them determine the factors that contributed to the creation of the state of Israel and the consequences of its creation for the region; use the concept of continuity and change when investigating responses towards genocides in the twentieth century; use the concept of historical perspective when analysing the War in Vietnam to ensure that they take the viewpoints of different participants into account*)

Sample questions: “Why would it be important to apply the concept of historical perspective when investigating an event or development of international or global importance?” “Which concept or concepts do you think would be the most appropriate to apply when investigating developments in postcolonial Angola or Rhodesia/Zimbabwe? Why?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “What have you learned from your investigation of human rights in the second half of the twentieth century? Based on your findings, what do you think are the most important factors contributing to the development of human rights? What factors present the greatest challenge to this development?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the most significant inventions of the twentieth century; a debate on economic globalization; a presentation on the impact of American military intervention in some regional conflicts; a video on propaganda films; a role play portraying the challenges facing refugees displaced by war; a Twitter feed on the Cuban Missile Crisis; a game on the space race; a time capsule reflecting major developments of the 1960s)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films and videos, oral evidence, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe some ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to help them determine if a source cited in an article or on a website is reliable, to engage in informed discussions and express informed opinions, to determine the accuracy of the historical setting of a movie or video game; use work habits such as working independently and taking initiative in their part-time job)

A2.3 apply the knowledge and skills developed in the study of world history since 1900 when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample question: “Why might it be useful to apply the concept of continuity and change to help you to analyse current issues facing women in different regions of the world?”

A2.4 identify some careers in which the skills learned in history might be useful (e.g., aid worker, artist, game designer, historical re-enactor, journalist, politician, tour guide)

B. EMPIRES AND NATIONALISM, 1900–1919

OVERALL EXPECTATIONS

By the end of the course, students will:

- B1. Social, Economic, and Political Context:** analyse some significant social, economic, and political developments in two or more regions of the world between 1900 and 1919 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- B2. Communities, Conflict, and Cooperation:** analyse the significance of some global and regional conflicts and reform movements between 1900 and 1919 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** explain how various political, social, and cultural developments affected identity, citizenship, and/or heritage in two or more regions of the world between 1900 and 1919 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- B1.1** compare some key social roles, institutions, and/or developments in two or more regions of the world during this period (*e.g., with reference to families, the roles of women, class, levels of education, religious institutions, labour strife, trends in immigration/emigration, urbanization*)

Sample questions: “When you analyse social hierarchies in different regions of the world during this period, what differences do you find? Are there any basic similarities?” “Which countries were major destinations for immigrants during this period? What patterns do you see with respect to the origins of immigrants to different countries? What supports, including those from local or national organizations or from the immigrants’ own communities, were available for immigrants in different countries?”

- B1.2** identify some key developments in science and/or technology during this period, and analyse their impact on people’s lives (*e.g., with reference to the mass production of automobiles; developments in military technology, airplanes,*

radio, or electrical appliances; the work of Sigmund Freud, Guglielmo Marconi, or the Pathé brothers; engineering feats such as the construction of the Panama Canal)

Sample questions: “What impact did ideas about scientific management and innovations such as the assembly line have on workers in industrialized societies during this period?” “What are some changes that occurred in people’s lives, in both the short and long term, as a result of the mass production of cars?” “What are some of the ways in which urban electrification changed people’s lives?”

- B1.3** describe the main characteristics of economies in two or more regions of the world during this period (*e.g., traditional, mixed, industrialized, agricultural, or free market capitalist economies*), and analyse their impact on people’s lives (*e.g., with reference to the lives of farmers in traditional or mixed economies, the life of a factory worker in an industrial society, the increase in white-collar work in some regions, trusts and robber barons, increasing unionization in industrial societies*)

Sample questions: “What were some of the major industrialized countries at this time? Which countries remained largely agricultural? What were some of the major differences in people’s lives in industrial and agricultural economies?”

B1.4 describe some major political changes in selected countries in two or more regions of the world during this period, and explain their significance (e.g., with reference to the establishment of the Weimar Republic in Germany, the beginnings of the Soviet state in Russia, political chaos in China, challenges from labour/socialist parties in some regions, the Japanese annexation of Korea)

Sample questions: “What political changes occurred in Turkey during this period? What were some reasons for these changes? What impact did they have on different groups and communities?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

B2.1 explain the main causes and short-term consequences of World War I (e.g., causes: *imperialism, competing alliances, militarism, nationalism*; consequences: *recruitment drives/conscription; loss of life; problems facing veterans; the decline of the German, Austro-Hungarian, Russian, and Ottoman Empires; changing national borders; the birth of the League of Nations and the mandate system; German reparations*)

Sample questions: “In what ways might history have been different if Archduke Franz Ferdinand had not been assassinated? Do you think war was inevitable, even if this event had not occurred?” “How did the balance of power in the world shift as a result of World War I? What countries emerged from the war with increased power or influence?”

B2.2 analyse the significance of some local/regional conflicts in two or more regions of the world during this period (e.g., *the Boer Wars, the Boxer Rebellion, the Russo-Japanese War, the Mexican Revolution, the Armenian genocide, revolutions and civil war in Russia, tactics of and responses to militant suffragists in England, the Winnipeg General Strike, Red Clydeside, the Chicago race riot of 1919*)

Sample questions: “What do the Banana Wars tell you about the impact of American power and interests in Central America and the Caribbean?” “What was the significance of the Russian Revolution both within and outside Russia?”

B2.3 describe the goals of some major social reform movements in different societies during this period (e.g., *socialist, labour, women’s suffrage, temperance, peace, nativist, progressive, civil rights, or settlement movements*), and analyse the impact of these movements

Sample questions: “Who were the Wobblies? In what ways were they distinct from other labour groups?” “What were some reform movements that arose from concerns about living conditions in urban slums? How successful were they in achieving their goals?” “What connections were there between religion and social reform in some countries during this period?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

B3.1 identify the major empires that existed at the beginning of this period (e.g., *the British, Russian, German, Austro-Hungarian, Ottoman, Japanese, Belgian Empires*), and explain how they had changed by the end of this period

Sample questions: “What was the Congo Free State? Why and how did it become the Belgian Congo? To what extent did this change in status affect conditions in this region?” “What effect did the Japanese victory over Imperial Russia in the 1905 Russo-Japanese War have on both countries? In what other ways did Japan expand its empire during this period?” “What criteria would you use to rank the importance of the causes of the decline of the Ottoman Empire?”

B3.2 explain the impact of nationalism on identity, citizenship, and/or heritage in two or more regions of the world during this period (e.g., *in Ireland, the Balkans, Mexico, India; in relation to Zionist or Black nationalist movements*)

Sample questions: “In what ways do the historical narratives of the Irish revolutionary period differ depending on who is telling the story? Why might a unionist and a nationalist have a different narrative of the same events? Why is it important to look at both perspectives to understand the impact that the nationalist movement had on Ireland and the Irish people?”

B3.3 explain how various factors impeded the development of citizenship rights during this

period (e.g., social Darwinism, racism, antisemitism, beliefs about gender roles, war, imperialism)

Sample questions: “How and why did imperialist powers limit citizenship rights in their colonies?”
“What arguments did opponents of women’s suffrage use to try to justify denying women the vote? Did all advocates of women’s suffrage favour extending the vote to all women?”

B3.4 explain the impact that some key individuals had on society and politics in two or more regions of the world during this period (e.g., Jane Addams, Annie Besant, Henri Bourassa, Georges Clemenceau, Prince Faisal, Vladimir Lenin, King Leopold II, Tsar Nicholas II, Emmeline Pankhurst, Sun Yat-Sen, Pancho Villa, Kaiser Wilhelm II, Woodrow Wilson, J. S. Woodsworth)

Sample questions: “Why do you think people continue to visit the Rosa Luxemburg memorial in Germany? What aspects of her political ideas and beliefs do people continue to relate to or admire?”

B3.5 describe some key cultural developments during this period, and explain their impact on heritage and/or identity in different societies (e.g., with reference to developments in motion pictures; new artistic movements such as expressionism or cubism; musical developments such as ragtime or the music of Tin Pan Alley; the contributions of individuals such as D. W. Griffith, Rudyard Kipling, L. M. Montgomery, Rabindranath Tagore, war poets)

Sample questions: “What are some ways in which World War I affected cultural production? What impact did this production have on national and/or global heritage?”

C. ECONOMIC AND POLITICAL CRISES, 1919–1945

OVERALL EXPECTATIONS

By the end of the course, students will:

- C1. Social, Economic, and Political Context:** analyse the impact on the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1919 and 1945 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse key causes and consequences of various global and regional conflicts as well as the effectiveness of efforts to maintain peace between 1919 and 1945 (**FOCUS ON:** *Cause and Consequence*)
- C3. Identity, Citizenship, and Heritage:** analyse some significant developments related to human/citizenship rights and cultural identities in societies in two or more regions of the world between 1919 and 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe some key social issues, trends, and/or developments during this period, and analyse their impact on the lives of people in two or more regions of the world (*e.g., changing mores in many Western countries in the 1920s, changes in the roles of women, continuing urbanization, changes in recreational activities, the role of religion, the social impact of economic crises*)

Sample questions: “What issues and developments influenced the rise in youth subcultures in different parts of the world during this period?” “What impact did the labour movement have on ideas about recreation and vacations for some working people?”

- C1.2** identify some key developments in science and/or technology during this period, and analyse their impact on people’s lives (*e.g., with reference to radio, television, the use of sound in movies, aviation, radar, medical developments, chemical fertilizers, improvements in motor vehicles; the ideas of Albert Einstein*)

Sample questions: “What impact would a major medical development like the discovery of insulin or penicillin have had on people’s lives? Who particularly benefited from these developments?”

- C1.3** identify some key economic changes during this period, and analyse their impact on people’s lives in two or more regions of the world (*e.g., with reference to the prosperity of the 1920s in some societies, the burden of World War I reparations on Germany, the stock market crash of 1929, the Great Depression, rearmament and war industries*)

Sample questions: “Was the prosperity of the 1920s a global phenomenon?” “In what ways did economic conditions for a farm family or industrial worker change between 1925 and 1935? In what regions were the changes most significant?” “What economic changes resulted from new fiscal laws/policies? How did these changes affect individuals and families?”

- C1.4** identify some key political changes in selected countries in two or more regions of the world during this period, and analyse their impact on people’s lives (*e.g., the beginnings of decolonization in Africa and Asia, the declaration of independence in Egypt, the establishment of the Nationalist government in China, fascism in Italy and Spain,*

Nazism in Germany, Stalinism in the Soviet Union, the New Deal in the United States, totalitarianism in Japan, the Peron coup in Argentina, isolationism)

Sample questions: “What were the Nuremberg Laws? What impact did they have on Jews in Germany?” “What changes occurred in the government of Japan during this period? How did they affect the lives of people in Japan and other parts of East Asia?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence*

By the end of this course, students will:

C2.1 analyse the impact of nationalism and imperialism in two or more regions of the world during this period (*e.g., with reference to the British Raj and the Indian independence movement, Egyptian independence, German nationalism and expansionism, Japanese imperialism and attitudes towards the people they conquered, the Soviet annexation of the Baltic states, or American economic imperialism in Latin America*)

Sample questions: “What were the intended and unintended consequences of the March 1st Movement for Koreans? In what ways was this movement related to American president Woodrow Wilson’s ideas about self-determination?” “What was the significance of the Atlantic Charter for imperial powers and their colonies in Asia and Africa?”

C2.2 explain the main causes and consequences of World War II (*e.g., causes: the impact of the Treaty of Versailles; militarism; expansionism of Nazi Germany, fascist Italy, and imperial Japan; consequences: civilian and military casualties, the Holocaust, displaced persons, the creation of the United Nations [UN], the partition of Germany*)

Sample questions: “What decisions were reached at the Allied conferences at Yalta and Potsdam? What changes arose from these decisions? What were their short- and long-term consequences?” “What were the consequences of the dropping of atomic bombs on Hiroshima and Nagasaki?”

C2.3 explain the main causes and consequences of some local/regional conflicts in two or more regions of the world during this period (*e.g., the Amritsar Massacre, conflict between Nationalists and Communists in China, the Nazi persecution of the Jews, the Great Terror and/or Holodomor in the Soviet Union, the Spanish Civil War, the Japanese invasion of Manchuria, the Italian invasion of Ethiopia, or the 1926 General Strike in Great Britain*)

Sample questions: “What were the causes of the uprising in the Warsaw Ghetto? What were its consequences?”

C2.4 describe various efforts to maintain peace during this period, and assess their effectiveness (*e.g., with reference to the League of Nations, the Washington Naval Conference, the Munich Agreement, the Locarno Pact, the work of Quakers and the international peace movement, or the Good Neighbor Policy and the withdrawal of American troops from Nicaragua*)

Sample questions: “Why did the negotiators of the Locarno Pact receive the Nobel Peace Prize? What did the pact accomplish in the short term? Why was it not effective in the long term?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 explain how various groups, practices, and/or attitudes limited citizenship and/or human rights in two or more regions of the world during this period (*e.g., with reference to the Ku Klux Klan, the Gestapo, the People’s Commissariat for Internal Affairs, censorship, incarceration and internment, eugenics programs, racism, antisemitism, segregation, disenfranchisement*)

Sample questions: “How did residential schools in Canada and Australia violate the rights of Aboriginal peoples in those countries?” “What is eugenics? What impact did beliefs associated with eugenics have on government policy in different countries during this period? What impact did such policies have on the rights of some people in these countries?”

C3.2 analyse the contributions of some individuals and organizations to the protection of human rights in two or more regions of the world during this period (*e.g., W. E. B. Du Bois, Mohandas Gandhi, Nellie McClung, John Rabe; White Rose, Save the Children, International Federation of Red Cross and Red Crescent Societies, national and international labour unions*)

Sample questions: “How did Eleanor Roosevelt use her position as first lady in the United States to further human rights causes?” “Why is Raoul Wallenberg considered one of the ‘Righteous among the Nations’?”

C3.3 assess the impact of some key political figures from two or more regions of the world on identity, citizenship, and/or heritage during

this period (e.g., *Mustafa Kemal Atatürk, Chiang Kai-shek, Winston Churchill, Francisco Franco, Mohandas Gandhi, Haile Selassie I, Emperor Hirohito, Adolf Hitler, Franklin Roosevelt, Joseph Stalin*)

Sample questions: “How did Indians tend to view Gandhi at this time? How did British colonial authorities view him? How would you explain the difference in perspective?” “What impact did the women who pressed the Persons Case have on Canadian citizenship?”

C3.4 describe some key cultural trends and/or developments during this period, and analyse their significance (e.g., *with reference to fashion, music, design trends such as art deco or Bauhaus, “talkies”, the Harlem Renaissance, the work of the Group of Seven, socialist realism, surrealism, the propaganda films of Leni Riefenstahl or Walt Disney; the work of Coco Chanel, Salvador Dali, Kahlil Gibran, Pablo Picasso, Diego Rivera, or*

Virginia Woolf; the creation of the superhero by DC and Marvel comics)

Sample questions: “What is the relationship between the creation of the modern idea of a ‘superhero’ in comics and global problems at this time? Why might superheroes be so popular again today?”

C3.5 identify some key symbols associated with these years (e.g., *flappers, gangsters, Blackshirts, breadlines, the dustbowl, the swastika, the yellow star of David, kulaks, Rosie the Riveter, kamikazes, U-boats*), and explain why they came to represent this period

Sample questions: “In the past, to whom was this symbol significant? What did this particular symbol represent to them? Why do you think it has been so enduring a symbol? Has its impact changed over time? If so, for whom?”

D. THE COLD WAR YEARS, 1945–1991

OVERALL EXPECTATIONS

By the end of the course, students will:

- D1. Social, Economic, and Political Context:** explain the impact of the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1945 and 1991 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- D2. Communities, Conflict, and Cooperation:** analyse various international and regional conflicts as well as forces that united communities between 1945 and 1991 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- D3. Identity, Citizenship, and Heritage:** explain how various social, political, and cultural forces affected identity, citizenship, and/or heritage in two or more regions of the world between 1945 and 1991 (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- D1.1** describe some key social trends and/or developments during this period, and explain their impact on the lives of people in two or more regions of the world (*e.g., with reference to teenage subcultures; countercultures; increasing concern with human/civil rights; change and continuity in families, the role of women, the role of religion in various societies; trends in education; changes in birth rates and life expectancy; suburbanization*)

Sample questions: “How did some women’s roles change during this period? Did they change in the same ways or to the same extent in all societies? What factors might account for differences?” “What was the baby boom? In what ways is its effect still being felt in the present?”

- D1.2** identify some key developments in science and/or technology during this period, and explain their impact on people’s lives (*e.g., with reference to nuclear power, the Salk vaccine, the birth control pill, organ transplants, computers, space technologies*)

Sample questions: “What impact did the space race have on people’s lives? What are some

technological developments related to the space race that have attained broader use?” “How did technology change how currency was used and produced?”

- D1.3** explain the role and impact of some international economic organizations and agreements during this period (*e.g., the General Agreement on Tariffs and Trade, the European Economic Community, the Organization of the Petroleum Exporting Countries, the Latin American Free Trade Association, the International Monetary Fund [IMF], or the World Bank*)

Sample questions: “What were some changes brought about by the Canada-U.S. Free Trade Agreement? How did it benefit some groups but hurt others?”

- D1.4** describe some key political developments and/or government policies in two or more regions of the world during this period, and assess their impact on people’s lives (*e.g., with reference to McCarthyism; the rise of the welfare state; nationalist movements in Africa, Asia, and/or Canada; political independence for many former colonies; the Cultural Revolution in China; legislative changes related to taxation, investing, civil rights, divorce, birth control, environmental protection; the rise of neoliberalism in the West; the reunification of Germany*)

Sample questions: “What was the short- and long-term impact of China’s one-child policy?” “What criteria would you use to evaluate the

significance of changes associated with the welfare state?" "In what ways did Margaret Thatcher change political policy in Britain? Why did her policies generate so much resistance?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

D2.1 explain key causes of some international conflicts during this period as well as the impact of these conflicts on various communities (e.g., with reference to the Berlin Blockade, the Korean War, the Suez Crisis, the Algerian War, the Soviet response to the Hungarian Revolution or Prague Spring, the Six Day War, the War in the Falklands, or Indonesia's invasion of East Timor)

Sample questions: "In what ways was the Vietnam War linked to both colonialism and the Cold War? What impact did this war have on North and South Vietnam? The United States? Canada? How did these different countries – or different groups in these countries – view the war?"

D2.2 analyse key causes of some internal conflicts in two or more regions of the world during this period as well as the impact of these conflicts on various people (e.g., with reference to the partition of India, the anti-apartheid movement in South Africa, the Dirty War in Argentina, the Salvadoran Civil War, the Zimbabwe War of Liberation, the Khmer Rouge in Cambodia, the Iranian Revolution, civil war in Sri Lanka, the October Crisis in Canada, Tiananmen Square protests in China)

Sample questions: "What criteria would you use to rank the factors that led to the Cuban Revolution?" "What were some of the similarities and differences between apartheid in South Africa and segregation in the American South and challenges to both systems?" "What was the impact for Ugandans of the coup that brought Idi Amin to power?"

D2.3 demonstrate an understanding of the perspectives of the blocs in the Cold War, and explain some major consequences of this conflict, with reference to both international relations and national policies in some countries (e.g., with reference to the Berlin Wall and the

partition of Germany, the Truman Doctrine, the Warsaw Pact, the North Atlantic Treaty Organization [NATO], censorship, the suppression of dissent, the arms race, the space race, the Cuban Missile Crisis)

Sample questions: "What was the motivation behind the Truman Doctrine? What impact did this policy of communist containment have on U.S. support for dictators such as Augusto Pinochet or Anastasio Somoza?" "What impact did the Cold War have on intelligence-gathering agencies in the West and the Soviet bloc?"

D2.4 analyse the effectiveness of cooperation in the international arena during this period (e.g., with reference to the Marshall Plan, the UN, the Organization of American States, the work of Lester B. Pearson during the Suez Crisis, the Camp David Accords, the Strategic Arms Limitation Talks, Glasnost, Live Aid, trade agreements, international peacekeeping efforts, non-governmental organizations [NGOs] working in international development)

Sample questions: "What trends or developments contributed to the rise of international NGOs during this period? What is the role of some of these organizations? What criteria would you use to evaluate their effectiveness?"

D2.5 analyse the role of religion/spirituality in two or more regions of the world during this period (e.g., with reference to Islamic theocracies; Sikh nationalism; the role of religion in conflict in the Middle East; liberation theology in Latin America; the position of religious institutions on social issues such as the role of women, birth control, civil rights, gay rights; the role of religious institutions in providing social services; the role of religious institutions in operating boarding schools for indigenous children in Canada, the United States, and/or Australia; the work of Oscar Romero, Desmond Tutu, or Mother Teresa; new religious movements such as Scientology or the Unification Church)

Sample questions: "What role did religion or religious leaders play in the civil rights movement in the United States during this period?" "What role did religion play in the Iranian Revolution?"

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

D3.1 explain the impact of nationalism and the decline of colonialism on identity, citizenship, and/or heritage in countries in two or more regions of the world during this period (e.g., in *Israel, Palestine, Vietnam, Algeria, India, Pakistan, Northern Ireland, Biafra, Namibia, Libya, Sudan, or Czechoslovakia; with respect to the Kurds in Iraq, the Basques in Spain, or the Québécois in Canada*)

Sample questions: “Why did so many African countries achieve political independence in the 1950s and 1960s? In what ways did these countries change with independence? What was the heritage of colonialism for these emerging states?”

D3.2 analyse the contributions of some significant individuals and/or organizations to human rights in two or more regions of the world during this period (e.g., with reference to the *UN Convention on the Rights of the Child or Declaration on the Rights of Indigenous Peoples, Amnesty International, Mothers of the Plaza de Mayo, Solidarity [Poland], or the African National Congress; Rosa Parks, Martin Luther King Jr., Stephen Biko, Pierre Trudeau, Gloria Steinem, Mikhail Gorbachev, Aung San Suu Kyi*)

Sample questions: “Why did thousands of people from all over the world attend the funeral of Oscar Romero? Why did other people attack and kill some of the attendees? What did this man stand for? Why did he engender such strong responses from his supporters and detractors?”

D3.3 describe some of the main social movements in two or more regions of the world during this period (e.g., *civil rights, feminist, peace, environmental, Aboriginal, anticolonial movements*), and assess their significance

Sample questions: “What are some ways in which Aboriginal peoples from different regions of the world began to organize during this period to speak out about the need for change and for the acknowledgement of past injustices? What factors contributed to these movements? What issues did they address?” “Why do you think that many people’s attitude towards the environment changed during this period? What were some developments that reflected these changes of attitude?”

D3.4 describe some key cultural developments during this period, and analyse how they affected people’s identity and heritage (e.g., *the increasing domination of American culture; the popularization of television; developments in music, such as rock ‘n’ roll, reggae, and/or ska; modern art; postcolonial literature; developments in sports and popular culture*)

Sample questions: “What are some ways in which youth subcultures during this period were tied to the music they were listening to? What associations were there between types of music and the values and/or behaviour of these youth?”

E. A GLOBALIZING WORLD: ISSUES AND INTERACTIONS SINCE 1991

OVERALL EXPECTATIONS

By the end of the course, students will:

- E1. Social, Economic, and Political Context:** analyse some key social, economic, and political issues and developments in two or more regions of the world since 1991 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E2. Communities, Conflict, and Cooperation:** assess the impact of some key instances of conflict and international cooperation since 1991 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- E3. Identity, Citizenship, and Heritage:** analyse how various factors have affected the rights, identity, and everyday lives of various groups in two or more regions of the world since 1991 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

E1.1 describe some key social issues, trends, and/or developments during this period, and analyse their impact on the lives of people in two or more regions of the world (*e.g., with reference to immigration/emigration; changes in birth, marriage, and divorce rates; same-sex marriage; increasing secularization in some societies and increasing fundamentalism in others; changes in recreational activities; trends in education; social changes arising from environmental concerns; the social impact of globalization*)

Sample questions: “What impact has the AIDS pandemic had on families in many countries in sub-Saharan Africa?” “What are some social/demographic trends dating from this period that have had a direct impact on you? Is your experience of them similar to or different from those of young people in other parts of the world?”

E1.2 describe some key developments in science and/or technology during this period, and analyse their impact on people’s lives (*e.g., developments in computers, cellphones, social media, biotechnology, military technology*)

Sample questions: “What impact has the popularization of the Internet had on retail business? What are some other ways in which technology has changed the way people work? How has it changed the way students learn?” “In what ways has technology affected the ways in which people use financial institutions?”

E1.3 explain some of the causes of economic globalization during this period, and analyse its impact on different groups in two or more regions of the world (*e.g., with reference to the rise of China and India as economic powers; deindustrialization in many Western countries; the eurozone; trade blocs; maquiladoras and sweatshops; the work of the IMF, World Bank, or World Trade Organization [WTO]; weaknesses in labour or environmental regulation; the decline of unions; global economic crises*)

Sample questions: “What have been some of the economic and social consequences of the loss of manufacturing jobs in North America? What are some of the economic, social, political, and/or environmental consequences of the movement of manufacturing to China and other Asian countries?”

E1.4 explain some of the causes and consequences of key political developments in two or more regions of the world during this period (*e.g., the dissolution of the Soviet Union and Yugoslavia and political turmoil in many of the newly independent*

states; the partition of Czechoslovakia; the establishment of the European Union; the end of apartheid and the election of Nelson Mandela in South Africa; the impact of the Arab Spring in different countries)

Sample questions: “What are some factors that contributed to the rise of the Taliban in Afghanistan?” “What criteria would you use to rank the consequences of the transfer of Hong Kong to China?”

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

E2.1 describe some key conflicts in two or more regions of the world during this period, and analyse their impact (e.g., with reference to the First and Second Gulf Wars; ethnic conflict in the former Yugoslavia or Rwanda; the terrorist attacks of September 11, 2001; the war in Darfur; civil wars in Colombia, Lebanon, or Sierra Leone; the War on Terror; the government crackdown on Arab Spring protests; the Zapatistas and drug wars in Mexico)

Sample questions: “What impact did 9/11 have on both the United States and the rest of the world?” “What role have blood diamonds and conflict oil played in financing war and corruption during this period?”

E2.2 analyse some measures taken to enforce or maintain peace during this period, and assess their effectiveness (e.g., with reference to peacekeeping missions in Somalia, Kosovo, the Democratic Republic of Congo, Afghanistan; the Good Friday Agreement; measures to contain piracy in the Indian Ocean; internationally supervised elections; international aid)

Sample questions: “What types of circumstances led the UN to authorize peacekeeping forces during this period? What criteria might you use to evaluate the effectiveness of some UN peacekeeping missions that took place during this time?”

E2.3 analyse the role and assess the effectiveness of some key intergovernmental organizations in the global community during this period (e.g., the UN, NATO, the G8 and G20, the European Union, the African Union, the Union of South American Nations, Asia-Pacific Economic Cooperation, the Association of Caribbean States, the WTO, the World Bank, the Intergovernmental Panel on Climate Change)

Sample questions: “Why have G8 and G20 conferences often been met with hostility and protests?” “How effective has the UN been in contributing to global cooperation in this period? How would you evaluate its effectiveness compared to earlier intergovernmental efforts such as the League of Nations?”

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

E3.1 explain how various factors have impeded socio-economic development in two or more regions of the world during this period (e.g., political and corporate corruption, foreign ownership/control of natural resources, deindustrialization, foreign debt, literacy rates, lack of capital or infrastructure, colonial legacies, the AIDS pandemic, drought and famine, civil war), and explain their impact on different groups

Sample questions: “In what ways have multinational corporations influenced the policies of some countries during this period? What impact have these policies had on people’s lives?”

E3.2 assess the contributions of some individuals and organizations from two or more regions of the world to political and/or social change during this period (e.g., Osama bin Laden, George W. Bush, Hugo Chavez, the Dalai Lama, Phil Fontaine, Stephen Lewis, Wangari Maathai, Nelson Mandela, Ken Saro-Wiwa, Jody Williams; Doctors without Borders, Free the Children, Greenpeace, Oxfam, War Child)

Sample question: “How successful do you think organizations like OneXOne or large mass media relief concerts have been in increasing awareness among youth about social/political problems facing the world and the need for social change?”

E3.3 describe some ways in which communities, including the international community, have addressed human rights abuses during this period (e.g., through truth and reconciliation commissions in South Africa, Argentina, Canada; the International Court of Justice; international criminal tribunals for Rwanda and the former Yugoslavia; the Special Court for Sierra Leone; the creation of the International Criminal Court; government apologies for past violations of human rights)

Sample questions: “What is the role of the International Criminal Court with respect to

human rights around the world?" "What is the relationship between changing attitudes towards human rights and official government apologies for past actions/policies?"

E3.4 describe key aspects of the role and rights of women in two or more regions of the world during this period, and compare them to the role and status of women in earlier decades (e.g., with reference to the franchise, roles in government, labour force participation, birth rates, infant/maternal mortality rates, honour killings, dowry murders, female infanticide, physical and sexual assault, female genital mutilation, female literacy rates)

Sample questions: "What do you think are the most significant ways in which the roles and/or rights of some North American and European women have changed during this period? What factors contribute to the fact that not all groups of women in these regions experienced the same changes?" "What factors continue to affect the roles and rights of women around the world?"

E3.5 describe some key cultural issues, trends, and/or developments during this period, and explain their impact on identity and heritage (e.g., globalization, concerns about loss of traditional cultures, developments in "world music", Bollywood, censorship issues, manga and anime)

Sample questions: "Why are people being drawn back to the superhero genre that was popular during the 1940s and early 1950s?" "In what ways are censorship issues different in this period than they were earlier in the twentieth century? In what ways are they the same?" "What impact has globalization had on cultural development in some societies?"

Canada: History, Identity, and Culture, Grade 12

University Preparation

CHI4U

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Canada, Origins to 1774		
B1. Setting the Context: analyse the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	The struggles of early European settlers to form political, economic, and social systems, and their impact on Aboriginal ways of life, continue to have ripple effects today.	What do we know about the history of Aboriginal peoples of Canada prior to their contact with Europeans? How has the historiography of the contact experience changed over time?
B2. Interactions and Interdependence: analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	The relationship between First Nations peoples and European explorers and early settlers was marked by both conflict and cooperation.	What criteria could we use to judge the long-term impact on Canada and Canadian identity of shifting relationships between First Nations peoples and Europeans?
B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The early colonial policies of France and Britain played a role in the development of Canadian heritage and identity.	Have the experiences of all groups been given equal treatment in the narrative of early Canada?
C. Canada, 1774–1867		
C1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	British colonial policies had an impact on the social, economic, cultural, and political development of Canada.	How did British colonial policies help shape events and developments in Canada at this time? How does their legacy continue to play a role in Canada today?
C2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Both internal and external conflict played a role in the political evolution of Canada.	What contributed to the deepening divide between British and French in British North America during this period?
C3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration played a large role in the development of Canada and of Canadian identity.	Was Canada a haven for immigrants during this period?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. Canada, 1867–1945		
D1. Setting the Context: analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Government policies as well as popular reform and cultural movements all contributed to the development of Canada during this period.	What criteria could we use to rank the impact of key events, trends, and/or developments from this period on Canadian identity?
D2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, Canada's military activities and social reform movements were major factors shaping the new nation.	On balance, did World War I and World War II unify or divide Canadians? Should governments apologize and/or compensate people for past injustices?
D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration policies, assimilationist ideas, and regionalism in Canada led to the inclusion of some groups and exclusion of others.	
E. Canada since 1945		
E1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: <i>Cause and Consequence; Continuity and Change;</i>)	International ideas, issues, and developments have presented increasing challenges to Canada's economy, culture, and identity.	In what ways have international trends, issues, and developments helped to shape Canadian political, economic, and social policy and reform movements?
E2. Interactions and Interdependence: analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	As the pace of global change quickens, Canada has had to respond and change with it.	What social and political conflicts came to the fore in these decades? Is Canada's reputation as a humanitarian nation merited?
E3. Diversity and Citizenship: analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, multicultural and welfare state policies have helped to shape Canadian identity, at home and abroad.	How has Canadian identity changed as a result of modern immigration and multiculturalism policies?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history, with a focus on the development of identity and culture (e.g., factual questions: *What was the Code Noir?*; comparative questions: *What were the main differences between the Rebellions in Upper and Lower Canada?*; causal questions: *What were the main causes of the sovereignty movement in Quebec?*)

A1.2 select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources (e.g., primary: *artefacts, art works, diaries, legislation, letters, maps, period newspapers, photographs, political cartoons, statistics, treaties*; secondary: *books and/or articles from the library, current newspapers or magazines, documentaries and/or other films, textbooks, websites*), ensuring that their sources reflect a range of perspectives

Sample questions: “How can you ensure that your sources reflect a variety of perspectives?” “If you were studying the Indian Act in the nineteenth century, what sources might you consult? What types of sources would reflect the position of the government? Where might you find information about the impact of the act on First Nations peoples and their response to it?”

A1.3 assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

Sample questions: “How do you judge the reliability of a primary source?” “Do you think government sources are less biased than other sources? Why or why not?” “What are some potential problems with using historical fiction as a source for your investigation? What are some positive aspects of this type of source? When you read historical fiction, why is it important to be aware of whose perspectives are represented in the book and whose are missing? What method might you use to assess the credibility of a historical novel?”

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *develop criteria to rank the significance of the causes of Confederation; use a concept map to help them determine the short- and long-term consequences of the Quebec Act; construct graphs to help them interpret data on demographic changes in the 1960s; compare press reports supporting and condemning the Upper Canada Rebellion*)

Sample questions: “What criteria might you use to rank the importance of various events for the development of identity in postwar Quebec?” “When you examine traditional Inuit clothing and/or housing, and the tools used to create them, what do they tell you about the resources available to these people?”

A1.5 describe various approaches to the study of history (e.g., *nationalist*, *great man*, *Marxist*, *feminist*, *postcolonial*, *minority/ethnic*) and assess their effectiveness in analysing issues, events, and/or developments in Canadian history, particularly those relevant to their own investigations

Sample questions: “What does the term *historiography* mean?” “What is the difference between a conservative, liberal, and Marxist interpretation of history?” “Which school of thought do you think this source reflects? In what ways do you think this historian’s perspective affects the way she has interpreted or used the evidence?” “When you critically examine traditional approaches to history, what shortcomings do you notice? Which groups tend to receive the most attention? Which tend to be under-represented?” “Do you think history can be free of bias? Why or why not?”

A1.6 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canadian history (e.g., *use the concept of historical significance to help them assess the impact of various individuals on the development of culture or identity in Canada; use the concept of cause and consequence when analysing the short- and long-term effects of the expulsion of the Acadians; consider the concept of continuity and change when exploring the evolution of the women’s movement in Canada; take the concept of historical perspective into account when analysing interactions between Jesuit missionaries and First Nations people*)

Sample questions: “What concept or concepts of historical thinking might you consider when investigating changes in the rights of French Canadians in colonial Canada? Why?” “Why might sources differ in their appraisal of the significance of a historical event or figure? If several sources have different perspectives, how can you make your own judgement about the significance of the event/individual?”

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “What conclusions have you reached about the short- and long-term consequences of land acquisition by the Hudson’s

Bay Company?” “Based on your analysis of developments in the past fifty years, what do you think will be Canada’s future military role in the world? Why?”

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a seminar on the early years of the labour movement in Canada; an essay on the role of conflict in the development of Canada’s national identity; a debate on whether the use of the War Measures Act in 1970 was justifiable; a presentation on the impact of residential schools on Aboriginal communities; a blog discussing the historical accuracy of portrayals of First Nations peoples in film; a website on Canadian war art*)

A1.9 use accepted forms of documentation (e.g., *footnotes or endnotes, author/date citations, reference lists, bibliographies, credits*) to reference different types of sources (e.g., *archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites*)

A1.10 use appropriate terminology when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry topics; terminology related to history, historiography, and the concepts of historical thinking*)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., *skills related to reading text, writing, document use, computer use, oral communication, numeracy*), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., *use skills to analyse statistics, to assess the credibility of sources cited in an article they are reading, to understand and appreciate multiple perspectives and engage in informed discussions, to analyse the historical context of historical fiction, to identify bias in the media; apply work habits such as self-regulation to monitor their own progress on a task, or initiative to identify strategies that will enable them to successfully complete a task*)

A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing

current social, economic, and/or political issues in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “Can you see any parallels between this issue and an issue in Canadian history? What can we learn from attitudes towards and/or responses to this issue in the past?” “Does your understanding of the historical experience of these groups help you explain differences in their perspectives on the current issue?” “Are there similarities between this proposed policy and a political policy from earlier times? Knowing what you do about the unintended consequences of the earlier policy, do you think the proposed initiative is likely to be successful? Why or why not?”

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, games designer, historian, journalist, lawyer, librarian, policy analyst, political speech writer, politician, researcher*)

B. CANADA, ORIGINS TO 1774

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Setting the Context:** analyse the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Interactions and Interdependence:** analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B3. Diversity and Citizenship:** assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Setting the Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** compare various aspects of life among different Aboriginal peoples in Canada prior to contact with Europeans (*e.g., with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices*)

Sample questions: “What do the spiritual practices of different Aboriginal peoples reveal about their relationship with the environment?” “What sorts of tools and weapons did the Thule people living in the Arctic use? In what ways were they different from or similar to the tools and weapons used by the Wendat?” “In what ways were the lives of First Nations on the West Coast of Canada different from those of First Nations who lived near the Great Lakes or on the Prairies? What factors might account for those differences?”

- B1.2** compare various aspects of life among people of European origin living in Canada prior to 1774 (*e.g., with reference to religion, education, work, relationships with the environment, lifestyles, culture, gender roles; the lives of missionaries; life*

in towns, on farms or seigneuries, or in the Pays d’en Haut), and analyse how these people responded to the challenges of life in Canada

Sample questions: “What were some of the differences between the lives of habitants in a settlement and those of coureurs de bois in the Pays d’en Haut? What do their views of and relationships with the environment reveal about their responses to the challenges of life in Canada?”

- B1.3** describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774 (*e.g., First Nations trade routes, the fur trade, fishing, the timber trade, the charter of the Company of One Hundred Associates, the seigneurial system, mercantilism and changes in intercolonial trade, land grants*), and assess their significance for the development of Canada, including the development of identity in Canada (*e.g., with reference to the creation of the Métis nation, the role of natural resources in Canadian economic history, alliances and rivalries arising from economic relationships, the long-term consequences of land grants to the Crown or to private companies*)

Sample questions: “What does the exploitation of natural resources in early colonial Canada tell you about the relationship of colonists and imperial powers with the environment?” “What impact do you think economic trends in early colonial Canada have had on the development of identity in Canada?”

B1.4 assess the significance, for different groups of people, of some key political events and developments in Canada prior to 1774 (e.g., the impact of the Iroquois Confederacy on various First Nations, the impact that the establishment of Royal Government in New France had on the Jesuits, habitants, the Haudenosaunee, and/or the Company of One Hundred Associates; the impact that the conflicts between France and Britain had on colonial families, First Nations communities, and/or French settlements)

Sample questions: “What impact did the Treaty of Paris have on colonial Canada? Who was most greatly affected by it?” “What was the significance of the Quebec Act for the protection of French-Canadian culture? What is the significance of this act for the development of identity among French Canadians? For a national Canadian identity?”

B2. Interactions and Interdependence

FOCUS ON: Cause and Consequence; Continuity and Change

By the end of this course, students will:

B2.1 analyse the roles of various groups in colonial Canada prior to 1774 (e.g., Cree trappers and guides, First Nations and Acadian farmers, French and British soldiers, Haudenosaunee and Wendat warriors, First Nations healers and shamans, coureurs de bois, habitants, seigneurs, intendants, merchants, slaves, Ursulines, Jesuit missionaries, the Filles du Roi) and how they contributed to the development of Canada

Sample questions: “What were the responsibilities of censitaires and the seigneur on a seigneurie?” “What impact did the relationship between French traders and explorers and Cree trappers, traders, and guides have on the development of Canada?” “How important was the role of the Filles du Roi in establishing a viable colonial settlement in New France?”

B2.2 analyse how different factors affected relations between Aboriginal peoples and European settlers in colonial Canada prior to 1774 (e.g., with reference to military alliances, fur trade partnerships, the exchange of knowledge and technology, the work of missionaries, the impact of European diseases on Aboriginal populations,

intermarriage, increasing European settlement and the location of those settlements, Europeans’ sense of superiority to Aboriginal peoples, colonial policies such as treaties and land grants)

Sample questions: “What effects did land grants and expanding European settlement have on various Aboriginal communities? When you look at the changes to Aboriginal communities that resulted from European settlements, which were the most profound? Who was most greatly affected? Why?”

B2.3 analyse how conflict between the French and British in colonial Canada prior to 1774 affected the development of Canada, including the development of identity in Canada (e.g., with reference to shifts in power that resulted from the Seven Years’ War, the significance of the Battle of the Plains of Abraham for both the French and the British, conflict between Acadians and British authorities, resistance to British administration in Quebec after the Conquest)

Sample questions: “What role did imperial rivalries play in the conflict between the British and the Acadians? What were the short- and long-term consequences of the expulsion for the Acadians and for the development of identity in Canada? Do you think that the expulsion of the Acadians should be viewed as cultural genocide? Why or why not?”

B2.4 describe the involvement of First Nations in various military conflicts in Canada prior to 1774 (e.g., warfare between First Nations prior to European contact, the Iroquois and French Wars, the Seven Years’ War, Pontiac’s Rebellion), and analyse the causes and consequences of this involvement (e.g., causes: competition over land and resources; colonial rivalries between French, English, and Dutch powers and their Native allies; Native discontent with colonial policies; consequences: the introduction of new weapons to First Nations; loss of Native territory; heightened rivalries among First Nations; the Royal Proclamation of 1763)

Sample questions: “What was the most significant factor contributing to the destruction of the Wendat Confederacy?” “In what ways does the loss of Native territory during this time continue to affect the relationship between First Nations communities and governments in Canada today?”

B3. Diversity and Citizenship

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

B3.1 describe the roles of some notable individuals in early Canadian society (e.g., *Jean de Brébeuf, Étienne Brûlé, Samuel de Champlain, Donnacona, Marie Guyart [Marie de l'Incarnation], Hiawatha, Henry Hudson, Louis-Joseph de Montcalm, James Murray, Kateri Tekakwitha, Pierre de Rigaud de Vaudreuil, James Wolfe*), and assess their contributions to the development of identity and/or heritage in Canada

Sample questions: “What impact did Jean Talon have on Canadian heritage? Would all Canadians view him as important?” “Why are there institutions named after Marguerite Bourgeoys?” “What criteria would you use to rank the significance of early explorers such as Cartier, Cabot, and Hudson and their contributions to Canadian heritage?”

B3.2 analyse ways in which Aboriginal culture contributed to the development of Canada prior to 1774 as well as to the development of heritage and identity in Canada (e.g., *with reference to agricultural and/or hunting practices, spirituality/religion, relationship with the environment, clothing, housing, transportation*)

Sample questions: “Which aspects of Aboriginal culture did seventeenth-century European settlers in Acadia and/or Quebec adopt? Why did they adopt some and not others?” “Which Aboriginal contributions have received a meaningful place in the Canadian narrative? Why do you think those contributions are recognized, and not others? Who decides what is considered important?”

B3.3 analyse ways in which colonial policy and practices reflected ideas about rights, citizenship, and social status in Canada prior to 1774 (e.g., *with reference to slavery, engagés, the expulsion of the Acadians, religious discrimination, attempts to convert First Nations, the rights of women, crime and punishment*)

Sample questions: “Who was affected by the Code Noir? What does that law reveal about French attitudes towards racial and religious minorities during this time?” “What is the meaning of the term *feme covert*? What implications did this term have for women in colonial Canada?” “What does the work of missionaries in New France suggest about European attitudes towards First Nations peoples?”

B3.4 analyse how French and British colonial history has contributed to the concept of Canada as a product of “two founding nations” (e.g., *with reference to Royal Government, the Treaty of Utrecht, the Treaty of Paris, the Royal Proclamation of 1763, the Quebec Act of 1774*), and evaluate the validity of this concept

Sample questions: “What group or groups are missing from the idea of ‘two founding nations’? Why have they been excluded? What are the implications of their exclusion? How and why might the idea of two founding nations be changing?”

C. CANADA, 1774–1867

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Setting the Context:** analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Interactions and Interdependence:** analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Diversity and Citizenship:** analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Setting the Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe various key social trends and developments in Canada during this period (*e.g., increased immigration; the expansion of European settlement and the consequent dislocation of First Nations and Métis people; marriage à la façon du pays; the expansion of First Nations reserves; the migration of francophones to regions outside Quebec; the beginnings of public education; early benevolent societies; the abolition of slavery; the growth of cities; employment of women and children in factories; increasing class and ethnic divisions*), and analyse their impact on people in Canada

Sample questions: “What were some key developments that led to changes in First Nations and Métis societies in Canada during this period? What forces or developments tended to support continuity in these societies?” “Do you think English-Canadian society changed to a greater or lesser degree than French-Canadian society during this period?”

- C1.2** describe some major technological and/or scientific developments during this period (*e.g., steam engines and other transportation-related technologies, mechanization in industry, the telegraph, the camera*), and assess their impact on people living in Canada

Sample questions: “What were some technological developments related to transportation during this period? What was the significance of these developments for Canada and for different people in Canada? Were all regions equally affected by these developments?” “In what ways did technology have an impact on workers in various parts of Canada?”

- C1.3** describe some major cultural developments during this period, including contributions of various individuals to Canadian arts and culture (*e.g., Frances Brooke, François-Xavier Garneau, Thomas Chandler Haliburton, Paul Kane, Cornelius Krieghoff, Susanna Moodie, Elizabeth Simcoe, Catharine Parr Traill*), and assess their impact on the development of heritage and/or identity in Canada

- C1.4** describe various key economic trends and developments, including international trends/developments, that affected Canada during this period (*e.g., the rivalry between the North West Company and the Hudson’s Bay Company [HBC], land grants to the HBC, mercantilism, canal and railroad building, the timber trade, the Industrial Revolution, the repeal of the Corn Laws, reciprocity with the United States, the development of craft unions, gold rushes in British Columbia*), and assess their impact

Sample questions: “What criteria would you use to rank the societal and economic changes that resulted from the Industrial Revolution?” “Which trend or development would you judge as a key turning point for Canada’s economy

during this time? Is it still significant to Canada today?" "What was the purpose of the canals constructed in Upper Canada during this period? Did the canals have the desired impact on the economy of the colony?"

- C1.5** analyse how British colonial policies during this period affected the political development of Canada, including Confederation (*e.g., with reference to British policies towards First Nations, the Constitutional Act of 1791, the Durham Report and the Act of Union, responsible government, Britain's attitude towards greater independence for its North American colonies*)

Sample questions: "When you analyse British colonial decisions during this period, do you think they reflect an overall policy of assimilation with respect to French Canadians? Why or why not?" "Which British policy do you think had the greatest impact on the political development of Canada during this period? Why?" "In what ways did British policy contribute to the Confederation movement?"

C2. Interactions and Interdependence

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- C2.1** analyse some of the challenges facing various communities in Canada during this period and how different communities responded to them (*e.g., with reference to disease, including cholera among recent immigrants, malaria among canal workers, and/or small pox among First Nations; isolation facing pioneers and homesteaders; decreasing availability of land in some regions; the impact of absentee landowners in Prince Edward Island or of the Clergy Reserves; increasing displacement of First Nations; racism and discrimination; challenges associated with transportation; entrenched political elites; poverty; pollution from industry*)

Sample questions: "What were some of the health-related challenges facing people during this period? Who tended to be affected by various diseases? Why? What were some ways in which families and/or communities dealt with disease or other medical problems?" "Why did some Black Loyalists decide to relocate to Sierra Leone in the 1790s?"

- C2.2** analyse significant instances of social and/or political cooperation among Canadians during this period (*e.g., organizations such as the St Jean Baptiste Society, mutual aid societies, early trade unions, the work of school promoters, Canadians'*

participation in the Underground Railroad, political cooperation between Baldwin and LaFontaine or Cartier and Macdonald, the Confederation conferences, crafting the British North America Act), and assess their contribution to the development of Canada, including the development of identity in Canada

Sample question: "In what ways was the British North America Act a compromise between differing political interests?"

- C2.3** describe some of the main sectarian and regional divisions in colonial Canada as well as significant conflicts involving Canadians during this period (*e.g., religious divisions between Catholics and Protestants; ethnic divisions between English and French or Irish and Scots; divisions between Black Loyalists and established settlers in Nova Scotia or Upper Canada; divisions between western settlers and First Nations and/or Métis; class divisions; regional differences between Upper and Lower Canada, or between Atlantic Canada and the Province of Canada; conflicts such as the War of 1812, the Pemmican Wars, the Shiners' War, strikes*), and analyse how they affected the development of Canada, including the development of identity in Canada

Sample questions: "What criteria would you use to assess the consequences of the Rebellions of 1836–37? If you were to rank the consequences, how might the order change depending on whether you were French or English, rich or poor?" "Why might some people argue that the Orange Order was a group that promoted cooperation while others might argue that it promoted conflict?"

- C2.4** analyse ways in which First Nations, Métis, and/or Inuit peoples interacted with other communities in Canada during this period (*e.g., the participation of First Nations in the Revolutionary War or the War of 1812, or of Métis in the Pemmican Wars; facilitating the mapping of western and northern Canada by British explorers; supplying the fur or buffalo robe trade; confronting prospectors during the B.C. gold rushes*), and assess the impact of these interactions

Sample questions: "What impact did the fur trade have on First Nations during this period?" "What is the controversy over the role the Inuit played in the 1845 Franklin expedition to the Arctic?"

- C2.5** analyse the role of religion/spirituality in Canadian society during this period and how it contributed to the development of Canada (*e.g., with reference to different religious groups in the colonies; the role of religious organizations in charitable work; the role of Roman Catholic priests*

and nuns in education and health care in Lower Canada/Canada East; the spiritual practices of First Nations)

Sample questions: “What role did churches play in charitable work? Why was such work important in the nineteenth century?” “Do you think religion was more of a unifying or dividing force in Canada during this period?” “In what ways did churches aid in the subjugation and assimilation of Aboriginal peoples?”

- C2.6** analyse key developments in the relationship between Canada, Great Britain, and the United States during this period, with a focus on their consequences for Canada (e.g., with reference to the American Revolution, the War of 1812, annexation movements, negotiating the border with the United States, the abolition of slavery in Britain and its colonies, the Underground Railroad, Britain’s interactions with the Union and the Confederacy during the American Civil War, the Trent incident, Fenian raids)

Sample questions: “Why was the invasion of St Albans a turning point in relations between British North America and the United States?” “What does the Reciprocity Treaty of 1854 tell you about the relationship between Canada, the United States, and Britain at that time?”

C3. Diversity and Citizenship

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

- C3.1** explain the contributions of various individuals to society and politics in Canada during this period (e.g., Joseph and Molly Brant, George Brown, Lord Durham, Josiah Henson, Joseph Howe, Alexander Mackenzie, William Lyon Mackenzie, John Molson, John Norton, Louis-Joseph Papineau, Egerton Ryerson, Laura Secord, Mary Ann Shadd, Shawnadithit, John Strachan, Tecumseh, Philemon Wright), and assess their impact on the development of identity, citizenship, and/or heritage in Canada
- C3.2** analyse how immigration changed Canadian society and contributed to the development of identity in Canada during this period (e.g., with reference to Loyalists, refugee slaves, Irish Catholics and Protestants, English, Scots; the impact of immigration on First Nations and Métis populations)
- Sample questions:** “What social attitudes were reflected in the treatment of Black Loyalists or in the forced removal of First Nations and Métis communities on the arrival of Loyalists

and European immigrants? In what ways have these social attitudes changed over time? In what ways have they stayed the same?”

- C3.3** analyse ways in which various francophone communities acted to preserve their political and cultural identity during this period (e.g., with reference to francophones in Lower Canada/Canada East, Acadians, Métis; the Lower Canada Rebellion; responses to the Durham Report and Act of Union, including Garneau’s *Histoire du Canada*; negotiations between politicians in Canada East and Canada West regarding political union, including those focusing on political representation and on language and religious rights; francophone educational institutions; the French-language press)

Sample questions: “What issues were of particular importance to Quebec politicians in the negotiations leading to the political union of Upper and Lower Canada and to Confederation? Why?”

- C3.4** explain how escalating demands for democratic reform during this period affected the evolution of Canada’s governmental system (e.g., with reference to the concerns of French and British citizens regarding the Constitutional Act of 1791; demands for responsible government leading up to, during, and after the rebellions of 1837–38; the role of the press in political debate and fostering reform; political negotiations leading to Confederation; changes to the franchise; debates around Confederation and the political structure of the new federation)

Sample questions: “What role did newspapers play in demands for reform and the development of the political system in Canada in this period? What range of opinions was expressed in the colonial press regarding political reform?”

D. CANADA, 1867–1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Setting the Context:** analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- D2. Interactions and Interdependence:** analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D3. Diversity and Citizenship:** analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Setting the Context

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- D1.1** analyse some key social developments as well as dominant social attitudes and values during this period (*e.g., changes in numbers and origins of immigrants; the expansion of Native residential schools; urbanization; increasing participation of women in the labour force; increasing French-Canadian nationalism; changes in social mores; changing attitudes towards women's roles in society and politics; attitudes towards racial, ethnic, and religious minorities*), and assess their significance for the development of Canada, including the development of identity in Canada

Sample questions: “What social attitudes and values were reflected in the ways different people responded to the *Komagata Maru* incident or to the sterilization of people with developmental disabilities?” “What does the trend towards assimilation reveal about the way First Nations, Métis, and Inuit people were viewed?” “Which social developments during this period were particularly important for Canadian women?” “Which groups attempted to address poverty during this period? Why did particular groups feel an obligation to the poor?”

- D1.2** analyse ways in which technological and/or scientific developments during this period contributed to the development of identity in Canada (*e.g., with reference to the technological developments necessary for the transcontinental railway, the work of the Geological Survey of Canada, the photography of William Notman, the first radio tests at Signal Hill, large-scale wheat farming on the Prairies, Banting and Macleod's Nobel Prize*)

Sample questions: “What technological developments were integral to the building of the Canadian Pacific Railway (CPR)? How and why did the CPR change the way people viewed Canada's wilderness? What role did the railway play in the founding of Canada's system of national parks? How significant are these parks to the development of our national identity?”

- D1.3** describe a variety of developments in the arts and popular culture in Canada during this period (*e.g., in art, literature, music, sports and recreation, fashion, the press, radio, or motion pictures*), and explain how arts and popular culture contributed to the development of heritage and identity in Canada (*e.g., with reference to the work of Paul-Émile Borduas, Morley Callaghan, Emily Carr, Clarence Gagnon, Robert Harris, Louis Hémon, Harold Innis, C. W. Jeffries, Pauline Johnson, A. M. Klein, Stephen Leacock, Tom Longboat, Mary Pickford*;

the Canadian Broadcasting Corporation, the National Film Board of Canada, the Edmonton Grads, the National Hockey League; works by the Group of Seven or the Canadian Group of Painters)

D1.4 analyse key economic trends and developments during this period and their contribution to the development of Canada, including the development of identity in Canada (*e.g., with reference to the National Policy; regional economic development such as the steel industry in Nova Scotia and southern Ontario, mining in Quebec, northern Ontario, and British Columbia, agriculture on the Prairies, the Klondike gold rush; continuing industrialization; recessions in the 1870s, 1890s, and early 1920s; the Halibut Treaty; economic growth during the 1920s; the stock market crash of 1929 and the Great Depression; the Hyde Park Agreement; farmers' cooperatives; caisses populaires*)

Sample questions: “How did economic development during this period contribute to the image of Canada as a resource-based economy?” “In what ways did the construction of the transcontinental railway spur economic development in Canada?” “What impact did industrialization have on the way people worked?”

D1.5 analyse how key political developments during this period contributed to the development of identity in Canada (*e.g., the assassination of Thomas D’Arcy McGee; new provinces joining the Dominion of Canada; the Pacific scandal; the Métis rebellions; the Union government; the creation of the Liberal Party, the Progressive Conservative Party, the United Farmers of Ontario, the Co-operative Commonwealth Federation, Social Credit; the enfranchisement of women; the Persons Case; the King-Byng affair*)

Sample questions: “Why was Canada so successful in growing from ‘sea to sea’ by 1876? What factors facilitated such rapid growth? What new issues were created by this expansion? Whose concerns were addressed? Whose were not?”

D1.6 analyse a variety of government policies during this period, with a focus on how they expanded the role of government in the lives of people in Canada (*e.g., with reference to the Indian Act, the War Measures Act, the Income Tax Act, the Imperial Munitions Board, the National Resources Mobilization Act, prohibition, provincial*

sexual sterilization acts, social welfare measures, food rationing, residential schools for Aboriginal children, the Padlock Act)

Sample questions: “What were some ways in which the Indian Act was used to control the lives of First Nations people?” “What special powers did the War Measures Act confer on the federal government? What use did the government make of these powers when dealing with ‘enemy aliens’ in the two world wars?”

D2. Interactions and Interdependence

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

D2.1 describe domestic and international conflicts in which Canadian military forces participated during this period (*e.g., the Red River Resistance, the North-West Rebellion, the Alaska Boundary Dispute, the Boer War, World War I, the Spanish Civil War, World War II*), and assess their contribution to the development of Canada, including the development of identity in Canada

Sample questions: “Why was the significance of the North-West Rebellion different for different groups in Canada?” “Do you think Canada’s involvement in the world wars did more to unite or to divide Canadians?”

D2.2 explain the main causes of key conflicts between groups in Canada during this period (*e.g., with reference to government policies such as the Manitoba Schools Act, reciprocity, the Naval Service Bill, conscription, prohibition, Regulation 17 [1912]; anti-Chinese riots in British Columbia; the Maritime Rights movement; labour conflict such as the Winnipeg General Strike or the Ford strike; the On-to-Ottawa Trek and Regina Riot; the riot at Christie Pits*), and assess how these events contributed to the development of Canada

Sample questions: “Why did the Manitoba Schools Question generate a national debate? What was the significance of the resolution of this issue?” “What factors contributed to the Regina Riot? Do you see any parallels between that event and the Winnipeg General Strike?”

D2.3 analyse the goals, strategies, and effectiveness of a variety of reform movements/organizations during this period (*e.g., the labour, temperance, women’s suffrage, social gospel, Canada First,*

eugenics, cooperative, or Antigonish movement; groups such as the Woman's Christian Temperance Union [WCTU], the Knights of Labor, One Big Union, the John Howard Society, the Coloured Women's Club of Montreal)

Sample questions: "What were the goals of the WCTU? In what ways was prohibition tied to other social issues of the time?" "How would you measure the effectiveness of the social gospel movement?" "What strategies did different groups develop to work with the increasing number of urban poor? Were the groups successful in meeting the needs of these people?"

D2.4 analyse how various international events and developments contributed to the development of Canada's political autonomy during this period (*e.g., Canadian participation in the Boer War, World War I, and World War II; the Paris Peace Conference, the Chanak Affair, the Halibut Treaty, the Balfour Report, Imperial Conferences, the Statute of Westminster*)

Sample questions: "Which development do you think made the greatest contribution to Canada's political autonomy during this period? Why?" "When you analyse developments affecting Canadian autonomy, do you think Canada exchanged political independence from Britain for economic dependence on the United States?"

D3. Diversity and Citizenship

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

D3.1 explain the contributions of various individuals to Canadian society and politics during this period (*e.g., William Aberhart, R. B. Bennett, Robert Borden, Henri Bourassa, Moses Coady, Amor de Cosmos, Louis Riel, Gabriel Dumont, Maurice Duplessis, C. D. Howe, Sam Hughes, J. J. Kelso, William Lyon Mackenzie King, Wilfrid Laurier, John A. Macdonald, Nellie McClung, Louis Riel, Clifford Sifton, Emily Stowe, Cairine Wilson, J. S. Woodsworth*), and assess their impact on the development of identity, heritage, and/or citizenship in Canada

D3.2 analyse ways in which francophone communities, including those outside of Quebec (*e.g., Acadians, Franco-Ontarians, Franco-Manitobans, Métis*), sought to maintain their identity during this period

Sample questions: "Did all francophone communities have the same struggles to maintain their identities? Did they all experience the same threats? What do these communities and their struggles reveal about issues at this time as well as in Canada today?"

D3.3 explain the significance of "status" for First Nations people, their identity, and their relationships with governments in Canada during this period (*e.g., with respect to limitations imposed by the Indian Act, disenfranchisement, assimilationist policies, life on reserves, the impact on Native women who married non-Indian men, rights of non-status First Nations people and of Inuit and Métis*)

Sample question: "What does the term *status* imply about the dependence of First Nations people on the Canadian government?"

D3.4 analyse the development of ethnocultural identities in different regions of Canada during this period (*e.g., with reference to First Nations and Métis peoples in western Canada; Inuit in the North; francophone communities in Quebec, Manitoba, or New Brunswick; African Canadians in Nova Scotia; Mennonites in southern Ontario; Chinese in British Columbia; Ukrainians on the Prairies*) and their impact on the development of a national identity in Canada

Sample questions: "To what extent have regionalism and the development of regional identities hampered the development of a unifying national identity in Canada?" "What impact did assimilationist policies have on specific ethnocultural groups in Canada? Why did some groups find it easier than others to maintain their identity in Canada?"

D3.5 analyse key changes in Canadian immigration policy during this period (*e.g., amendments to the Immigration Act, Clifford Sifton's "open door" policy, the Chinese Head Tax, emigration of British Home Children, responses to refugees, deportation of "enemy aliens"*), and explain their impact on the development of Canada

Sample questions: "Did Sifton's 'open door' policy mean that Canada welcomed all immigrants?" "In what ways did changes to Canadian immigration policy during this period reflect the social attitudes and values of the time? Whose attitudes and values did they reflect? Have these attitudes changed over

time? If so, what do you think might account for the changes? How have some of these attitudes stayed the same?”

D3.6 explain the significance of the denial of citizenship rights to certain groups in Canada during this period (*e.g., First Nations, Métis, Inuit, women, African Canadians, Chinese Canadians, Irish Canadians, German Canadians, Ukrainian Canadians, Japanese Canadians*)

Sample questions: “What citizenship rights had women gained by 1945? Did these rights apply to all women in Canada?”

E. CANADA SINCE 1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Setting the Context:** analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- E2. Interactions and Interdependence:** analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E3. Diversity and Citizenship:** analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Setting the Context

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- E1.1** analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values (e.g., with reference to changes in the number and origins of immigrants and refugees; changes in birth, marriage, and divorce rates; continuing urbanization and the growth of suburbs; the development of the social safety net; biculturalism and multiculturalism; increasing concerns with rights, fairness, and equity; the development of countercultural, civil rights, environmental, and social protest movements; changes in the role and status of women), and assess their significance for the development of Canada, including the development of identity in Canada

Sample questions: “What were some social developments during this period that implied a growing concern with issues of fairness and equity in Canada?” “How have demographic changes during this period affected families in Canada?”

- E1.2** analyse efforts by the Canadian government to promote and protect Canadian culture during this period (e.g., the creation of the Massey Commission and the Canada Council, the funding of the Canadian Broadcasting Corporation / la

Société Radio Canada and the National Film Board, the creation of the Canadian Radio-television and Telecommunications Commission, the adoption of a new Canadian flag and official national anthem, government funding for cultural institutions, the establishment of the National Arts Centre, the adoption of Bill C-58)

Sample questions: “What developments in and outside of Canada made the government feel the need to promote and protect Canadian culture? Can you isolate one event or issue as being the catalyst?” “How successful do you think Canadian content regulations have been at promoting Canadian culture?”

- E1.3** analyse ways in which technological and/or scientific developments during this period have contributed to the development of identity in Canada (e.g., with reference to developments in television and radio; the design and building of the Auro Arrow, the cancellation of that project, and the destruction of the existing planes and models; the engineering and construction technology behind the building of the CN Tower; the development and use of the Canadarm)

Sample questions: “What impact have technological developments in the past thirty years had on Canadian business practices? Do you think innovations by Canadian high-tech companies have changed the way some people have viewed Canada and its technology sector? Why or why not?” “What impact has the development of new media and technologies

that facilitate global communication had on the development of culture or identity in Canada?"

E1.4 analyse key causes and consequences of major economic trends and developments in Canada during this period, including those related to regional economic disparities (*e.g., the Rand decision, fluctuations in labour unions, continuing development of branch plants and foreign investment, the decline of manufacturing, economic growth in western and northern Canada, free trade agreements, inflation, recessions, fishing moratoria, the bursting of the tech bubble, the empowerment of individual investors*)

Sample questions: "What role have natural resources played in regional economic disparities in Canada during this period?" "What factors led to the growth of unions in the years after World War II? What factors have led to their decline in more recent years?"

E1.5 analyse key causes of major political developments and/or government policies in Canada during this period (*e.g., responses to the Cold War; Newfoundland's joining Confederation; medicare and other social programs; royal commissions on the status of women, Aboriginal peoples, and/or health services; the patriation of the constitution and the creation of the Canadian Charter of Rights and Freedoms; the creation of Nunavut; amending the Indian Act; the Civil Marriage Act of 2005; the creation of new political parties*), and assess the contribution of these developments/policies to the development of Canada

Sample questions: "In what way did the Gouzenko affair shape Canada's involvement in the Cold War?" "How important a contribution have governmental social programs made to the development of Canada?" "What does the creation of the Reform Party and the Conservative Party of Canada tell you about changes in Canadian society and political culture since the 1980s?"

E2. Interactions and Interdependence

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

E2.1 explain the context for the development of various reform movements in Canada during this period (*e.g., pacifist, antiwar, antinuclear, civil rights, Aboriginal rights, feminist, gay rights, environmental, antiglobalization, animal rights movements*), and evaluate the success of some of these movements

Sample questions: "What attitudes and practices were challenged by the civil rights movement in Canada during this period? How successful do you think this movement has been?" "What were the roots of Greenpeace and other Canadian environmental organizations that developed during this period? What challenges have these organizations faced? What have they achieved?"

E2.2 analyse some significant instances of social and political conflict in Canada during this period (*e.g., conflict over the demolition of Africville, the National Energy Program, or the patriation of the constitution; the FLQ Crisis; ongoing conflict between Ottawa and Quebec; the Oka Crisis; antiglobalization protests*), and assess their impact on the development of identity in Canada

Sample questions: "What was 'Operation Snatch'? Why were Doukhobor children forcibly removed from their homes? Where were they sent? How did their parents react to the removal of their children? What does this episode reveal about the development of identity in Canada?"

E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues (*e.g., with reference to amendments to the Indian Act, the closure of residential schools, the White and Red Papers, the formation of the National Indian Brotherhood and the Assembly of First Nations, the Meech Lake Accord, Native protests at Oka and Ipperwash and the government response, the creation of Nunavut, land claims, self-government, issues around funding for and quality of life on reserves, the Lubicon-Daishowa dispute, protests against the James Bay hydroelectric project, the Idle No More movement, pipeline protests in British Columbia*)

Sample questions: "What was the significance of the Berger Commission for interactions between Aboriginal peoples and the Canadian government?" "What types of issues have provoked Native protests since the 1950s? Are there any similarities between these issues and those of concern to Aboriginal Canadians in earlier years?"

E2.4 analyse trade policies and initiatives involving Canada during this period, including ways in which they have challenged and/or promoted Canadian sovereignty (*e.g., the Auto Pact, the Canada-U.S. Free Trade Agreement, the North American Free Trade Agreement, Asia-Pacific Economic Cooperation, the World Trade Organization, the Foreign Investment Review*)

Agency, trade with Castro's Cuba, the initiation of trade with the People's Republic of China)

E2.5 analyse Canada's involvement in international affairs during this period, including its participation in conflicts and international organizations (e.g., the Cold War, the Korean War, the Gulf War; the Suez Crisis; conflicts in Bosnia, Somalia, Rwanda, Afghanistan; membership in NATO, NORAD, the United Nations, the International Control Commission, the International Court of Justice, the Commonwealth of Nations, la Francophonie), and assess its impact on the development of a national Canadian identity

Sample question: "Has Canada's participation in international conflicts during this period helped shape identity in Canada?"

E2.6 analyse, with reference to some major events and/or developments, the relationship between Canada and the United States during this period and how it has affected Canada, including the development of identity in Canada (e.g., with reference to the DEW line, the Cuban Missile Crisis, the Vietnam War, Canada's refusal to participate in the Second Gulf War, Canada's response to 9/11 and its signing of the Anti-Terrorism Act, Canada's participation in the mission in Afghanistan; issues related to border control, Arctic sovereignty, trade, cultural imperialism, the environment)

Sample questions: "How great an impact has American culture had on Canada since 1945? What has this influence meant for the development of culture and identity in Canada?" "What concerns have the North American security perimeter raised with respect to Canada's independence?"

E3. Diversity and Citizenship

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

E3.1 explain the contributions of various individuals to Canadian society and politics during this period (e.g., Rosalie Abella, Doris Anderson, Lucien Bouchard, Thérèse Casgrain, Adrienne Clarkson, Nellie Cournoyea, Viola Desmond, Tommy Douglas, Mary Two-Axe Early, Terry Fox, Elijah Harper, Dudley Laws, René Lévesque, Peter Lougheed, Kay Macpherson, Ovide Mercredi, Brian Mulroney, Paul Okalik, Lester B. Pearson, Pierre Elliott Trudeau, Jean Vanier, Bob White, Svend Robinson), and assess their impact on identity, heritage, and/or citizenship in Canada

E3.2 analyse how the lives, roles, and rights of Canadian women changed during this period (e.g., with reference to changes in women's labour force participation; pink collar work; work in the home, including the impact of new household appliances; increased consumerism; the establishment of the Royal Commission on the Status of Women; decriminalization of birth control and abortion; the inclusion of gender in the Charter of Rights and Freedoms; the establishment of rape crisis centres and shelters for battered women; amendments to address inequities in the Indian Act; the decision in the Murdoch case and its fallout; pay equity legislation)

Sample questions: "What impact did modern household appliances have on attitudes towards and expectations about women's domestic work?" "What do you think was the most significant turning point for the status of women in Canada during this period? Why?"

E3.3 analyse how various francophone communities in Canada, including those outside of Quebec, have acted to preserve their political and cultural identity (e.g., with reference to the Quiet Revolution, Bill 101, testimony before the Royal Commission on Bilingualism and Biculturalism, the campaign for sovereignty-association, the creation of the Parti Québécois and the Bloc Québécois, the negotiation of the Meech Lake or Charlottetown Accord, the creation of French-language school boards in Ontario, La Fondation Franco-Albertaine, the Acadian World Congress; the contributions of Québécois, Acadian, and Franco-Ontarian writers and musicians)

Sample questions: "What are some similarities in the actions taken by different francophone communities during this period to try to preserve their political and cultural identity? What are some differences?" "How important do you think policies to protect the French language and culture in Quebec are for francophone communities in Quebec? For such communities in other parts of Canada?"

E3.4 describe the contributions of various individuals and groups, including ethnocultural and regional groups (e.g., Aboriginal Canadians, Acadians, African Canadians, Franco-Ontarians, South Asian or East Asian Canadians; individuals/groups from western Canada, Ontario, Quebec, Atlantic Canada, the North), to the development of culture and identity in Canada during this period (e.g., in areas such as literature, film, sports, art, music, theatre, cultural festivals)

Sample questions: "What impact has the work of people such as Tomson Highway, Joane Cardinal-Schubert, Thomas King, and/or

Zacharias Kunuk had on heritage and identity in Canada?” “What contributions have Québécois novelists, dramatists, songwriters, and/or filmmakers made to Québécois and Canadian culture during this period?” “What events and issues are addressed by Joy Kogawa in *Obasan* or Lawrence Hill in *The Book of Negroes*? What is the significance of these events/issues for heritage or identity in Canada?” “How are individuals such as Edward Burtynsky and David Suzuki trying to influence the values and behaviour of Canadians with respect to the environment? How effective do you think they have been?”

E3.5 analyse how postwar immigration policies and settlement patterns, and related government policies, have helped shape identity and culture in Canada (*e.g., revisions to the Immigration Act; increasing immigration from Asia, Africa, and the Caribbean; the expansion of ethnic neighbourhoods in large cities; the creation of the policy of multiculturalism; policies towards refugees*)

Sample question: “How are identity and culture in Canada changing as a result of policies that support multiculturalism and continued migration?”

World History since the Fifteenth Century, Grade 12

University Preparation

CHY4U

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The World, 1450–1650		
B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Various social, political, and economic changes during this time had a lasting impact on the world.	How has the historiography of exploration and trade during this period changed over time?
B2. Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	When building new trade and political relationships, governments and other groups had to weigh competing interests.	How do we know what we know about the people who lived during this time? What does the art and architecture of different societies tell us about their values and beliefs?
B3. Identity, Citizenship, and Heritage: analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, new ideas about the world and its people began to challenge dominant and long-held ideas.	Which new ideas and theories from this period continue to have an impact on the world today?
C. The World, 1650–1789		
C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Increased trade and colonization during this period helped change demographic patterns.	How did science contribute to change during this period? What criteria would you use to judge the long-term impact of European exploration on indigenous peoples around the world?
C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The building of commercial and political empires had an impact on relationships within and between various countries.	Why did some countries react to the increase in global interactions with isolationist policies?
C3. Identity, Citizenship, and Heritage: analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	During this period, various groups and individuals began to question political, social, economic, and religious ideas and institutions.	How did colonial policies help shape events and developments around the world at this time? How do they continue to play a role in the world today? Why might some groups and individuals challenge the status quo?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The World, 1789–1900		
D1. Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Industrialization and urbanization had intended and unintended consequences.	How did various groups and countries respond to colonial policies? What lay behind the formation of various social reform movements around the world during this period?
D2. Communities, Conflict, and Cooperation: assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Revolution and reform movements around the world caused social change and the severing of colonial ties in some regions.	To what extent were the social, political, and economic ideas of this time a continuation of or a departure from earlier ones?
D3. Identity, Citizenship, and Heritage: analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Revolutionary ideas, as well as new ideas about self-determination and nationalism, were widespread during this period.	What was the impact of nationalism during this period?
E. The World since 1900		
E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Globalization and decolonization during this period have had economic, social, and political ramifications.	How do we deal with competing rights? Why might some people and countries fear globalization?
E2. Communities, Conflict, and Cooperation: analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	This period has been marked by military conflict but has also seen large-scale social reform and increasing awareness of individual rights.	Is national identity important? Are we national citizens, global citizens, or both?
E3. Identity, Citizenship, and Heritage: analyse the development of the rights, identity, and heritage of different groups around the world since 1900 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Global influence has had, and is having, an impact on national and personal identity.	

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century (e.g., factual questions: *What were some of the dominant ideas of the Enlightenment?*; comparative questions: *What were the main similarities and differences between the regimes of Mao and Stalin?*; causal questions: *What impact did social Darwinism have on foreign policy in the late nineteenth century?*)
- A1.2** select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (e.g., primary: *architecture, artefacts, art works, autobiographies, court transcripts, government documents, letters, maps, period newspapers, philosophical or political treatises from the time, photographs, political cartoons, speeches, treaties*; secondary: *books and/or articles from the library, current newspapers or magazines, documentaries or other films, textbooks, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What does Bruegel’s painting *The Peasant Wedding* tell you about sixteenth-century peasant life in northern Europe? What other types of sources could you use to verify or supplement the information in the painting?” “How can you ensure that your sources reflect a variety of perspectives?” “If you were investigating the social impact of the Industrial Revolution, do you think novels from the period might be an appropriate source? Why or why not? What other sources might you use?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
Sample questions: “When using a painting as a source for your inquiry, why is it important to note the date the work was created as well as some biographical information about the artist and, where possible, about the person or institution that commissioned the work?” “Do you think that official government sources are less biased than other sources? Why or why not?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *determine criteria for the placement of the causes of the War of the Spanish Succession on a ranking ladder; use an annotated timeline to plot key events in the development of the nineteenth-century women’s rights movement; use a cause and effect organizer to help them sort the causes and consequences of the rise and fall of the Japanese Empire; develop a concept map on the influence of Marxism in the late nineteenth and early twentieth century*)
- A1.5** describe various approaches to the study of history (e.g., *nationalist, “great man”, Marxist, feminist, postcolonial, minority/ethnic*), and assess the effectiveness of these approaches for analysing issues, events, and/or developments in world history since the fifteenth century, particularly those relevant to their own investigations
Sample questions: “What does the term *historiography* mean? What are the key differences between conservative, liberal, and Marxist

interpretations of history? Which school of thought do you think this source reflects? How does this historian's perspective affect the way he (or she) has interpreted or used the evidence?" "In what ways has the historiography of exploration, interaction, and the 'contact experience' changed over time?" "When you critically examine traditional approaches to history, what shortcomings do you notice? Which groups tend to receive the most attention? Which tend to be underrepresented?" "Do you think history can be free of bias? Why or why not?"

A1.6 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century (e.g., use the concept of historical significance when investigating the impact of the development of the printing press; use the concept of cause and consequence when analysing the issues and ideas that contributed to and/or arose from the Haitian Revolution; consider the concept of continuity and change when analysing the evolution of nationalist movements in the nineteenth and twentieth century; apply the concept of historical perspective when analysing the ideas underpinning the Reformation, as well as responses to these ideas, to ensure that they consider multiple viewpoints)

Sample questions: "What concept or concepts of historical thinking would be the most relevant to consider when investigating changes in the roles and rights of women over time? Why do you think these concepts would be particularly appropriate in this context?" "Why is it important to consider both the intended and unintended consequences of a particular development?"

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: "Based on your historical investigation of relevant social and economic developments, what do you think the future holds for the middle class or for workers' rights? Why?" "What similarities and differences have you found between the effects of the Industrial Revolution in England and the effects of the rapid growth of China as an industrial power since the 1980s?"

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the ideas, strategies, and effectiveness of a particular social reform movement; an essay on the role of conflict in the evolution of national identities; a debate on the responsibilities of imperial powers for problems in their former colonies; a presentation on the benefits or drawbacks of different economic systems that existed at various times and/or in various regions; a "heritage minute" video on a key person or event that contributed to the development of human rights in a particular country; a blog on the historical accuracy of a film depicting events relating to the independence of India; a website on developments in art or architecture over a particular period)

A1.9 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

A1.10 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history, historiography, and the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics presented on a website, to assess the credibility of sources cited in an article, to understand and appreciate multiple perspectives and engage in informed discussions, to assess the historical accuracy of historical fiction or films, or to identify bias in the media; apply work habits such as self-regulation in order to independently monitor their progress, or initiative in devising and implementing strategies to enable them to successfully complete a task)

A2.3 apply the knowledge and skills developed in the study of world history since the fifteenth

century when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample question: “Which historical events might help you more fully understand the issues underlying current hostile relations in and between the countries of the Indian subcontinent or in the Middle East?”

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, game designer, historian, journalist, lawyer, librarian, policy analyst, political speech writer, politician, researcher*)

B. THE WORLD, 1450–1650

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B3. Identity, Citizenship, and Heritage:** analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** analyse the roles, status, and contributions of a variety of groups in societies in various regions of the world during this period (*e.g., with reference to women, men, children, serfs, slaves, farmers, merchants, artisans, people in different classes or castes, aristocrats, nobility, the poor, people with religious/spiritual roles*)

Sample questions: “What role did eunuchs have during the Ming Dynasty? What was the significance of this role? What does their increasing power reveal about Chinese society during this time?” “What are some ways in which oppressed or subservient groups in various societies struggled against their status or treatment?”

- B1.2** describe a variety of developments in science and/or technology during this period, and assess their impact on different groups in various regions (*e.g., with reference to the printing press; the telescope; the popularization of the lateen sail; the caravel; developments in compasses, cartography, shipbuilding, armaments, torture devices; the work of Galileo, Johannes Kepler, or William Harvey*)

Sample questions: “What criteria would you use to determine the most important scientific

advances during this period? Would the answer change depending on which region you were investigating? Would you be able to apply the same criteria to assess the significance for every region, or for all people in a region? Why or why not?”

- B1.3** analyse key similarities and differences between economic systems in various societies during this period (*e.g., feudal, market, capitalist, and/or mercantile systems; the economies of colonies, imperial powers, agricultural societies*)

Sample questions: “Which societies expanded their foreign trade during this period? Who benefited from such expansion? How were different groups within these societies affected by the expansion of trade? Which societies were relatively isolated from trade with other countries/regions?” “What were the main differences between the economies of an imperial power and its colonies during this period?”

- B1.4** describe political systems and structures in various societies during this period and explain how they functioned (*e.g., with reference to the structures associated with monarchies, tsardoms, shogunates, sultanates, and/or imperial, tribal, or theocratic governments*)

Sample questions: “What structures were in place to support the rule of a shogun? What impact did they have on Japanese politics and society?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

B2.1 explain some key reasons for increasing contact between various societies during this period (e.g., increased trade, including along the Silk Road and spice trade routes; advances in transportation technologies; exploration, including transoceanic voyages; imperial ambitions and rivalries; warfare), and assess the impact of this contact on different peoples (e.g., with reference to the Columbian Exchange, the impact of European invaders or colonizers on indigenous peoples of the Americas, the growing wealth of European maritime nations, the African slave trade, the growing number of Christian missionaries in Japan)

Sample questions: “How did the spice trade between Asia and Europe contribute to European voyages of discovery during this period?” “What was the Columbian Exchange? What impact did it have on various societies that participated in it? How would you assess its long-term impact?” “What was the triangular trade in the Atlantic during this period? Who was affected by the trade and in what ways? What role did the transatlantic slave trade play in this system?”

B2.2 analyse ways in which predominant social attitudes and beliefs/values were reflected in interactions within and/or between communities during this period (e.g., with reference to beliefs and attitudes that underpinned European exploration during this period; the Treaty of Tordesillas and its presumption of European superiority over indigenous peoples and rights to their land; attempts to convert indigenous peoples in the “New World” and underlying assumptions about the value of Christianity and indigenous religious/spiritual practices; African slavery and the idea that some races were superior to others)

Sample questions: “What social attitudes and beliefs are reflected in the Alhambra Decree of 1492?” “Who tended to be prosecuted for witchcraft in Europe during this period? Why was this group particularly susceptible to persecution? What does the witch hunt tell you about social attitudes at the time?” “What social attitudes and beliefs were reflected in the use and sale of slaves in different societies during this period?” “In what ways did Hobbes’s ideas about human nature both reflect and

reinforce European social attitudes and beliefs at this time? What consequences, whether intended or unintended, did his writing and similar ideas have for indigenous peoples?”

B2.3 analyse causes and consequences of some key social, economic, and/or political conflicts in various regions of the world during this period (e.g., the intended and unintended consequences of the rule of imperial powers on local indigenous peoples; the role of conflict in the decline of the Inca or Aztec Empire; the causes of the conflicts between the Mongols and the Chinese, Japan and Korea, and/or Spain and England, and the consequences of these conflicts for people in these countries)

Sample questions: “What was the significance of the Battle of Lepanto for the Ottoman Empire?” “How did conflict between Spain and Portugal, and between some leaders of those two countries and Jesuit priests in the Americas, affect the Guarani people in South America? How has imperialism and foreign ownership continued to affect the Guarani?” “Why is the Sengoku period in Japan also known as the Warring States period? Why do some people see this as a time of significant change for Japan?”

B2.4 describe developments related to warfare during this period, and analyse their impact on various societies (e.g., with reference to the increasing use of gunpowder, changes in armour and fortification styles, new standardized weapons, the adoption of regimental systems and uniforms, the formation of national armies, changes in mortality rates)

Sample questions: “What were the reasons for building stronger fortifications and watch towers along the Great Wall of China during this period? Were these modifications successful?” “Why might the signing of the Royal Charter of 1537 by King Henry VII of England be seen as a turning point in military history?” “How were various wars funded during this period?”

B2.5 analyse the impact of some key instances of social, economic, and/or political cooperation in various regions of the world during this period (e.g., trade along the Silk Road, cooperation between colonists and indigenous people, cultural exchange, expansion of trade)

Sample questions: “In what ways did the actions of Abu Akbar show he was willing to cooperate with Hindus? Do you think his ideas and actions were progressive? Why or why not?” “What role did First Nations play in helping to ensure the survival of early settlements in New France?”

B2.6 analyse the role of religion/spirituality as a force in shaping various communities around the world during this period (e.g., with reference to the Protestant and Catholic Reformations; the Spanish Inquisition; the work of Christian missionaries; the Edict of Nantes; the expansion of Islam under the Mughals; marginalization and/or expulsion of Jewish communities; the importance of the Songhai Empire as a centre of Islamic learning; the establishment of the title of Dalai Lama in Tibet; the role of religion/spirituality in the art, music, and/or architecture of various societies)

Sample questions: “What changes were there in attitudes towards Christianity in Japan during this period? Why were Christians seen as a threat in that country?” “What role did religion play in the European Renaissance?” “What impact did the teachings of John Calvin and/or Martin Luther have on Christian practices in Europe at this time? What long-term impact did they have?” “What was the significance of Islamic scholarship for Timbuktu?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

B3.1 analyse the impact of some significant new ideas on identity, citizenship, and/or heritage in various societies around the world during this period (e.g., with reference to humanism; neo-Confucianism; the ideas of Niccolò Machiavelli, René Descartes, Thomas More, or Wang Yangming)

Sample questions: “How did the ideas of Descartes or Francis Bacon contribute to the Scientific Revolution?” “What impact did humanism have in western Europe during this period?”

B3.2 analyse how various factors affected the rights and responsibilities of individuals and/or groups in various societies during this period (e.g., with reference to gender, religious beliefs, social hierarchies, slavery or indenture, existing social codes such as bushido or chivalry, the publication of the *Malleus Maleficarum*, new social or political ideas, political or religious persecution)

Sample questions: “How important was social hierarchy in the Aztec Empire during this period? What social attitudes were reflected in the value this civilization placed on the warrior class? What roles did women have in Aztec society?” “What groups were targets of religious persecution during this period? How did this persecution affect their lives?”

B3.3 describe some significant artistic achievements in various societies around the world during this period (e.g., with reference to painting, sculpture, stained glass, mosaics, illuminated manuscripts, masks, Nanga; Ottoman, Mughal, or Ming dynasty architecture; art, architecture, music, and/or literature of the Renaissance or the early Baroque period in Europe), and assess their importance for the development of identity and/or heritage in those societies

Sample questions: “What aspects of Machu Picchu demonstrate classic Incan architecture? How does this site reflect the identity and culture of the Incas?” “What artistic heritage inspired the painters and sculptors of the Renaissance?” “What was unique about Vijayanagara architecture? What did this style reveal about the civilization that produced it?”

B3.4 explain how some significant individuals from various societies around the world contributed to the development of identity and/or heritage of their society during this period and, where applicable, to world heritage (e.g., Altan Khan, Emperor Babur, Samuel de Champlain, Christopher Columbus, Deganawida [the Peacemaker], Elizabeth I, Galileo, Toyotomi Hideyoshi, Isabella of Castile, Ivan the Terrible, Leonardo da Vinci, Martin Luther, Francisco Pizarro, Cardinal Richelieu, William Shakespeare, Sonni Ali, Suleiman the Magnificent, Francis Xavier)

Sample questions: “What is the significance of Qadi Al Aqib’s contribution to world heritage?” “What criteria would you use to evaluate an individual’s contribution? Did he or she have a lasting or widespread impact, or was it short term and/or limited to his or her own community?”

C. THE WORLD, 1650–1789

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Identity, Citizenship, and Heritage:** analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- C1.1** analyse a variety of key social issues, events, and/or developments during this period, with a particular focus on how they were similar to or different from those in earlier times (*e.g., with reference to population growth and urbanization, beginnings of consumer culture, ideas related to the Enlightenment, changes in the roles and status of women, developments in class/caste structures, changes in feudal societies*)

Sample questions: “What challenges were beginning to be levelled at dominant ideas about the roles of women in some societies during this period? Why do you think these ideas developed at this time? How were these ideas, and challenges to them, reflected in various social classes?”

- C1.2** describe a variety of developments in science and/or technology during this period, and analyse their impact (*e.g., with reference to the mercury thermometer, the Fahrenheit scale, the pendulum clock, navigational tools such as the sextant and marine chronometer, the spinning jenny, the flying shuttle, improvements to the steam engine; the work of Isaac Newton, James Watt, or Antonie van Leeuwenhoek*)

Sample questions: “In what ways was the work of Newton based on previous ideas and findings? In what ways did it result in significant changes to scientific thought? Which of his ideas/findings had the greatest impact on society at this time? How enduring were these ideas?” “How might a family’s quality of life have been affected by technological advances during this time period? How might the impact have varied, depending on region and/or social class?”

- C1.3** analyse some of the causes and consequences of key economic issues, trends, and/or developments in various regions during this period (*e.g., the increase in international trade; the exploitation of colonial resources and its consequences for colonies and imperial powers; changes to the traditional economies of colonized peoples; the economic and social impact of the transatlantic and Arab slave trade; changes in agricultural practices and the beginnings of industrialization in Britain*)

Sample questions: “What factors led to the Dutch being among the preeminent powers in trade, finance, and banking during this period?” “How did the establishment and growth of the Hudson’s Bay Company change the lives of some Aboriginal peoples in North America?”

- C1.4** explain why political systems in some societies changed during this period while those in other societies remained the same (*e.g., with reference to new social and political ideas in Enlightenment Europe and the colonial United States; isolationist policies and the consolidation of a centralized*

government in Japan; the rise of the Marathas and the resulting decline of the Mughal Empire in India; the power of entrenched elites in some societies; access to the military power necessary to enforce or challenge the status quo; changes in social/economic hierarchies in some societies; the influence of religion)

Sample questions: “What were some methods that were used to maintain or enforce political order during this period? What were some methods by which political change was achieved?” “Why were many political thinkers during this time proposing a division between church and state? What impact did such ideas have on political practices in some societies?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: Cause and Consequence; Historical Perspective

By the end of this course, students will:

C2.1 analyse some of the causes and consequences of key wars and revolutions in different regions of the world during this period (e.g., *the Glorious Revolution, the Revolt of the Three Feudatories, the Portuguese invasion of Congo, the War of the Spanish Succession, the Deccan Wars, the American Revolution*)

Sample questions: “What criteria would you use to rank the consequences of the Seven Years’ War? Whose perspective does your ranking reflect? How might your ranking change if you focused on the perspective of the French government? The British government? Would the ranking change again if you considered the perspectives of French colonists, British colonists, and/or First Nations in colonial North America?”

C2.2 analyse interrelationships between specific groups in various societies around the world during this period (e.g., *between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, mandarins and local populations, different classes or castes*)

Sample questions: “Why is it important to understand the historical context of the time and region when analysing the relationships that existed between castes in India?” “What roles did the husband, wife, and children have in families in different societies during this period? How did laws and social traditions reinforce these roles and interrelations between family members?”

C2.3 analyse the impact of the slave trade during this period on various societies around the world (e.g., *with reference to the Arab slave trade; the impact of the transatlantic slave trade on African societies; the use of slaves in indigenous societies in North, Central, and/or South America; slavery in colonial North America and the American republic; the impact of slave auctions and inherited slave status on families*)

Sample questions: “What role did the Jesuits play in the transatlantic slave trade? What social attitudes were reflected in the way the Jesuits treated their slaves?” “What was the impact of slavery in the Americas? In what ways are the effects of the African slave trade still felt today?”

C2.4 analyse key causes and consequences of some economic and/or cultural exchanges between different countries or regions during this period (e.g., *with reference to trade, technology, the impact of new agricultural products, proselytization, language, the influence of the artistic or cultural production of one society on another*)

Sample questions: “What influences underpinned the design and manufacture of bone China in England during this period?” “Why was Louis XIV intent on having a relationship with China, the Ottoman Empire, and Persia? What were some of the intended and unintended consequences of exchanges between these societies?”

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (e.g., *the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnerships; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination*)

Sample questions: “How did colonies benefit imperial powers? Did these benefits extend to colonized peoples? If not, why not?” “How was the establishment of the Métis nation related to the exploration and colonization of North America?” “In what ways do people today continue to be affected by colonial policies or practices dating from this period?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 analyse the impact of some significant political, social, and/or economic ideas or doctrines on identity, citizenship, and/or heritage in various regions during this period (*e.g., with reference to rationalism, liberalism, the separation of church and state, the social contract, dynastic absolutism, divine right of kings, mercantilism, or isolationism; the ideas of Voltaire, John Locke, Jean-Jacques Rousseau, Benjamin Franklin, Adam Smith, Ishida Baigan, or Andō Shōeki*)

Sample questions: “What impact did the Samurai code have on Japanese society during the Tokugawa shogunate?” “Why were some new political ideas unpopular among established elites during this era? What consequences did some writers face for criticizing the political establishment?” “How did the creation of the United States both challenge and reinforce dominant ideas about the rights of citizens?” “What impact, whether intended or unintended, did the writings of Locke and Rousseau have on attitudes towards indigenous peoples of the Americas?”

C3.2 analyse the role of religion/spirituality in various societies during this period, including how religion contributed to their identity and heritage (*e.g., with reference to indigenous animist religions and people’s relationship with the environment; conflicts between Islam and Hinduism in South Asia; the blending of ideas and beliefs of Shinto and Buddhism in Japan; interactions between Islam and traditional religions in West Africa; the First Great Awakening in Protestant Europe and colonial North America; Catholic missionaries throughout the world; new sects such as Hasidism or the Quakers; the role of religion/spirituality in the art, architecture, music, and/or literature of various societies*)

Sample questions: “What impact did religion have on government policies in some societies during this period?” “What are some of the major differences in the role of religion in politics and society between this time period and the present day? What examples support your ideas? Are there different patterns in different regions of the world?” “What is the significance of the diaries of Gluckel of Hameln? What do they contribute to our understanding of the lives of Jews in Germany during this time? How typical would Gluckel’s experience have been?”

C3.3 explain how artistic achievements in different societies during this period reflected or challenged notions of identity, citizenship, and/or heritage in those societies (*e.g., with reference to painting, prints and etching, sculpture, music, literature, theatre, or crafts*)

Sample questions: “Why is the Siku Quanshu considered such an important collection of books, not just for China but for the world?” “Why was satire an important tool for some European writers during this period?” “What was the significance of Kabuki theatre for Japanese heritage?” “What are some ways in which theatre, literature, and/or art both reflected and influenced the political climate during this period? How were theatre, literature, and/or art used to reinforce common values? How were they used to resist or challenge dominant values/beliefs?”

C3.4 assess the contribution of some key political figures from different regions of the world to the development of identity, citizenship, and/or heritage in their societies (*e.g., Catherine the Great, Frederick the Great, Thomas Jefferson, Louis XIV, Marie Antoinette, Tokugawa Iemitsu, Empress Dowager Xiaozhuang*)

Sample questions: “How significant was Peter the Great’s westernization program for Russian heritage?” “What role did First Nations chiefs play in the conflicts that occurred in North America during this time? What impact did this have on North American heritage?”

D. THE WORLD, 1789–1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Communities, Conflict, and Cooperation:** assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D3. Identity, Citizenship, and Heritage:** analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** explain some of the causes and consequences of key social developments and/or trends in various regions during this period (*e.g., with reference to industrialization, urbanization, immigration, diaspora populations, famine, slavery, families, the employment of women and children in factories, new social or scientific thought*)

Sample questions: “Why did urbanization increase during this period? What were its social and/or environmental consequences? What was life like for different classes in an industrial town?” “What were the short- and long-term effects of the Irish famine?”

- D1.2** describe a variety of developments/achievements in science and/or technology during this period, and assess their impact on various societies (*e.g., with reference to vaccinations for smallpox and other diseases, pasteurization, the stethoscope, still and motion cameras, the telegraph, the Braille writing system, the cotton gin, the sewing machine, the typewriter, dynamite, the steam-powered rotary engine, the diesel-fuelled combustion engine; the publication of Darwin’s The Origin of*

Species; architectural or engineering achievements such as the Crystal Palace, the Eiffel Tower, or the Suez Canal)

Sample questions: “What were some key medical developments during this period? Who did they affect? Why were they important?” “How did some technological developments change the way many people worked during this period?” “What impact did the discovery that disease could be spread by water have on waste-treatment technologies? What impact did these developments have on people’s lives? How did the impact vary by region and/or social class?”

- D1.3** analyse key economic events, issues, and/or developments in various regions during this period, with a particular focus on the Industrial Revolution, and assess their impact (*e.g., with reference to the rise of capitalism and laissez-faire economics, particularly in the West; the growth of the middle class in industrializing countries; the formation of trade unions and/or cooperatives in response to working conditions in factories; changes in trade patterns; economic exploitation of colonies; economic protectionism and reciprocity*)

Sample questions: “What were some of the intended and unintended consequences of the Industrial Revolution?” “Why did some countries industrialize during this period while others did not?” “What effects did the growing demand

for cotton for new textile factories in England have on slavery in the American South?" "What were working conditions like in nineteenth-century factories?" "What factors led to the emergence of consumer protection laws?"

- D1.4** analyse key political events, issues, and/or developments in various regions during this period, and assess their impact (e.g., with reference to revolutionary and imperial governments in France; the Congress of Vienna; the Berlin Conference; the Treaty of Nanking; the Treaty of Kanagawa; the Continental System; the unification of Germany and Italy; the emancipation of the serfs in Russia and slaves in several European empires as well as the United States; land reform, such as enclosure laws in Britain or land tax reform in Japan; European imperial expansion in Africa and Asia)

Sample questions: "What was the 'Scramble for Africa'? What factors contributed to the expansion of European colonies in Africa during this period? What criteria might you use to rank the consequences of this development for Africa and Africans?" "What impact did the enclosure movement have on poor people in rural Great Britain?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- D2.1** assess the impact of significant revolutions and rebellions on various societies during this period (e.g., the French Revolution, the White Lotus Rebellion, the July Revolution, the Rebellions in Upper and Lower Canada, revolutions in Europe in 1848, the Satsuma Rebellion, the Taiping Rebellion, the Haitian Revolution, the Indian Rebellion of 1857, the secession of the Confederacy in the United States, the North-West Rebellion)

Sample questions: "What changes arose as a result of the French Revolution? Why was the First Republic short lived? To what extent did France return to pre-revolutionary social and/or political practices under Napoleon?" "How important was resistance to colonialism as a factor in rebellions in different parts of the world during this period?"

- D2.2** assess the impact of war in various countries and/or regions during this period (e.g., the Xhosa War, the Napoleonic Wars, the War of 1812, the Greek War of Independence, the Opium Wars, the Crimean War, the American Civil War, the

Boshin War, the Franco-Prussian War, the Russo-Turkish War, the Anglo-Zulu Wars, the Boer Wars)

Sample questions: "To what extent was the First Sino-Japanese War a turning point in the relationship between Japan and China? What were some of the foreign responses to this war?" "What impact did the War of the Pacific have on Chilean, Peruvian, and Bolivian society?"

- D2.3** assess the impact of reform movements in various countries or regions during this period (e.g., labour, abolitionist, suffrage, women's rights, socialist, or nationalist movements; movements advocating public education, child welfare, or prison reform)

Sample questions: "Why do you think the nineteenth century was a period of education reform in the West? What were some changes that resulted from this movement? What impact did the movement have on educational reform in India and Japan?" "Why did unions develop during this period? Where were they most active?" "What was the significance of the Freedom and People's Rights Movement in Japan?"

- D2.4** analyse key issues and/or developments relating to religion in various societies during this period, with a focus on whether religion was a force for unity or division (e.g., with reference to the relationships and conflicts that emerged between Hinduism, Islam, and Christianity in India; Christian missionaries and Zulus in South Africa; Catholicism in South America; the division created by the government between Shinto and Buddhism in Japan; revivalism and the growth of Protestant denominations in the United States)

Sample questions: "What were some religious conflicts dating from this period? Do any of them persist in the present day?" "What does your investigation reveal about why religion can create tensions between different cultures and groups?"

- D2.5** analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies (e.g., with reference to ideas of Mary Wollstonecraft, Olympe de Gouges, Maria Eugenia Echenique, Elizabeth Cady Stanton, or Sojourner Truth; the women's suffrage movement; the role of upper-class women in salons; women in the labour force; legal and social restrictions on women and challenges to these restrictions; views such as separate spheres, ryosai kenbo)

Sample questions: "What were some of the main legal restrictions on women in most regions

during this period? What impact did they have on the lives of women?" "When and where did the earliest women's rights movements develop? What were their goals? How successful were they in achieving these goals?" "What role did religion play in challenging or reinforcing women's roles in different societies during this period?"

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

D3.1 assess the impact of new social, economic, and/or political ideas on various societies during this period (*e.g., with reference to the ideas of Mikhail Bakunin, Karl von Clausewitz, Frederick Douglass, Thomas Malthus, Karl Marx, John Muir, Herbert Spencer, Harriet Taylor and John Stuart Mill, Henry David Thoreau; the Five Charter Oath; Romanticism, Darwinism, liberalism, communism, anarchism*)

Sample questions: "What was the basis for social Darwinism? How did these ideas support imperialist expansion in specific regions of the world?" "What were some of the long-term effects of Marx's ideas?" "What were the ideas behind anarchist movements during this period? What tactics did anarchists use? Do you see any similarities between these tactics and those used by some groups today?"

D3.2 analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period (*e.g., with reference to the Italian Risorgimento; the unification of Germany; independence struggles in Cuba and the Philippines; the independence of Greece and Serbia from the Ottoman Empire; Chinese nationalism and the question of who belongs to the Chinese nation; the Indian National Congress and the idea of Swaraj or self-rule; Pan-Slavism in Russia; the Zionist movement*)

Sample questions: "What was the relationship between nationalist movements and citizenship at this time?" "What are some ways in which nationalism from this period continues to have an impact on the world today?"

D3.3 analyse key trends in global immigration during this period (*e.g., sources and destinations of immigrants; types of immigrants preferred by*

receiving countries; the immigration of Chinese men to work on railways in North America, of South Asians as indentured labourers in East and South Africa, of famine Irish to England and North America; the forced migration of slaves) and the significance of immigration for identity, citizenship, and/or heritage

Sample questions: "What are some factors that contributed to people's decisions to emigrate during this period?" "What countries were the primary destinations of immigrants in the nineteenth century? What impact did the flow of immigrants have on indigenous peoples in these countries? On the heritage of these countries? What are some ways in which this heritage is still evident today?" "What developments during this time account for the large Indian population in some regions of Africa?"

D3.4 analyse how various factors influenced artistic expression in different countries during this period (*e.g., with reference to music, literature, painting, architecture, theatre, fashion*)

Sample questions: "What is the political context of Tchaikovsky's 1812 *Overture*? How does this work, or that of other Russian composers at this time, reflect Russian nationalism?" "What was the relationship between the Romantic movement in Western music and literature and social and political changes occurring at this time?" "What impact did Shibata Zeshin or Katsushika Hokusai have on Japanese painting?" "Why was this an important period in Indian music?" "What role did the writer Émile Zola have in the Dreyfus case in France?"

D3.5 explain the role of some key political figures in various societies during this period, and assess their contribution to the development of identity, citizenship, and/or heritage in those societies (*e.g., Muhammad Ahmad, Abd al-Hamid, Otto von Bismarck, Napoleon Bonaparte, Empress Dowager Cixi, Giuseppe Garibaldi, Toussaint L'Ouverture, Louis Riel, Emperor Meiji, Robespierre, Raja Ram Mohan Roy, Maharaja Ranjit Singh, Tecumseh, Queen Victoria*)

Sample questions: "What criteria would you use to assess the contributions of Abraham Lincoln to citizenship and heritage in the United States? Why would Americans in the North and slaves in the South likely have had a different view of his accomplishments than white Southerners would have had?"

E. THE WORLD SINCE 1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- E2. Communities, Conflict, and Cooperation:** analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. Identity, Citizenship, and Heritage:** analyse the development of the rights, identity, and heritage of different groups around the world since 1900 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- E1.1** analyse the impact of some key social trends and/or developments in various regions of the world during this period (*e.g., with reference to urbanization; immigration and refugees; changes in social mores, in the treatment of children, elders, and/or people with physical or mental disabilities, in the role of religion, in recreation, or in crime and punishment; labour, eugenics, peace, civil rights, feminist, Aboriginal, or environmental movements*)

Sample questions: “What have been the intended and/or unintended consequences of the rise of the suburbs in different regions of the world? What criteria would you use to rank the various consequences of suburban development?” “What have been the most significant social movements in different regions during this period? What impact have they had?”

- E1.2** describe a variety of developments in science and/or technology during this period (*e.g., developments in household appliances, motion pictures, radio and television, automobiles, airplanes, satellites and space travel technologies, computers and cellular technologies, reproductive technologies, medicine or biotechnology, mechanization or robotics, weapons, renewable energy*), and assess their impact (*e.g., increased mobility, decreased*

infant mortality rates and increased life expectancy, increased number of wartime casualties, changes in the workplace and in recreation, changes in agricultural practices, “cashless” societies, digital fraud, challenges to privacy)

Sample questions: “How has technology changed the nature of work in the past century? “What impact have video games had on many young people’s entertainment activities? In what ways have video games and other digital technologies changed society and social interactions? What are some other technological developments of the twentieth century that changed the ways in which people spent their leisure time?”

- E1.3** describe dominant economic systems and some key economic policies in various regions during this period (*e.g., traditional, market, command, mixed systems; laissez-faire and state-regulated capitalism; collectivist, fascist, socialist, communist, Keynesian policies; economic protectionism and free trade; sustainable development strategies*), and analyse the interrelationship between economic systems and political orientation

Sample questions: “What were some similarities in economic policies in communist and socialist countries during this period? What were the main differences? How would you account for the differences?” “Which regions of the world continued to have traditional economies in this period?” “Which economic systems have been dominant during this period? Which have been in decline?” “What relationship do you

see between the political orientation of governments and their willingness to regulate or deregulate the economy during this period?"

- E1.4** describe forms of government in various countries during this period (*e.g., democracy, theocracy, monarchy, autocracy, dictatorship, military junta*), and explain the political beliefs and/or ideologies that underpinned them (*e.g., anarchism, conservatism, fascism, Nazism, Marxist-Leninism, Maoism, nationalism, neoliberalism, secularism*)

Sample questions: "Which political philosophies dominated the twentieth century? What types of government did they inspire?" "What political ideas most influenced the Young Turks? What impact did this group have on the government of the Ottoman Empire and Turkey?" "If Nazi and Marxist-Leninist regimes during this period were at opposite ends of the political spectrum, how might you account for similarities between them?"

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- E2.1** explain the main causes and consequences of some major global and regional conflicts during this period (*e.g., the Russian Revolution; World War I; World War II; conflicts associated with the Cold War in Europe, Asia, and/or Latin America; the Six Day War; civil war in Spain, China, Congo, Algeria, Cambodia, Sri Lanka, or Sudan; the Gulf Wars; the War on Terror*)

Sample questions: "What were the causes of conflict in Vietnam in the 1950s? Why was France initially involved in this conflict? Why did the United States choose to enter the war? What were the consequences of that decision for Vietnam and for the United States?" "What criteria would you use to decide which of the Gulf Wars had the greatest impact on the world?"

- E2.2** describe significant developments relating to warfare during this period (*e.g., new weapons such as machine guns, tanks, submarines, bombers, atomic bombs, nuclear missiles, drones, landmines; chemical warfare; genocide; war crimes; the role of UN and other international peacekeeping forces*), and assess their consequences (*e.g., the short- and long-term impact of the dropping of atomic*

bombs on Hiroshima and Nagasaki or the use of Agent Orange in Vietnam; civilian casualties from landmines; refugee crises; increasing mortality rates; the creation of the International War Crimes Tribunal)

Sample questions: "If an atomic bomb had not been dropped on Hiroshima, do you think World War II would have ended in the same way? Do you think the arms race would still have occurred?" "What role have chemical weapons played in conflicts during this period?" "What role have child soldiers played during this period?"

- E2.3** explain how the actions of some significant individuals and groups contributed to conflicts within and between various countries during this period (*e.g., with reference to Idi Amin, Fidel Castro, Francisco Franco, Emperor Hirohito, Adolf Hitler, Ho Chi Minh, Leopold II, Mao Tse-Tung, Augusto Pinochet, Pol Pot, Saddam Hussein, Joseph Stalin; Al-Qaeda, the Central Intelligence Agency, the Irish Republican Army, or the Lord's Resistance Army*)

Sample questions: "What were the main differences in the ways in which early Soviet leaders interpreted Marxism? How were the ideas of Lenin and Trotsky different from those of Stalin? How did this lead to conflict within the Soviet Union? What were the consequences of Stalinism?" "Why was Margaret Thatcher a divisive force in British society?"

- E2.4** analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation (*e.g., with reference to segregation in the American South; apartheid in South Africa; residential school systems; the Holocaust, the Holodomor, and/or the Armenian, Rwandan, or Srebrenican genocides; political repression in Chile, El Salvador, Iran, or Zimbabwe; forced labour in Soviet gulags, Nazi concentration camps, or Chinese "re-education camps"; cooperation through international courts of justice, the United Nations, foreign aid*)

Sample questions: "What were the causes of the demonstrations in Tiananmen Square? What was the response of the Chinese government? What were its consequences?" "What are some countries that have established truth and reconciliation commissions? Why did they establish these commissions? Do you think they were successful? Why or why not?"

E2.5 analyse some significant developments related to colonization, decolonization, and globalization during this period, including their impact on different groups in various regions of the world (e.g., with reference to continuing imperial interests in Africa and Asia; atrocities in the Belgian Congo; colonies' struggles for political independence; the decline of the Austro-Hungarian, Ottoman, and/or British Empires; multinational corporations and foreign investment; economic and cultural imperialism; the World Bank and International Monetary Fund; international peacekeeping; the United Nations Declaration on the Rights of Indigenous Peoples; the Kyoto Protocol; the global village; cultural exchange; genocide, civil war, and ethnic cleansing)

Sample questions: "What are some challenges associated with decolonization in Africa since the mid-twentieth century?" "What role have multinational corporations played in the economies of Central American nations during this period? Who has benefited from the practices of these corporations? Who has not?" "What responsibility do you think colonizing nations have for the consequences of their actions? Do you think former colonies should be compensated for the impact of historical colonial policies? If so, how should they be compensated?"

E3. Identity, Citizenship, and Heritage

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

E3.1 explain how change and continuity in national boundaries during this period has contributed to the development of identity, citizenship, and/or heritage (e.g., changes arising from the decline of the Ottoman Empire, the partition of India, the creation of Israel, the creation and/or dismantling of Yugoslavia or the Soviet Union, the division and/or reunification of Germany or Vietnam, the division of Korea, the impact of old colonial borders in postcolonial Africa)

Sample questions: "Why might it be useful to apply the concept of continuity and change when investigating China's relationship with Tibet, Taiwan, and Hong Kong during this period? How has the extension of China's authority affected the development of identity, citizenship, and/or heritage in these regions?"

E3.2 analyse the goals, methods, and accomplishments of various significant individuals and groups who have contributed to the evolution of human rights in different regions during this period (e.g., Isabel Allende, Chen Duxiu, Mohandas Gandhi, Václav Havel, Hu Jia, Jomo Kenyatta, Martin Luther King Jr., Stephen Lewis, Sylvia Pankhurst, Queen Raina of Jordan, Oscar Romero, Eleanor Roosevelt, Aung San Suu Kyi, or Desmond Tutu; Amnesty International, the International Criminal Court, the International Red Cross / Red Crescent Societies, or the United Nations)

Sample questions: "What events led to the formation of the Mothers of the Plaza de Mayo? What were its goals? What contribution has the group made to human rights in Argentina?" "What were some common elements in the strategies/methods used by Gandhi and Martin Luther King to try to achieve their goals?" "What concept or concepts of historical thinking might help you account for changing perceptions of Nelson Mandela, from 'terrorist' to elder statesman?"

E3.3 analyse the extent to which the social, political, and/or economic roles and status of women have changed in various countries or regions during this period (e.g., with reference to the family, including birth rates, domestic work, access to birth control or abortion; the labour force, including equal pay for equal work, employment in sweatshops or maquiladoras; politics, including the right to vote, representation in governing bodies; violence against women, such as rape, domestic violence, female infanticide, female genital mutilation; access to education; the role of and attitudes towards women in religious institutions)

Sample questions: "When you compare the lives of women in some Western countries at the beginning and end of this period, what are the most significant changes you see? Are there any issues that have continued to exist throughout this period?" "When you consider changes in the roles or status of women during this period, why is it important to consider non-Western women as well as minority women in the West? Why might the experiences of these groups be distinct?" "What types of economic disparities have existed between different groups of women during this period? How would you account for these disparities?"

E3.4 analyse the significance of some key cultural trends and developments during this period (e.g., developments in music such as jazz, rock 'n' roll,

ska; developments in cinema, including Hollywood and Bollywood films and the work of influential filmmakers from various cultures; changes in fashion; developments in literature; new schools of art; manga and anime; indigenous arts and crafts; the dominance of American culture; the impact of censorship and political repression)

Sample questions: “In what ways has globalization during this period contributed to cultural homogeneity? What are some ways in which societies have sought to protect their culture? Have these policies been successful? Do you think they will be successful in the future?”
“Why is the work of artist Ai Wei Wei banned in China?”

World History since the Fifteenth Century, Grade 12

College Preparation

CHY4C

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The World, 1450–1650		
B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems in some societies in different regions of the world between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Various social, political, and economic changes during this time had a lasting impact on different societies.	How do we know what we know about the people who lived during this time?
B2. Communities, Conflict, and Cooperation: analyse how various factors affected interactions between groups in different regions of the world from 1450 to 1650 and how these interactions affected people's lives (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The development of new trade and political relationships had an impact on the lives of people around the world.	What does the art and architecture of different societies tell us about values and beliefs in these societies? How did trade and technologies contribute to change during this period?
B3. Identity, Citizenship, and Heritage: explain how some social, cultural, and political institutions and achievements contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and 1650 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Different societies had distinct social codes and cultures that shaped the lives of people in those societies.	
C. The World, 1650–1789		
C1. Social, Economic, and Political Context: analyse the impact of some key social, economic, and political developments in different regions of the world between 1650 and 1789 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Increased trade and colonization during this period helped change demographic patterns.	How did science contribute to change during this period? What were the short- and long-term consequences of exploration and empire building for indigenous peoples around the world?
C2. Communities, Conflict, and Cooperation: analyse various types of interactions between different groups from 1650 to 1789 and some forces that affected these interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The building of commercial and political empires had an impact on relationships within and between various countries.	How did colonial policies help shape events and developments around the world at this time? How do they continue to play a role in the world today?
C3. Identity, Citizenship, and Heritage: explain how some political, cultural, and religious developments contributed to identity, citizenship, and/or heritage in different regions of the world between 1650 and 1789 (FOCUS ON: <i>Historical Significance</i>)	Religion, art, and architecture had an impact on the identity of countries and empires around the world.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The World, 1789–1900		
D1. Social, Economic, and Political Context: explain the impact of some key social, economic, and political developments in different regions between 1789 and 1900, with a particular emphasis on the Industrial Revolution (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Industrialization and urbanization had intended and unintended consequences.	How did the Industrial Revolution contribute to change around the world? How did colonized peoples respond to colonial policies?
D2. Community, Conflict, and Cooperation: explain how war, revolution, reform, and other forces affected societies in different regions of the world between 1789 and 1900 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	War, revolution, and reform movements around the world caused social change during this period.	What lay behind the formation of various reform movements around the world during this period?
D3. Identity, Citizenship, and Heritage: explain how nationalism, immigration, and the contributions of some key political and cultural figures affected the development of identity, citizenship, and/or heritage in different regions of the world between 1789 and 1900 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Revolutionary and nationalist ideas were widespread during this period.	What was the impact of nationalism during this period?
E. The World since 1900		
E1. Social, Economic, and Political Context: analyse key aspects of dominant social, economic, and political systems in different regions of the world since 1900 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Globalization and decolonization during this period has had social, economic, and political ramifications.	How do we deal with competing rights? Why might some people and countries fear and/or resist globalization?
E2. Communities, Conflict, and Cooperation: describe interactions between various groups since 1900, and explain how key individuals and some social, economic, and political forces have affected those interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	This period has been marked by military conflict and serious human rights violations.	Is national identity important? Do you feel more connected to a national identity or a global identity?
E3. Identity, Citizenship, and Heritage: analyse some key changes in and contributions to identity, citizenship, and heritage in different regions of the world since 1900 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Global influence has had, and is having, an impact on national and personal identity.	Does nationalism tend to threaten or strengthen human rights?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century (*e.g.*, factual questions: *What was the Reign of Terror?*; comparative questions: *What were the main similarities and differences between the feudal systems in Europe and Japan?*; causal questions: *What impact did the Industrial Revolution have on class structure in the nineteenth century?*)
 - A1.2** select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (*e.g.*, primary: *architecture, art works, autobiographies, letters, maps, period newspapers, photographs, political cartoons, songs, speeches, treaties*; secondary: *books and/or articles from the library, documentaries or other films, current newspapers or magazines, textbooks, websites*), ensuring that their sources reflect a range of perspectives

Sample questions: “What can religious art and architecture tell you about the role and importance of religion in a society?” “How can you ensure that your sources reflect more than one perspective?”
 - A1.3** assess the credibility of sources and information relevant to their investigations (*e.g.*, by *considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

Sample questions: “What problems might be associated with using anonymous websites as historical sources? Why would it be important to verify any information obtained from such a source? How might you do so?”
 - A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (*e.g.*, *use ranking ladders to help them assess the significance of different historical events from the same period; use a timeline to illustrate milestones in Napoleon’s rise to power; use a cause and effect organizer to help them sort the causes and consequences of World War I*)
 - A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century (*e.g.*, *use the concept of historical significance to help them analyse the impact of the Spanish Conquest on Latin America; use the concept of cause and consequence when investigating the intended and unintended effects of European colonialism in nineteenth-century Africa; consider the concept of continuity and change when investigating the evolution of the labour movement in the nineteenth and twentieth century; apply the concept of historical perspective to ensure that they consider various viewpoints when investigating the Cold War*)

Sample questions: “Which concept or concepts of historical thinking might be most applicable if you were analysing the short- and long-term

impact of European colonialism on two or more regions? Why do you think these concepts would be particularly appropriate in this context?"
 "Why is it important to take the concept of historical perspective into account when analysing how people thought and acted in a particular time and region?"

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: "Given your analysis of key economic developments of the past several decades, which country do you think will be the dominant economic power of the twenty-first century? Why?" "What similarities and differences did you find between nationalist movements in India and Ireland? How would you account for the differences?"

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate about the fairness of the Treaty of Versailles; a presentation on changes in fashion over the centuries; a classroom discussion about genocide and ethical issues facing countries that have been responsible for genocide; a "heritage minute" video on a leader in the women's rights movement in the nineteenth or twentieth century; a two-point perspective poem or song from the point of view of children working in a nineteenth-century factory and their bosses; a blog about the historical accuracy of a film portraying the relationship between missionaries and indigenous people)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to help them determine whether an article is using credible sources, to participate in informed discussions, to determine the accuracy of the historical setting of a movie or video game; apply work habits such as collaboration in order to effectively share information and resources to complete a task, or organization to help them establish priorities and manage their time both in class and while doing work at home)

- A2.3** apply the knowledge and skills developed in the study of world history since the fifteenth century when analysing current social, economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens

Sample questions: "Why might learning about the history of colonialism help you understand some of the political issues in Africa today?"
 "What are the historical roots of some current issues arising from foreign ownership?"

- A2.4** identify some careers in which the skills learned in history might be useful (e.g., curator, filmmaker, game designer, graphic novelist, historical re-enactor, legal assistant, politician, tour guide)

B. THE WORLD, 1450–1650

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse key aspects of social, economic, and political systems in some societies in different regions of the world between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse how various factors affected interactions between groups in different regions of the world from 1450 to 1650 and how these interactions affected people’s lives (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- B3. Identity, Citizenship, and Heritage:** explain how some social, cultural, and political institutions and achievements contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and 1650 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** describe the roles of various groups in some societies in different regions of the world during this period (*e.g., women, men, children, serfs, slaves, farmers, merchants, artisans, mandarins, aristocrats, people in religious orders or who had spiritual roles*), and explain how these roles affected people’s daily lives and contributed to the functioning of these societies

Sample questions: “What was life like for a farm family during this period? What were their living conditions? What was their diet? What was the division of labour? How did they market their surplus, if any? Were the lives of farm families the same in all societies?”

- B1.2** describe some significant developments in science and/or technology during this period, and analyse their impact (*e.g., with reference to the printing press, the telescope, innovations that improved navigation, developments in cartography*)

Sample questions: “What contribution did advances in shipbuilding and navigation make to European exploration during this time?” “What criteria would you use to determine which technological or scientific advance was the most significant during this period? Are

there some developments that you think are more significant now than they seemed to be at the time?”

- B1.3** describe key aspects of economic systems in some societies in different regions during this period (*e.g., feudal, capitalist, or mercantile systems; the economies of colonies and imperial powers*), and analyse their impact on people’s lives (*e.g., with respect to the lives of people working on a feudal manor, indigenous people harvesting natural resources for an imperial power, merchants engaged in international trade, small artisanal producers*)

Sample questions: “How did the rise of mercantilism and the resulting increase in international trade affect the lives of people in different societies? How did shifts in trade affect different groups within this particular society? Who benefited the most from an increase in foreign trade?” “What criteria would you use to rank the impact of the growth of the merchant class during this period?” “What was the significance of the emergence of wage labour in China during the Ming Dynasty?”

- B1.4** describe political systems in some societies in different parts of the world during this period, highlighting key similarities and differences in those systems (*e.g., governments headed by a monarch, emperor, tsar, shogun, sultan, chief*)

Sample questions: “What are some of the key similarities and differences in the political structures of the Aztec, Mughal, and Chinese

Empires during this time? What might account for the differences?" "What were some differences among the political systems of First Nations in North America during this period?" "What are some ways in which different political structures affected social hierarchies? How did they affect the treatment of women, various categories of workers, and/or elderly people?"

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

B2.1 identify some key conflicts in different regions during this period (*e.g., between Mongols and Chinese, Japan and Korea, Spain and England, Spain and Portugal, or Spanish conquistadors and the Incas and/or Aztecs; the Onin War; the Battle of Lepanto*), and analyse their impact on the lives of people in these regions

Sample questions: "What did the continued fortification of the Great Wall of China during this period reveal about the external threats that China faced?" "What impact did conflict with conquistadors have on indigenous people in Central and/or South America?"

B2.2 describe some developments related to warfare during this period, and explain their impact (*e.g., with reference to the increasing use of gunpowder; changes in armour, weaponry, and/or fortification styles; the size of armies; casualties and fatalities*)

Sample questions: "What were some significant changes to the construction of castles or castle towns and to the role of samurai in Japan during this time period? What impact did these changes have? What was the role of the ninja during this period?" "What was life like for someone in an army or navy at this time?"

B2.3 analyse the impact of some key instances of social, political, and/or economic cooperation on the lives of people in different regions during this period (*e.g., the impact of cooperation between colonists and indigenous people, cultural exchange, or the expansion of trade*)

Sample questions: "What contribution did Abu Akbar make to political cooperation in the Mughal Empire? What impact did his actions have? Would all people in South Asia at the time have viewed his contributions in the same way?"

B2.4 explain the importance of religion/spirituality as a force in shaping various communities during this period (*e.g., with reference to the Protestant and Catholic Reformations; the Spanish Inquisition; missionary work; the Edict of Nantes; the expulsion of Christians from Japan; conflict between Muslims and Christians; marginalization and/or expulsion of Jews; the importance of religious art, music, and/or architecture; the power of religious/spiritual representatives*)

Sample questions: "What does the Alhambra Decree reveal about how Spanish Christians viewed Jews at this time? What were the consequences of the decree for Jews living in Spain?" "What power did religious/spiritual representatives such as priests, rabbis, imams, and shamans have in their communities?" "What impact did Henry VIII's wish to annul his first marriage have on religion and religious communities in England during this period?"

B2.5 explain how exploration and colonialism affected the lives of people in different societies during this period (*e.g., the impact that Christian missionaries had on people in the Americas and Asia, the role and impact of Islam and foreign trade in different parts of Africa, the impact that invaders and colonizers had on the indigenous peoples of different societies, the role of the Silk Road in the development of communities, the impact of new food stuffs*)

Sample questions: "What impact did the increase in exploration and colonization have on African societies? Why were some African nations more deeply affected than others by the slave trade?"

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

B3.1 explain how some key factors affected the rights and obligations of people in different societies during this period (*e.g., with reference to caste, class, and other types of social hierarchy; gender; slavery; religious or political persecution; the publication of the Malleus Maleficarum; social codes*)

Sample questions: "What were the intended and unintended consequences of the ideas behind bushido or chivalry codes? Why might it have been important to establish these codes?" "What values or ideas of the time were reflected in the institutions of slavery and serfdom?"

B3.2 describe some significant artistic achievements in different societies during this period (e.g., with reference to painting, stained glass, mosaics, illuminated manuscripts, African masks, Nanga; Ottoman, Mughal, or Ming dynasty architecture; the art, architecture, or music of the Renaissance or the early Baroque period in Europe), and explain how they contributed to the development of identity and/or heritage in those societies

Sample questions: “How would you go about measuring the importance of art and architecture in the Ottoman or Mughal Empires at this time?”
“Who produced illuminated manuscripts? Why were they important?”

B3.3 describe how some significant individuals from different societies contributed to the identity and/or heritage of their societies during this period (e.g., Altan Khan, Christopher Columbus, Deganawida [the Peacemaker], Elizabeth I, Galileo, Toyotomi Hideyoshi, Ivan the Terrible, Martin Luther, Michelangelo, Francisco Pizarro, Cardinal Richelieu, Sonni Ali)

Sample questions: “Suleiman I is known as ‘the Magnificent’. Why? Is that title justifiable? What did he do? What impact did he have on his society?”

C. THE WORLD, 1650–1789

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** analyse the impact of some key social, economic, and political developments in different regions of the world between 1650 and 1789 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse various types of interactions between different groups from 1650 to 1789 and some forces that affected these interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Identity, Citizenship, and Heritage:** explain how some political, cultural, and religious developments contributed to identity, citizenship, and/or heritage in different regions of the world between 1650 and 1789 (**FOCUS ON:** *Historical Significance*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe some key social issues and/or developments during this period, and explain their impact (*e.g., with reference to the Enlightenment, the status of women, developments in class/caste structures, changes in feudal societies, the reinforcement of and challenges to inherited privilege*)

Sample questions: “How did feudalism in Japan and Europe change during this period? Were changes to the feudal system similar in both societies? What impact did these changes have on people in these regions?” “What impact did colonial structures and practices have on the role of women in some First Nations and/or African communities during this period?”

- C1.2** identify some significant developments in science and/or technology during this period, and analyse their impact (*e.g., with reference to the mercury thermometer, the Fahrenheit scale, the pendulum clock, navigational tools such as the sextant or the marine chronometer, the spinning jenny, the flying shuttle*)

Sample questions: “What were some of Isaac Newton’s most significant scientific contributions? Which of his ideas had the greatest social impact?” “How did new technologies related to spinning and weaving change the lives of some people for the better during this period? Did they make things worse for some other people?”

- C1.3** explain some of the key economic effects of colonialism during this period (*e.g., with reference to the increase in international trade, the exploitation of colonial resources, loss of economic control among colonized people, the transatlantic and Arab slave trade*)

Sample questions: “What are some of the long-term economic effects of colonialism? How do they continue to play a role in some countries’ economies in the present day?”

- C1.4** describe political systems in different societies during this period and, where applicable, how they changed from earlier times (*e.g., with reference to absolute monarchies, constitutional monarchies, imperial systems, tsardoms, shogunates, developments in democratic governance*)

Sample questions: “What regions experienced significant changes in political systems or structures during this period? Are there any common elements among these changes? How did the changes affect different groups?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

C2.1 describe some key conflicts in various regions during this period, and analyse their impact on those regions (*e.g., with reference to the impact of the War of the Spanish Succession on ruling elites in Spain and France; conflicts between France and England and their impact on Aboriginal peoples and settlers in North America; the Revolt of the Three Feudatories and its impact on the expansion of China*)

Sample questions: “What were the consequences of the Guarani War for the Guarani and the Jesuits in their region?” “What were the main consequences of the American Revolution for the Americans? For the British?”

C2.2 analyse relationships between specific groups within different societies during this period (*e.g., between slaves and masters, serfs and lords, monarchs and subjects, colonizers and colonized people, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, noble and peasant women, children of nobility and children of servants*)

Sample questions: “How did the relationship between serf and lord in feudal France change during this period? What were the consequences of these changes?” “How did the apprenticeship system operate during this period? What was the relationship between apprentice and employer?”

C2.3 describe the roles played by different groups in the slave trade during this period (*e.g., the roles of slaves; African, Arab, and/or European slave traders; slave owners; religious/spiritual representatives; political figures*), and explain the social conditions that allowed slavery to exist in different regions

Sample questions: “What were the dominant social attitudes and beliefs that underpinned the slave trade during this time? Were they the same in all countries where slavery existed? If not, how were they different?” “What are some ways in which slaves struggled against their status or treatment?”

C2.4 describe some of the intended and unintended consequences of exploration and colonization

for indigenous people during this period (*e.g., the exploitation of people and resources by colonial powers, forced assimilation, religious conversion, disruption of traditional economies, loss of traditional cultures, cooperation between indigenous peoples and explorers or traders, intermarriage*)

Sample questions: “Why was disease and death a consequence of colonization for many indigenous groups during this period? Is it fair to say this was an intended consequence of contact?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance*

By the end of this course, students will:

C3.1 analyse the role of religion/spirituality in different societies during this period, including how religion/spirituality contributed to identity and/or heritage (*e.g., with reference to indigenous spirituality, Hinduism and Islam in South Asia, Shinto and Buddhism in Japan, Islam in Africa; the role of religion in European colonies; Christian proselytization; new denominations; the role of religion/spirituality in the art, music, or architecture of some societies*)

Sample questions: “What role did Christianity play in American slave communities? What impact did it have on African-American culture and heritage? Did all slave communities have the same response to Christianity?” “What do temples, synagogues, mosques, and/or churches created during this period tell you about the importance of religion in various societies? How significant are these buildings for the heritage of these societies?”

C3.2 explain how some artistic achievements during this period reflected the societies in which they occurred (*e.g., with reference to the transition to using only male actors in Kabuki theatre; the architecture of the Taj Mahal; the satirical writings of Molière or Jonathan Swift; the music of Haydn or Mozart*)

Sample questions: “What does the art of the Rococo movement reveal about pre-revolutionary French society?” “What does the use of all-male theatre companies in some societies tell you about social mores during this period?”

C3.3 explain the contributions of some key political figures from different societies to the development of identity, citizenship, and/or

heritage in their societies (e.g., *Catherine the Great*, *Frederick the Great*, *Louis XIV*, *Peter the Great*, *George Washington*, *Empress Dowager Xiaozhuang*)

Sample questions: “What were some of the political and cultural contributions of Louis XIV? How did these contribute to French identity and heritage?” “How did decisions made by the American Founding Fathers affect citizenship in the United States?”

D. THE WORLD, 1789–1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** explain the impact of some key social, economic, and political developments in different regions between 1789 and 1900, with a particular emphasis on the Industrial Revolution (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Community, Conflict, and Cooperation:** explain how war, revolution, reform, and other forces affected societies in different regions of the world between 1789 and 1900 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- D3. Identity, Citizenship, and Heritage:** explain how nationalism, immigration, and the contributions of some key political and cultural figures affected the development of identity, citizenship, and/or heritage in different regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** identify some specific developments that were fundamental to the Industrial Revolution (*e.g., the development of new technologies, the availability of capital for investment, the availability of natural and human resources*), and explain some key social, economic, and political consequences of large-scale industrialization during this period (*e.g., growth of the middle class, population increase in Britain, urbanization, the employment of women and children in factories, the formation of labour organizations, pollution, anti-union legislation, laws regulating work*)

Sample questions: “How did the Industrial Revolution contribute to the development of single-industry towns? How did these towns affect the townspeople and the surrounding population?” “What role did industrialization play in the development of transportation routes in United States and Canada? Why were these routes so important to those countries?” “What was life like for a child working in a factory during this period?” “What were the environmental effects of industrialization?”

- D1.2** describe some major developments/achievements in science and/or technology during this period, and explain their significance for various groups (*e.g., with reference to a vaccination for smallpox, pasteurization, cameras, the telegraph, the cotton gin, the sewing machine, steam trains, dynamite; engineering achievements such as the Crystal Palace, the Eiffel Tower, or the Suez Canal*)

Sample questions: “Why were technological advances relating to trains and canal building so important to Canada? Who benefited from the construction of the Canadian Pacific Railway or from the various canal systems in southern Ontario? What impact did these large construction projects have on different groups in Canada?” “How did technology change the way some people worked in large-scale infrastructure projects during this period?” “What impact did medical developments in anaesthesia and antiseptics have on people’s lives?”

- D1.3** identify some key political events and/or developments in different regions during this period, and analyse their impact (*e.g., with reference to the Congress of Vienna, the Continental System, the unification of Italy and Germany, the abolition of slavery in many regions and the emancipation of serfs in Russia, the Scramble for Africa*)

Sample questions: “What were the political and economic conditions that led to the Treaty of Nanking? How did it affect Chinese-British

relations? How did it affect the Nanking region?" "What impact did the Berlin Conference have on Africa and Africans?" "What impact did the abolition of slavery in the United States or serfdom in Russia have on the lives of former slaves or serfs? How do these events continue to have an impact on specific regions of the world today?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

D2.1 describe key rebellions and revolutions in different societies during this period, and analyse whether they achieved their goals (*e.g., with reference to the French Revolution, the Satsuma Rebellion, the Taiping Rebellion, the Haitian Revolution, the North-West Rebellion*)

Sample questions: "Is it fair to call the French Revolution a turning point in western European history? Why or why not?" "To what degree did the Rebellions in Upper and Lower Canada achieve their goals?"

D2.2 describe key issues underlying some significant wars in different regions during this period (*e.g., the Napoleonic Wars, the War of 1812, the Opium Wars, the Boshin War, the Anglo-Zulu Wars, the Sino-Japanese War, the American Civil War, the Franco-Prussian War, the War of the Pacific, the Boer Wars*)

Sample question: "In what ways did the Greek War of Independence signal a time of change for the Ottoman Empire as well as for Russia?"

D2.3 identify some reform movements that developed during this period, and explain their goals (*e.g., with reference to labour, abolitionist, suffrage, women's rights, or nationalist movements; movements for public education or child welfare*)

Sample questions: "What were some of the social conditions in industrial countries that contributed to the movement for public education? What was the original intent of a public school system? Has that intent changed over time? How was public education addressed in different regions of the world?"

D2.4 explain key issues and/or developments relating to religion/spirituality in different societies during this period (*e.g., with reference to the relationships and conflicts that emerged between Hinduism, Islam, and Christianity in*

India; Christian missionaries and Zulus in South Africa; Catholicism in South America; the division created by the Japanese government between Shinto and Buddhism)

Sample questions: "What role did religion play in some social or political reform movements during this period?" "What are some ways in which the dominant and minority religions in the same society or region influenced each other? What impact did this influence have on practices, beliefs, and values? How did people in these societies navigate conflicting values?"

D2.5 describe gender roles and relations in different societies during this period and ways in which such roles/reactions were being challenged or reinforced (*e.g., with reference to the ideas of Mary Wollstonecraft, John Stuart Mill, and/or Sojourner Truth; the women's suffrage movement; legal or social restrictions on women and how they were being challenged in some societies; ryosai kenbo*)

Sample questions: "What were the goals of the women's suffrage movement? Were suffragists organizing on behalf of all women?" "Why was the role of women in society being questioned and challenged in many parts of the world during this period?"

D3. Identity, Citizenship, Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

D3.1 explain the impact of nationalism in different regions during this period (*e.g., with reference to the unification of Italy and Germany, the struggle for independence in Cuba or the Philippines, the independence of Greece and Serbia and continuing decline of the Ottoman Empire, the formation of the Indian National Congress*)

Sample questions: "What differences were there in the beliefs and goals of German and Indian nationalists? How might you account for these differences?"

D3.2 describe key trends in global immigration during this period (*e.g., sources and destinations of immigrants; types of immigrants preferred by receiving countries; the immigration of labourers, including the forced migration of slaves*), and explain the significance of immigration for identity, citizenship, and/or heritage

Sample questions: "What criteria would you use to rank the factors that pushed people to emigrate during this period? How would you change the criteria to rank factors that affected

their choice of destination?” “What impact did this period of global immigration have on the development of identity in some countries?”

D3.3 describe the contributions of some significant individuals in the arts to the development of identity, citizenship, and/or heritage of different communities during this period (*e.g., with reference to Ludwig van Beethoven, Charles Dickens, Francisco Goya, Katsushika Hokusai, Claude Monet, Harriet Beecher Stowe, Giuseppe Verdi, Shibata Zeshin*)

Sample questions: “When you analyse Jacques Louis David’s paintings of Napoleon, what political perspective do you think they convey? Do you think they are historically accurate? Why or why not? What do these paintings tell you about French identity during this period?” “How did some novelists contribute to social reform during this period?” “How were theatre, literature, and/or art used to reinforce common values? How were they used to resist or challenge dominant values/beliefs?”

D3.4 describe the contribution of some significant political figures in different societies to the development of identity and/or citizenship during this period (*e.g., Abd al-Hamid, Otto von Bismarck, Napoleon Bonaparte, Empress Dowager Cixi, Abraham Lincoln, John A. Macdonald, Toussaint L’Ouverture, Emperor Meiji, Maharaja Ranjit Singh*)

Sample questions: “Even though Karl Marx was not a political leader, why is his political contribution significant?” “What strategies or methods did some political leaders use to restore or develop economic stability during this period?”

E. THE WORLD SINCE 1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** analyse key aspects of dominant social, economic, and political systems in different regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- E2. Communities, Conflict, and Cooperation:** describe interactions between various groups since 1900, and explain how key individuals and some social, economic, and political forces have affected those interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. Identity, Citizenship, and Heritage:** analyse some key changes in and contributions to identity, citizenship, and heritage in different regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- E1.1** describe some key social trends and/or developments in different regions of the world during this period, and explain their impact (*e.g., with reference to urbanization and/or sub-urbanization; immigrants and refugees; changing social mores; the increasing secularization of some societies and the increasing fundamentalism in others; recreation; labour, peace, civil rights, feminist, or Aboriginal movements*)

Sample questions: “What are some significant ways in which social mores have changed during this period? What are some effects of these changes? What are some social mores that have stayed the same? How would you account for this stability?” “What are some factors or issues that led to the birth of the environmental movement? How have these factors/issues changed over time? Have any remained constant?”

- E1.2** identify some significant developments in science and/or technology during this period (*e.g., developments in radio, television, or motion pictures; automobiles; airplanes; military technology such as tanks, machine guns, chemical weapons,*

radar, nuclear missiles; medical developments such as new vaccines, drugs, organ transplants; computers or other digital technology), and analyse their impact on people’s lives (*e.g., increased life expectancy, changes in work and recreation, casualty rates in wars, privacy issues arising from digital technologies*)

Sample questions: “What impact have technological or scientific developments related to agriculture had on farming practices in the past century?” “How has the rise of computers and other digital technology changed the way people work and communicate?” “How have advancements in technology and science had an impact on women in different societies or sectors of society?”

- E1.3** describe dominant economic systems and some key economic policies in different regions during this period, and analyse their impact (*e.g., with reference to capitalist and communist systems; agricultural and industrial societies; regulation and deregulation; economic protectionism and free trade*)

Sample questions: “What impact did Mao’s interpretation of communism have on the Chinese economy and society? What were the intended and unintended consequences of Mao’s Great Leap Forward?” “What was the impact of Keynesian economic policies in the second half of the twentieth century?”

E1.4 describe forms of government in different countries during this period (e.g., *democracy, theocracy, monarchy, autocracy, dictatorship*), and explain how they were influenced by political beliefs and/or ideologies (e.g., *anarchism, conservatism, fascism, liberalism, Maoism, Marxist-Leninism, Nazism*)

Sample questions: “In what ways were dictatorships influenced by right-wing ideologies such as fascism or Nazism different from dictatorships influenced by left-wing ideologies such as Marxist-Leninism or Maoism? In what ways were they the same?” “What were the causes of the Islamic Revolution in Iran? What beliefs influenced the revolutionaries?”

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

E2.1 describe key causes and consequences of some major global and regional conflicts during this period (e.g., *the Russian Revolution; World War I; World War II; conflicts related to the Cold War; the Six Day War; the Gulf Wars; civil wars in Spain, Cambodia, or Rwanda; the War on Terror*)

Sample questions: “What were some of the effects of the Cold War for people on both sides of the conflict?” “What have been the long-term consequences of the use of landmines in conflicts around the world?” “What led to the invasion of Iraq in 2003? Why did Canada choose not to participate in this conflict?” “What measures did some individual citizens and/or families take to protect their financial assets during global and/or regional conflicts during this period?”

E2.2 explain how the actions of some significant individuals and groups contributed to conflicts in different countries and/or regions during this period (e.g., *with reference to Idi Amin, Fidel Castro, Adolf Hitler, Ho Chi Minh, Emperor Hirohito, Leopold II, Mao Tse-Tung, Saddam Hussein, or Joseph Stalin; Al-Qaeda, the Irish Republican Army, or the Central Intelligence Agency*)

Sample questions: “How did the policies of Margaret Thatcher contribute to social, economic, and political unrest in Great Britain?” “What was the Dirty War? How did some Argentinian leaders contribute to this conflict?”

E2.3 describe some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights and those characterized by cooperation (e.g., *with reference to genocides, including the Holocaust, the Holodomor, and/or the Armenian, the Rwandan, or Srebrenican genocide; racial segregation; political repression, in Chile, China, the Soviet Union, or Syria; international tribunals and courts of justice; the United Nations and other intergovernmental organizations; truth and reconciliation commissions; international sporting events; trade agreements*)

Sample questions: “What social attitudes and beliefs were reflected in South African apartheid and segregation in the American South? What were the reasons behind this institutionalized racism? How was it brought to an end?”

E2.4 explain some significant developments related to colonization, decolonization, and globalization during this period, with a focus on the impact of these developments on different groups or societies (e.g., *with reference to continuing imperial/economic interests in Africa and Asia; atrocities in the Belgian Congo; colonies’ struggle for political independence; multinational corporations and foreign investment; economic and cultural imperialism; international peacekeeping; the Kyoto Protocol; cultural exchange*)

Sample questions: “Is the idea of a ‘global village’ a global idea or a Western one? Who has benefited from the policies that support a global village? Who has lost or stands to lose the most?” “What have been the intended and unintended consequences of decolonization for some countries? In what ways are some countries and regions continuing to pay the price, economically and culturally, for having been colonized by European powers?”

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

E3.1 assess the contributions of some individuals and groups to the evolution of human rights in different regions during this period (e.g., *Mohandas Gandhi, Hu Jia, Martin Luther King Jr., Stephen Lewis, Oscar Romero, Eleanor Roosevelt, Aung San Suu Kyi, Mother Teresa, Desmond Tutu;*

Amnesty International, the International Criminal Court, the International Red Cross / Red Crescent Society, the United Nations [UN])

Sample questions: “What criteria would you use to assess the contribution of Nelson Mandela to human rights?” “How successful do you think the UN has been in advocating for human rights?” “What contributions have members of the LGBT community made towards human rights in various regions of the world?”

E3.2 analyse some key aspects of the social, political, and/or economic roles and status of women in different societies during this period, with particular emphasis on whether these roles remained the same or how they changed (*e.g., with reference to work inside and outside the home, equal pay for equal work, suffrage and other political rights, representation in governments, access to education, roles of and attitudes towards women in religious institutions or towards girls and elderly women, violence against women*)

Sample questions: “What does the continuing use of rape as a weapon of war in many societies in this period suggest about attitudes towards women?” “What courses and/or new programs have emerged in schools, colleges, and/or universities in response to issues raised by the women’s movement?” “In what ways has women’s access to education changed during this period? Has it changed in all regions and among all classes/castes?”

E3.3 describe some significant cultural trends and developments during this period, and explain their contribution to regional and/or global heritage and/or identity (*e.g., developments in music such as jazz, rock ‘n’ roll, reggae, ska; developments in cinema, including Hollywood and Bollywood films and the work of influential filmmakers from various cultures; changes in fashion; new schools of art; manga; indigenous arts and crafts; the trend towards globalization of culture*)

Sample questions: “Why might the contract with Walt Disney to distribute and promote the films of Miyazaki be seen as a cultural turning point?” “What are some aspects of the globalization of culture? In what ways does this globalization mark a change from earlier cultural history? Are there any similarities?”

Adventures in World History, Grade 12

Workplace Preparation

CHM4E

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

OVERVIEW

The course has four strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other three strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating various aspects of world history
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–D.

Strands B–D

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Origins to the Fifteenth Century		
B1. Society and Community: explain how various social and environmental factors affected the lives of people in two or more societies in different regions of the world and at different times up to the fifteenth century (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The environment had a major impact on the location of societies as well as their material life.	Did early societies need class structures and defined social roles in order to grow? What are some key similarities in political and social structures in different regions and different times? How can we account for these similarities?
B2. Politics and Conflict: demonstrate an understanding of political systems, political change, and conflict in some societies in different regions of the world and at different times up to the fifteenth century (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Conflict played a large role in the decline of many early societies.	
B3. Work and Economies: explain how aspects of the economy, including types of work, affected two or more societies in different regions of the world and at different times up to the fifteenth century (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Agriculture and trade were very important to the development of early societies.	In what ways does culture shape religion? In what ways does religion shape culture? What key beliefs and values emerged in early societies? How did they influence these societies?
B4. Culture and Heritage: explain the significance of various cultural developments, including the contributions of some individuals, for the heritage of two or more societies in different regions of the world and at different times up to the fifteenth century (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Religion/spiritual beliefs and language were key aspects of the culture and heritage of early societies.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
C. The Fifteenth to the Nineteenth Century		
C1. Society and Community: explain how various social issues, trends, and developments affected the lives of people in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	The daily lives of people in many societies underwent major changes during this period.	How did new ideas and technologies contribute to change during this period? What do cultural and technological remains tell us about the past?
C2. Politics and Conflict: analyse the impact of various political developments, including conflict within and between countries, on some societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	The European Age of Exploration had many intended and unintended consequences.	What were some short- and long-term consequences of empire building during this period?
C3. Work and Economies: explain how trade and the work roles of different people contributed to the development of two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	As countries and empires grew, the role of trade changed, as did the labour of many people connected to trade networks.	
C4. Culture and Heritage: explain the impact of some significant individuals and of various aspects of culture on the development of identity and/or heritage in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Empires left their social and cultural mark all over the world.	
D. Since the Early Nineteenth Century		
D1. Society and Community: analyse key causes and consequences of various social trends, developments, and movements in two or more societies in different regions of the world and at different times since the nineteenth century (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Major demographic changes have had an impact on many regions of the world during this period.	How have attitudes relating to race and gender changed during this period? Have we learned from our past mistakes?
D2. Politics and Conflict: analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different times since the nineteenth century (FOCUS ON: <i>Change and Continuity; Historical Perspective</i>)	With increasing nationalism during this period, certain groups of people have faced challenges to their rights.	How has the role of children and youth changed? Are these changes universal? What have been the biggest changes in people's lives during this time period? What led to these changes? Have all the changes been positive?
D3. Work and Economies: explain how various economic developments affected the development of two or more societies in different regions of the world and at different times since the nineteenth century (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Industrialization and technology have changed the way people around the world worked during this period.	
D4. Culture and Heritage: analyse the significance of various trends and developments related to culture and heritage in two or more societies in different regions of the world and at different times since the nineteenth century (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Developments in science and technology have affected all facets of life during this period.	

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating various aspects of world history;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in world history (e.g., factual questions: *What was the Black Death?*; comparative questions: *What were some similarities and differences in the decline of the Aztec and Inca Empires?*; causal questions: *What were the main causes of World War I?*)

A1.2 select and organize relevant evidence and information on aspects of world history from a variety of primary and secondary sources (e.g., primary: *artefacts, art works, diaries, maps, myths and legends, photographs, political cartoons*; secondary: *books and/or articles from the library, films or videos, historical fiction, textbooks, websites*), ensuring that their sources reflect different perspectives

Sample questions: “If you want to investigate the role the environment played in religion/spirituality in some societies, what are some visual sources that you might consult? What art and architecture would you want to examine? What other sources might you use?” “Why might diaries and letters from early societies be hard to find? Where might you look to find information about early societies?”

A1.3 assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and/or context of the source and the values and expertise of its author*)

Sample questions: “How reliable do you think this film or video game is as a source of information about the lives of gladiators in ancient Rome? Are the weapons, costumes, and buildings accurate? How do you know?” “Why is it important to be careful when using anonymous websites as historical sources?” “Whose perspective is represented in this newspaper article? Whose voices are omitted? What are the implications of this omission?”

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *use a ranking ladder to help them sort the consequences of the Industrial Revolution; create a timeline on the decline and fall of the Roman Empire; develop a concept map to help them analyse connections between technology and recreation; compare the points of view in two sources commenting on the same event*)

Sample question: “What criteria might you use to rank the importance of the causes of the French Revolution?”

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history (e.g., *apply the concept of historical significance to help them analyse the impact of religious beliefs on life in or the heritage of ancient Egypt; use the concept of cause and consequence to help them analyse the*

effects of colonialism on modern Rwanda; use the concept of continuity and change to help them determine the key turning points in world history since the nineteenth century; use the concept of historical perspective when analysing reactions to the Seven Years' War to ensure that they consider the viewpoints of different groups)

Sample questions: "When investigating colonialism, why is it important to take the concept of historical perspective into account? Whose perspectives would it be important to investigate? What other concept of concepts might it be useful to apply? Why?"

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- Sample questions:** "What patterns have you detected when analysing the traditions associated with these religions?" "After conducting your investigation, what did you conclude is the most important technological development of the twentieth century? What evidence will you present to support your claim?"
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on key developments in human rights in the twentieth century; a photo/image essay on types of housing in different periods; a presentation on the lives of soldiers in a particular war; a discussion about ethical issues associated with colonialism; a blog on the accuracy of a film depicting a historical event; an infographic or digital movie showing changes in fashion through different periods or between groups of different rank in the same period; a role play depicting the roles and behaviour of different groups in a feudal society)
- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., art works, blogs, books, films or videos, oral evidence, websites)
- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topic; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe some ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to the world of work and to everyday life
- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to understand and appreciate multiple perspectives and engage in informed discussions; to understand the social, political, or economic context of historical fiction, video games, or movies; or to identify bias in the media; apply work habits such as working independently to complete a project, or initiative in their part-time job)
- A2.3** apply the knowledge and skills developed in the study of world history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens
- Sample questions:** "When you analyse this issue, do you see any parallels between it and a historical issue you have studied? What are the similarities? What are the differences? Why might understanding the causes and consequences of the historical issue deepen your understanding of the current one?"
- A2.4** identify some careers in which the skills learned in history might be useful (e.g., artist, game designer, historical re-enactor, musician, politician, tour guide)

B. ORIGINS TO THE FIFTEENTH CENTURY

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Society and Community:** explain how various social and environmental factors affected the lives of people in two or more societies in different regions of the world and at different times up to the fifteenth century (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B2. Politics and Conflict:** demonstrate an understanding of political systems, political change, and conflict in some societies in different regions of the world and at different times up to the fifteenth century (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B3. Work and Economies:** explain how aspects of the economy, including types of work, affected two or more societies in different regions of the world and at different times up to the fifteenth century (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B4. Culture and Heritage:** explain the significance of various cultural developments, including the contributions of some individuals, for the heritage of two or more societies in different regions of the world and at different times up to the fifteenth century (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Society and Community

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- B1.1** describe some key social structures in selected societies during this period (*e.g., class or caste structures and other social hierarchies, families, gender roles, social and religious institutions, legal systems, the feudal system, bureaucracy/administration*), and explain how they contributed to social order

Sample questions: “What are some factors that determined a person’s social status in different societies during this period?” “How has recent evidence about the people who built the pyramids in Egypt affected earlier understandings about the social structures of that civilization?” “How did the feudal system contribute to social stability in medieval Europe or Japan?”

- B1.2** analyse some of the causes and consequences of migration during this period (*e.g., causes: natural disasters, political persecution, poverty, famine, war, slavery or other forms of forced migration; consequences: loss of traditional language, culture, and/or identity of migrating groups; new opportunities; cross-cultural influence*)

Sample questions: “Which natural disasters had the greatest impact on migration during this period?” “Why did changes in land use cause some people to migrate?” “What criteria would you use to rank the importance of various reasons for migration during this period?” “What consequences did the migration of Central Asian Aryans have for India?” “Why did the Anishinaabe people regularly migrate between the Great Lakes and the Atlantic Ocean?”

- B1.3** describe some educational developments and/or practices during the Middle Ages, and explain their significance (*e.g., the establishment of the university system, the role of the Seven Mechanical Arts and the Seven Liberal Arts*,

intellectual activity in medieval Islam, monastic orders as guardians of education/literacy in Europe during the early Middle Ages, the role of apprenticeships and guilds)

Sample questions: “What did an apprenticeship entail during this period? What role did guilds play in the training of apprentices? What impact did these guilds have?” “Who was likely to be literate during this period? What were the implications of being literate or illiterate? How did these implications vary depending on the social group to which one belonged?”

- B1.4** explain some ways in which environmental factors affected people in selected societies during this period (*e.g., the importance of bodies of water in settlement and transportation; natural defences such as deserts or mountains; the impact on agriculture of annual flooding in the Fertile Crescent; deforestation in Sumer; the role of natural resources in economic development; famine caused by drought or pests; disease spread by insects; the use of local materials in artistic/artisanal production*)

Sample questions: “What role did competition for natural resources play in the history of some societies during this period?” “How did the bubonic plague spread from Asia to Europe? What impact did the plague have at the global level?” “How does the rock art found in the Tassili n’Ajjer region of the southeastern Sahara help us understand how people adapted to a region that was slowly turning into a desert?”

- B1.5** describe different types of human dwellings during this period, and explain how they reflected the societies that produced them (*e.g., prehistoric cave dwellings, Roman tenements, forts and villas, peasant farm houses, dwellings of nomadic peoples, Wendat longhouses, housing for wealthy and poor people in early towns and cities*)

Sample questions: “In what ways did the various dwellings on a feudal manor reflect the status of the people who lived in them?” “What do traditional dwellings of First Nations or Inuit in North America tell you about the lives of these people, including the natural resources to which they had access?” “What impact did the environment have on how dwellings were built in this society? In what ways are these dwellings different from those in another society that had a different climate and access to different natural resources?”

B2. Politics and Conflict

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- B2.1** compare how some different societies were governed during this period (*e.g., city states, republics, empires, monarchies, chiefdoms, sultanates, papal states, shogunates*)

Sample questions: “What were the roles of monarchs, nobles, and knights in medieval Europe? How did they exert control? What were some similarities and differences between such monarchies and Japanese shogunates?”

- B2.2** identify some ancient civilizations/empires (*e.g., Egypt, Assyria, Greece, Indus Valley civilization, Macedonia, the Roman Empire, or the Qin/Han Empire*), and explain some of the reasons for their decline

Sample questions: “How did Han society change over time? How did these changes contribute to the decline and eventual collapse of the Han dynasty? What criteria would you use to rank the internal and external causes of the collapse?”

- B2.3** explain key causes and consequence of some major conflicts, both within and between societies, during this period (*e.g., the Peloponnesian, Punic, or Hundred Years’ Wars; the Battles of Actium, Kadesh, Red Cliffs, or Hastings; slave revolts or civil wars in the Roman Empire; the Warring States period in China; Mongol or Viking invasions; the Crusades; the English Peasants’ Revolt*)

Sample questions: “What were the consequences of the Battles of Marathon and Thermopylae during the Greco-Persian Wars?” “Why did the Vikings invade Ireland and establish settlements there? Why did the relationship between the High Kings of Ireland and the Vikings change over time?”

B3. Work and Economies

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B3.1** describe some key aspects of the development of agricultural economies, and explain their significance (*e.g., with reference to the transition from hunter/gatherer to settled agricultural societies, the domestication of animals, the development of*

irrigation techniques, the use of Sumerian cuneiform tablets to track agricultural production, terrace farming, feudalism and other developments in land-holding systems)

Sample questions: “What impact did the domestication of animals have on people’s lives?” “What does the use of terrace farming in Asia and South America tell us about changes in agricultural societies during this time?” “What role did staple crops, such as rice, corn, and/or beans, play in the cultural practices of different societies around the world?”

B3.2 describe some key aspects of the development of trade during this period, and analyse their impact (e.g., early trade in spices and salt, the barter system, the development of currencies, the Hopewell Exchange, Arab trade networks, Champagne Fairs, the increasing importance of the role of merchants in the economies of many countries, the Hanseatic League)

Sample questions: “Why were currencies developed? Who created and monitored them? How did currencies change over time? Where were coins first used? What was the impact of this development? What impact did the evolving use of currency have on people’s social roles and daily interactions?” “How extensive was the Silk Road? What impact did trade along this route have on various groups?”

B3.3 describe the work roles of different people in selected societies and how they contributed to those societies (e.g., hunters, slaves, farmers, gladiators, merchants, artisans, stonemasons, blacksmiths, elders, healers, educators, scribes, warriors, shamans, vestals, monks and/or nuns)

Sample questions: “Why did various societies use slaves? What were some of the differences in the way slaves were treated in different societies? What are some of the ways in which slaves demonstrated resistance within different societies?” “What were some differences in the roles of women in ancient Athenian, Norse, and Wendat societies?”

B4. Culture and Heritage

FOCUS ON: Historical Significance; Continuity and Change

By the end of this course, students will:

B4.1 explain some ways in which the development of language contributed to ancient societies and to our understanding of them (e.g., the importance of language for cultural identity; the use of language to codify laws, to record historical events, for propaganda, or for cultural production; the

development of hieroglyphics, alphabets, oral traditions; the historical importance of Mesoamerican codices, Mesopotamian cuneiform tablets, the Dead Sea Scrolls, or Confucian dynastic histories; early literature such as The Epic of Gilgamesh, Ramayana, or The Iliad)

Sample question: “Why was the discovery of the Rosetta Stone so important for our understanding of ancient Egypt?”

B4.2 compare some key beliefs and practices associated with two or more religious/spiritual traditions (e.g., Judaism, Buddhism, Hinduism, Christianity, Islam, Aboriginal spiritual practices)

Sample questions: “What do Incan and Hindu funeral rites or burial practices tell us about those people’s beliefs related to the afterlife?” “Which prophets are revered in both the Judeo-Christian and Muslim traditions? How would you account for this commonality?” “How important was the environment to the religious/spiritual beliefs of the Maya and some Aboriginal people in what would become Canada? What evidence do you have to support your ideas?” “How did adherents of dominant and minority religions in a society view or respond to each other’s practices, beliefs, and values?”

B4.3 analyse the role of religion/spirituality in selected societies during this period (e.g., with reference to the spread of Buddhism, Hinduism, Christianity, and/or Islam; the impact of religion/spirituality on art, music, and/or architecture; festivals and rites; religious conflict such as the Crusades and/or the Spanish Inquisition; monasticism and learning)

Sample questions: “In what ways were the ancient Olympic Games connected to religious beliefs and practices in ancient Greece?” “Why would religious leaders have chosen to build the Al-Aqsa mosque on the spot of the Temple Mount in the Old City of Jerusalem? How did that decision lead to this site’s becoming one of the most contested in the world?”

B4.4 describe some key developments in science and/or technology during this period (e.g., the domestication of fire; the invention of the wheel; stone and iron tools; irrigation systems in Egypt or Mesopotamia; urban sanitation systems in the Indus Valley; developments in mathematics or astronomy in Greece, Mesoamerica, or India; Mayan or Roman calendars; development in military technology), and assess their impact (e.g., on agriculture, warfare, transportation, cultural production, trade)

Sample questions: “What was the significance of the development of calendars? What are the origins of the calendar we use? What are

some connections between the development of calendars and religious/spiritual beliefs, practices, and rituals?" "What is the 'great stirrup controversy'? How can what may seem to us a minor invention be of such significance?"

B4.5 explain the purpose and the social and/or architectural significance of some structures built during this period (e.g., *Neolithic monuments such as Stonehenge, pyramids in Mesoamerica or Egypt or Sumerian ziggurats, aqueducts, arenas, theatres, temples, the Great Wall of China, Machu Picchu, Hopewell mounds, the Seven Wonders of the Ancient World, walled cities such as Jericho or Uruk, the homes of people of different social status*)

Sample questions: "Why did so many communities build defensive walls during this period? When you compare these walls to some built in the twentieth century (e.g., the Berlin Wall, the walls in the demilitarized zone between North and South Korea, barriers in the West Bank or along the U.S.–Mexico border), what would you conclude about changes over time in the purpose of these barriers?"

B4.6 explain the impact that the actions and/or ideas of some significant individuals from this period had on identity and/or heritage (e.g., *Alexander the Great, Al-Zahrawi, Archimedes, Christine de Pizan, Confucius, Cyrus the Great, Genghis Khan, Jesus of Nazareth, Joan of Arc, Leif Ericson, Muhammad, Octavian Caesar, Ramesses II, Siddhārtha Gautama, Sun Tzu*)

Sample questions: "What impact did some significant religious figures from this period have? How widespread was their influence? In what ways do you think human history might have been different if they had not lived?" "What role did Deganawida and Hiawatha play in establishing the Five Nations Confederacy? What was the significance of the confederacy?"

C. THE FIFTEENTH TO THE NINETEENTH CENTURY

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Society and Community:** explain how various social issues, trends, and developments affected the lives of people in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- C2. Politics and Conflict:** analyse the impact of various political developments, including conflict within and between countries, on some societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Work and Economies:** explain how trade and the work roles of different people contributed to the development of two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C4. Culture and Heritage:** explain the impact of some significant individuals and of various aspects of culture on the development of identity and/or heritage in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Society and Community

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- C1.1** identify some significant social developments during this period, and explain how they affected different groups (*e.g., changes in the influence or power of social classes; the decline of feudalism; the expansion of the transatlantic slave trade; European settlement in the “New World” and consequent disruption of indigenous settlements/ cultures; the witch hunts; the growth of cities*)

Sample questions: “What impact did colonialism have on the lives of indigenous peoples in North and/or South America? What do European attitudes towards and actions affecting indigenous people reveal about the dominant social values of the time?”

- C1.2** compare significant aspects of the daily lives of people of different social status during this period (*e.g., with reference to the work they did,*

their housing, the size of their families, the food they ate, the clothes they wore, whether they were literate, the level of freedom they had, whether they went to school, their recreational pastimes)

Sample questions: “What was life like for a slave living on a plantation in the southern United States or a serf living on a Japanese or European feudal manor? In what ways would the life of a slave or serf be different from that of a member of a wealthy merchant family in Renaissance Italy? Are there any aspects of these people’s lives that would have been similar?”

- C1.3** identify some reasons for the growth of cities during this period, and explain some issues and developments associated with their growth (*e.g., overcrowding; slums; poor sanitation; the development of shops and services, inns, taverns, public squares, parks, markets*)

Sample questions: “What sanitation arrangements existed in cities during this period? What impact did poor sanitation have on people’s health? Why did people not understand the

importance of sanitation during this period?" "What kinds of commercial opportunities emerged in response to population growth in cities?"

C2. Politics and Conflict

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

C2.1 explain the impact of some key political developments during this period (*e.g., the fall of the Aztec or Inca Empires; the expansion of the Ottoman or Mughal Empire, various European empires, and/or African Kingdoms; new political ideas during the Enlightenment; the establishment of republics in the United States, France, and Haiti; the enclosure movement*)

Sample questions: "What are some factors that contributed to the overthrow of the old political system in France? What other countries experienced significant changes in their political system or structures during this period? What were some of the common elements in these changes?"

C2.2 analyse some of the political, economic, and/or social consequences of European voyages of exploration and imperial expansion during this period (*e.g., the introduction of new products and/or cultural influences; the enrichment of European powers; the decline of Mesoamerican and South American empires; epidemics among Aboriginal people coming in contact with Europeans; proselytising by European missionaries; resource exploitation; expansion of the transatlantic slave trade*)

Sample questions: "What were some of the intended and unintended consequences on African societies of the increase in exploration and colonization of that continent? Why were some African nations more deeply affected than others?" "What are some of the long-term economic consequences of colonization? How do they continue to play a role today?"

C2.3 describe some significant conflicts, both within and between countries, during this period, and analyse their impact (*e.g., the Thirty Years' War; Spanish conquests in Mesoamerica and South America; civil wars in England; conflicts between imperial powers in North America, including the role of their Native allies; the Great Turkish War; the American, French, or Haitian Revolution*)

Sample questions: "What effect did the combination of the Inca Civil War and the Spanish conquistadors have on the Inca Empire?" "Why

did the British expel the Acadians from Atlantic Canada? What was the impact of this decision?" "What might have been the motivations for some First Nations to enter into alliances with the different imperial powers?"

C3. Work and Economies

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

C3.1 explain the significance of some key aspects of the development of trade during this period (*e.g., the Columbian Exchange; triangular trade and the transatlantic slave trade; commercial institutions such as banks, the East India Company, or the Hudson's Bay Company; the growing influence of mercantilism*)

Sample questions: "Who benefited the most from the increase of international trade during this time?" "What similarities and differences do you see between international trade at this time and the globalization of today's economy?" "What was the impact of imperial control over natural resources in European colonies? Who benefited from the development of these resources? Who did not? In what ways has foreign ownership/control changed? In what ways has it remained the same? How does it continue to affect different countries today?"

C3.2 describe the work of different people in selected societies, and explain how they contributed to those societies (*e.g., with reference to African slaves, Aboriginal and European traders, merchants, artisans, stonemasons, blacksmiths, educators, soldiers, sailors, nuns and priests in the "New World", scientists, philosophers*)

Sample questions: "How important was the fur trade to the development of New France and British North America? Who were the key participants in the trade? What work did they do? How did the fur trade affect different groups?" "What role did apothecaries and midwives play before professional physicians and nurses became common?"

C4. Culture and Heritage

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

C4.1 identify some key developments related to religion/spirituality in selected societies during this period, and explain some of their consequences (*e.g., with reference to the Protestant and*

Catholic Reformation; the expulsion of Jews from Spain; the witch hunts; the founding of Hasidic Judaism; the adoption of Confucianism during the Qing Dynasty in China; the adoption of Buddhism as the state religion in Japan; the spread of Christian missions in European colonies; challenges to religious thought during the Enlightenment)

Sample questions: “Why did Henry VIII ask the pope to annul his first marriage? How did the king respond when his request was rejected? What were the long-term consequences of his actions?” “What are some groups that have suffered religious persecution? What impact did it have on their lives?”

C4.2 describe some key developments in science and/or technology during this period, and explain their impact (*e.g., development arising from the Scientific Revolution in Europe; development in agriculture, weaponry, transportation technologies; the printing press; the steam engine; developments in telescopes, microscopes, the astrolabe*)

Sample questions: “What was the long-term impact on people’s lives of the development of the printing press?” “What criteria would you use to rank the scientific contributions of Leonardo da Vinci? Which of his ideas or developments has had the most significant impact? How did different people view the work of Leonardo at the time? Why would they have held these views?”

C4.3 describe some key cultural developments in various societies during this period, and explain their significance for the development of identity and/or heritage (*e.g., buildings such as temples, cathedrals, mosques, palaces, monuments; developments in literature, painting, sculpture, music, or fashion*)

Sample questions: “What are some structures built during this period that continue to be closely identified with the heritage of a particular society?” “What were some of the artistic achievements associated with the Renaissance? Why is this seen as such an important period of cultural production?”

C4.4 analyse the contributions of some individuals to the identity and/or heritage of different societies during this period (*e.g., Samuel de Champlain, Mathieu da Costa, Elizabeth I, Vasco da Gama, Shah Jahan, Louis XIV, Toussaint Louverture, Michelangelo, Peter the Great, Shakespeare, George Washington, Mary Wollstonecraft*)

Sample questions: “Why was Louis XIV called the Sun King? Do you think the term is appropriate? Would all people in France and the French colonies have agreed with you?”

D. SINCE THE EARLY NINETEENTH CENTURY

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Society and Community:** analyse key causes and consequences of various social trends, developments, and movements in two or more societies in different regions of the world and at different times since the nineteenth century (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Politics and Conflict:** analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different times since the nineteenth century (**FOCUS ON:** *Change and Continuity; Historical Perspective*)
- D3. Work and Economies:** explain how various economic developments affected the development of two or more societies in different regions of the world and at different times since the nineteenth century (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- D4. Culture and Heritage:** analyse the significance of various trends and developments related to culture and heritage in two or more societies in different regions of the world and at different times since the nineteenth century (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Society and Community

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** identify some key social developments during this period, and analyse some of their causes and consequences (*e.g., changes in the roles of women, particularly in Western societies; developments in public education; increasing urbanization; demographic changes related to birth rates or life expectancy; changes in recreational activities*)

Sample questions: “Why did more people gain access to education during this period? In what ways has the intent and purpose of public education changed during this period?” “Why have there been some significant changes in social mores during this time period? What are some of the consequences of these changes?” “How have attitudes towards the role of women affected marriage and birth rates?” “Why has life expectancy increased in much of the world during this period? What impact has this change had on society and the environment?”
- D1.2** explain some of the causes and consequences of trends in migration during this period (*e.g., with reference to the forced migration of African slaves, immigration to North America, refugees displaced by war or famine, migrations from the countryside into cities*)

Sample questions: “What were some reasons why people immigrated to Canada or the United States during this period? What reception did newcomers receive in these countries? What factors affected how they were received?” “What are some ways in which immigration has affected the heritage or identity of some countries during this period?”
- D1.3** describe some social movements that developed during this period, and analyse their impact (*e.g., with reference to labour, women’s suffrage, civil rights, environmental, indigenous peoples’, or peace movements*)

Sample questions: “What were some social movements that arose from concerns about gender and racial equality? How widespread were these movements?” “What impact did the labour movement have on ideas about recreation and vacations?” “What are some strategies

indigenous people have used during this period to promote their causes?" "How effective has the environmental movement been in changing society's attitude and behaviours during the past fifty years? Has its impact been global?"

D2. Politics and Conflict

FOCUS ON: *Change and Continuity; Historical Perspective*

By the end of this course, students will:

D2.1 explain major changes in political systems in some countries during this period (*e.g., the formation of the Dominion of Canada; the establishment of communist governments in Russia and China; fascism in Germany, Spain, or Italy; the creation of independent states in former African and Asian colonies; revolutions and military juntas in Latin America*)

Sample questions: "How widespread was the British Empire at the beginning of this period? What were some factors that led to its demise? To what extent do we still see the cultural, linguistic, social, and/or political influence of the British Empire in the world today?" "What was the involvement of the American government in the 1973 coup d'état in Chile? Why was the United States involved in the internal affairs of that nation?"

D2.2 describe various conflicts, both within and between countries, during this period, and assess their significance (*e.g., revolutions of 1848; the Great Game; the Opium Wars; the Boer Wars; World War I and World War II; the Mexican, American, or Spanish Civil War; the Russian Revolution; the Cold War; conflict in the Middle East; the War on Terror*)

Sample questions: "Which do you think was of greater historical significance – World War I or World War II? What criteria would you use to make that determination?" "How was the Cuban Missile Crisis linked to the Cold War? What impact did this crisis have on Cuba? The United States? The Soviet Union? How did each of those countries view the crisis? How would you account for the differences? How does this conflict continue to play a role in relations between Cuba and the United States?"

D2.3 identify ways in which warfare changed during this period, and between this period and earlier ones (*e.g., with reference to chemical,*

atomic, and nuclear weapons; fighter planes, bombers, missiles, and drones; casualty and mortality rates; refugees; ethnic cleansing)

Sample questions: "Why might some argue that the dropping of the atomic bombs on Hiroshima and Nagasaki was a turning point in the history of war?" "What impact has technology had on warfare during this period?" "In what ways did the events of 9/11 change the nature of warfare and conflict?" "In what ways have ethical considerations related to the conduct of war changed over the course of history?"

D2.4 explain how the actions of some individuals or groups during this period helped promote peace and/or contributed to conflict (*e.g., with reference to Napoleon Bonaparte, Simón Bolívar, Leopold II, Mohandas Gandhi, Adolf Hitler, Joseph Stalin, Rosa Parks, or Nelson Mandela; alliance systems; the Irish Republican Army; the League of Nations or the United Nations [UN]; the International Red Cross / Red Crescent Society; pacifist/antiwar movements; peace and reconciliation commissions; al-Qaeda*)

Sample questions: "What comparisons could you make about the rise and rule of Napoleon, Hitler, and Stalin? What circumstances allowed these men to act as they did?" "How did the hostile attitudes of some European leaders and alliances between their nations contribute to World War I?" "Why did Nelson Mandela win the Nobel Peace Prize? Was he always regarded as a man of peace in South Africa? If not, how would you account for changes in the way he was perceived?"

D2.5 describe some changes brought about by colonial, nationalist, and anticolonial forces during this period, and analyse their impact on people's identity (*e.g., the Scramble for Africa; wars of independence in South America; Japan's invasion of Korea and Manchuria; the partition of India; the founding of Israel; the War in Vietnam; ethnic cleansing; the creation of independent nations in Africa; the impact of Palestinian or Quebec nationalism; the dissolution of the Soviet Union and/or Yugoslavia*)

Sample questions: "Why did some imperial powers choose to limit citizenship rights in their colonies? Why did some people view this as an appropriate approach? How did different groups challenge such policies?" "When you analyse the beliefs and goals of Irish, Indian, and Quebec nationalists, what similarities and differences do you find?"

D2.6 analyse some key developments related to human rights during this period (*e.g., the emancipation of slaves in the British Empire and the United States and serfs in Russia; the extension of the vote to women in many countries; the Geneva Conventions; the Holocaust, Holodomor, or other genocides; the end of segregation in the United States or apartheid in South Africa; human rights non-governmental organizations*)

Sample questions: “How important do you think UN declarations such as the Declaration of the Rights of the Child and the Declaration on the Rights of Indigenous Peoples are for human rights around the world?” “Do you think that, overall, human rights have improved during this period? What are some forces that still present a challenge to the struggle for human rights?” “Who are some people and groups who fought for, or are fighting for, for human rights?”

D3. Work and Economies

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

D3.1 explain some of the main causes and consequences of the Industrial Revolution (*e.g., causes: technological innovation, availability of capital, availability of labour; consequences: changes in work, child labour in factories, environmental degradation, demand for raw materials, creation of industrial towns, growth of the middle class*)

Sample questions: “What were working conditions like for children in early factories? How would these conditions compare to those facing child labourers today?” “How did industrialization contribute to the rapid development of Canada and the United States?”

D3.2 describe changes in selected trades and professions over time (*e.g., with reference to wages, hours, working conditions; women’s entry into the professions; the introduction of assembly lines; the role of unions; changes in educational and/or training requirements*)

Sample questions: “Why did Emily Stowe attend medical school in the United States rather than in her native Canada?” “What were some of the consequences for workers of the introduction of the assembly line? What changes have occurred with respect to the assembly line over the past thirty years? How have these changes affected workers?” “How have unions benefited workers during this period? Why have some groups been critical of the power of unions?”

D3.3 explain how some developments in tools and machines during this period affected the way people worked (*e.g., with reference to the cotton gin, power looms, farm machinery, robotics, domestic appliances, computers*)

Sample questions: “What technological development do you think had the greatest impact on the way people worked? Why?” “What are some ways in which electrification and new appliances changed the way work was done in the home? How did they affect family spending and the roles of men and women in the household?”

D3.4 identify some key economic developments over the past century, and analyse their significance (*e.g., with reference to the Great Depression, the postwar economic recovery of Japan, the expansion of the size and power of multinational corporations, oil crises, trade pacts, globalization, deindustrialization in many Western countries, the rise of the economies of China and India*)

Sample questions: “What nations have had the strongest economies during this period? How has the list changed over time, and why?” “Why have manufacturing jobs in Canada declined in the past few decades?”

D4. Culture and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

D4.1 analyse the role that religion/spirituality has played in selected societies during this period (*e.g., the role of religion in government, education, culture; religion and social reform; religious conflicts; Islamic theocracies*)

Sample questions: “How have differences related to religion contributed to regionalism in the United States?” “What interrelationships do you see between religion and social and political change during this period? How has religion contributed to social change during this period? How has religion led to social/political tensions and other challenges?”

D4.2 describe some key developments in science and/or technology during this period, and analyse their impact on people’s lives (*e.g., with reference to the widespread acceptance of germ theory; medical developments such as insulin, vaccines, penicillin; the telephone; airplanes and automobiles; electric lights and appliances; agricultural machinery; radio and television; nuclear power; computers and the Internet; the*

mapping of DNA; the development of genetically modified organisms)

Sample questions: “In what ways have developments in flight affected the lives of people around the world?” “What are some ways in which science has contributed to human health during this period?” “How has the rise of computers, digital technology, and social media changed the ways in which many people interact with each other? How might different groups of people view these changes? What might account for differences in their opinions?” “How have technological advances contributed to a widening of the gap between the haves and the have nots?”

D4.3 describe some significant developments in popular culture during this period (*e.g., movies; organized sports; comic books; developments in popular music, fashion; video games; advertising*), and analyse similarities and differences in popular culture between this period and earlier times (*e.g., with reference to sports/athletics; celebrity gossip; fashion; propaganda; symbols*)

Sample questions: “What impact have concerns about human and animal welfare had on modes of entertainment over time?” “Are organized sports and the fans and factions that follow them a recent development?” “What social and political conditions contributed to the resurgence in popularity of superheroes since the first decade of the twenty-first century? Why do superheroes continue to be so significant in popular culture?” “What are some ways in which music and fashion became associated with different social groups and their beliefs and values during this period?”

LAW

INTRODUCTION

Law is intended to ensure fairness and to promote and maintain justice in society. Legal studies focuses on how rules are created, how they evolve, and how they are enforced and adjudicated within the legal system. Through the study of law, students examine how various forces shape law, and how law shapes interactions between and among people, institutions, and governments. The study of law enables students to develop an understanding of various areas of law, the relevance of law to everyday life, and the influence of entrenched rights and responsibilities on the Canadian legal system.

Strands

The Grade 11 and 12 law courses each have five strands. In all of these courses, strand A, The Inquiry Process and Skill Development in Legal Studies, is followed by four content strands, which are organized thematically.

Citizenship Education

The expectations in the Grade 11 and 12 law courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 13).

The Concepts of Legal Thinking

The four concepts of legal thinking – legal significance, continuity and change, interrelationships, and legal perspective – underpin thinking and learning in all law courses in the Canadian and world studies program. At least one concept of legal thinking is identified as the focus for each overall expectation in strands B–E of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 16 for a fuller discussion of the concepts of disciplinary thinking.)

Legal Significance
<p>This concept requires students to determine the importance of key legal principles, cases, social forces, and events in the evolution of law. Legal significance is usually determined by the impact that a law, court decision, or legal principle has on legal structures and/or the lives of citizens, or by the impact of social and/or political forces on the development of law.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – What aspect of human rights was addressed in the Oakes case (1986)? What impact did the Supreme Court of Canada decision in that case have on Canadian law relating to subsequent Charter challenges to human rights violations? (CLU3M, C1.3) – Why is it important for an accused person to be considered “innocent until proven guilty”? (CLU3E, B1.3) – Should people be legally required to vote in an election? (CLU3E, C1.1) – What are some issues in employment or contract law that you might have to deal with in your everyday life? What forms of legal assistance are available to help you deal with them? (CLN4C, B1.2)
Continuity and Change
<p>This concept requires students to analyse how and why laws, justice system structures and practices, legal precedents, and legislative agendas change over time. Students consider forces that reinforce continuity and factors that have both short-term and long-term effects on legal systems and the administration of justice.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – How did Donald Marshall’s overturned conviction (in 1983) affect rules governing judicial procedures in the Canadian criminal justice system? (CLU3M, B4.3) – What legal changes are currently being considered to combat cyberbullying? (CLU3E, B2.4) – Why was Ontario’s Environmental Bill of Rights (1993) considered groundbreaking in terms of environmental law? (CLN4U, E2.1) – How have specific events such as the 9/11 attacks changed laws and regulations related to security? (CLN4C, D3.2)

* The “related questions” are drawn directly from the overview charts that precede the Grade 11 and 12 law courses and from the sample questions that accompany many specific expectations.

Interrelationships

This concept requires students to consider how laws affect society and how society affects laws. Students examine the roles of the different branches of government in the development of law in Canada and how laws affect or accommodate different groups. In addition, this concept requires students to consider the interactions between various sides in trials and other legal disputes.

Related Questions

- How does family law reflect societal values, beliefs, and norms? (CLU3M, Overview)
- How can individuals and groups in Canada influence the executive and legislative branches of government to bring about legal change? (CLU3M, B3.1)
- What are some key influences on the development of law? (CLN4U, Overview)
- What constitutes a reasonable limitation of free speech in a democracy? (CLN4C, C1.2)

Legal Perspective

This concept requires students to consider legal principles such as fairness, justice, equality, the presumption of innocence, and the rule of law when analysing a variety of legal issues, controversies, and cases. Students will also come to understand the role of law in balancing competing rights and freedoms.

Related Questions

- What are some examples of current media coverage of issues in Canadian criminal law? In your view, how accurate and/or appropriate is this media coverage? (CLU3M, E3.4)
- Why did the courts rule against both Sue Rodriguez (in *Rodriguez v. British Columbia*) and Robert Latimer (in *R. v. Latimer* [1997 and 2001]) despite considerable public sympathy for their positions? (CLU3E, C2.2)
- What is the role of the courts in balancing competing rights and freedoms? (CLN4U, C3.1)
- In view of developments in technology, are existing laws adequate to protect individuals, corporations, and governments from invasions of privacy? Why or why not? (CLN4U, E4.1)
- What happens legally when human rights compete with each other? (CLN4C, Overview)

The Inquiry Process in Legal Studies

In each law course in the Canadian and world studies curriculum, strand A focuses explicitly on the inquiry process in legal studies, guiding students in their investigation of laws and regulations, rights and freedoms, court decisions, and legal concepts, processes, and issues. This inquiry process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 32 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the inquiry process in legal studies.

Formulate Questions
<p>Students formulate questions:</p> <ul style="list-style-type: none"> – to explore various issues, concepts, laws and regulations, and legal cases that are related to the overall expectations in order to identify the focus of their inquiry – to help them determine which key concept (or concepts) of legal thinking is relevant to their inquiry – that reflect the selected concept(s) of legal thinking – to develop criteria that they will use in evaluating evidence and information; in making judgements, decisions, or predictions; in reaching conclusions; and/or in solving problems
Gather and Organize
<p>Students:</p> <ul style="list-style-type: none"> – collect relevant evidence and information from a variety of primary sources and secondary sources,^a including community resources^b – determine if their sources are credible, accurate, and reliable – identify the purpose and intent of each source – identify the points of view in the sources they have gathered – use a variety of methods to organize the evidence and information they have gathered – record the sources of the evidence and information they are using – decide whether they have collected enough evidence and information for their inquiry

a. Primary sources may include, but are not limited to, legal cases, legislation, policy documents, and treaties. Secondary sources may include, but are not limited to, analyses of legal opinions, editorials, news articles, reference books, and documentaries and other films. Depending on the context, digital sources, including social media and websites, can be either primary or secondary sources.

b. Community resources may include, but are not limited to, a range of resources from community groups and associations, government or law offices, and non-governmental organizations.

Interpret and Analyse

Students:

- analyse evidence and information, applying the relevant concepts of legal thinking (see preceding chart)
- use different types of tools to help them interpret and/or analyse their evidence and information
- identify the key points or ideas in each source
- interpret data and representations of data (e.g., graphs, matrices, statistical tables) to help them analyse issues, events, and/or developments
- analyse their sources to determine the importance of an issue, law, and/or legal decision for individuals and/or groups, including different groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

Evaluate and Draw Conclusions

Students:

- synthesize evidence and information and make informed, critical judgements based on that evidence and information
- make connections between different factors and contexts when analysing issues, developments, laws, and/or legal decisions
- determine the short- and long-term impact of issues, laws and regulations, practices, and/or legal decisions for different individuals, communities, groups, and/or regions
- assess the ethical implications of issues, laws, and/or legal decisions
- reach conclusions about the subject of their inquiry, and support them with their evidence
- make predictions based on their evidence and/or information

Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, multimedia) for different audiences and purposes
- communicate their arguments, conclusions, and predictions clearly and logically
- use legal terminology and concepts correctly and effectively
- cite sources, using appropriate forms of documentation

Understanding Canadian Law, Grade 11

University/College Preparation

CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. The Inquiry Process and Skill Development in Legal Studies
Overall Expectations
A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada
A2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
B. Legal Foundations		
B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: <i>Legal Significance</i>)	Law is based on principles derived from society's beliefs about what is fair and just.	What is just? What is fair? How does the judiciary hold the legislative and executive branches constitutionally accountable for their actions?
B2. Legal Heritage: demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system (FOCUS ON: <i>Interrelationships</i>)	Legal systems of the past have influenced the Canadian legal system.	How has the law changed and how has it stayed the same?
B3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	Canadian law is administered by individuals and groups working together within the justice system.	
B4. Development of Law: analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.	
C. Rights and Freedoms		
C1. Human Rights: explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act (FOCUS ON: <i>Legal Significance</i>)	The Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act, and the Canadian Charter of Rights and Freedoms represent Canadian beliefs about what constitutes a human right.	Why are human rights laws important? How do diversity and changing beliefs about gender equality, freedom of expression, and freedom of religion influence Canadian law?
C2. Development of Human Rights Law: analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada (FOCUS ON: <i>Continuity and Change</i>)	Canadian human rights laws and their interpretation by the courts are influenced by changing societal values, technological developments, and political trends.	Does Canadian law provide adequate protection of human rights? What happens legally when different rights compete with each other?
C3. Protecting Rights and Freedoms: analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	Balancing minority and majority rights is a principle in Canadian human rights legislation.	
C4. Legal Limitations of Human Rights: analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)	Canadian law attempts to achieve a balance between the good of society as a whole and the rights and freedoms of individuals.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
D. Civil Law		
D1. Introduction to Tort Law: analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes (FOCUS ON: <i>Legal Significance</i>)	Tort law provides compensation for people who have been injured by the wrongdoing of those who had a duty of care.	Why is civil law necessary? Why is a greater degree of proof of guilt required in a criminal case than in a civil case?
D2. Introduction to Family Law: analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Family law exists to protect all members in domestic relationships, even when the relationships end.	How does family law reflect societal values, beliefs, and norms? Does the law adequately protect workers?
D3. Introduction to Employment Law: analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)	Employment law attempts to balance the rights of business owners and workers.	How do labour laws reflect the influence of unions? What criteria should you use when deciding whether to sign a contract?
D4. Introduction to Contract Law: analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes (FOCUS ON: <i>Legal Significance; Continuity and Change; Legal Perspective</i>)	Contract law outlines voluntary legal obligations between two people or two groups.	
E. Criminal Law		
E1. Foundations of Criminal Law: explain the foundational concepts of criminal law and their legal significance (FOCUS ON: <i>Legal Significance</i>)	Criminal law is based on the principle that all members of society deserve to be protected from wrongdoing.	Is the Youth Criminal Justice Act a “good” law? What criteria can we use to judge whether a law is “good”?
E2. Legal Processes and Procedures: describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them (FOCUS ON: <i>Interrelationships</i>)	The rules governing the criminal trial process represent an attempt to balance the rights of the accused and the rights of the victim and society.	How are the rights of the accused protected during a trial? Do punishments fit the crime?
E3. Criminal Justice System: assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada (FOCUS ON: <i>Legal Perspective</i>)	There are different perspectives on how effectively the Canadian criminal justice system achieves a balance between crime control and prevention on the one hand and the principles of justice, fairness, and the protection of individual rights on the other.	Should a prisoner have rights? How do the media influence perceptions and expectations related to a criminal trial and legal procedures?
E4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Precedent-setting legal cases, scientific advances, and societal trends have led to changes in Canadian criminal law and the criminal justice system.	What are some changes that have occurred in ideas about criminal justice in Canada? What are the reasons for the changes?

A. THE INQUIRY PROCESS AND SKILL DEVELOPMENT IN LEGAL STUDIES

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. The Inquiry Process in Legal Studies:** use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

SPECIFIC EXPECTATIONS

A1. The Inquiry Process in Legal Studies

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into law and legal issues in Canada (e.g., factual questions: *What are some of the key defences for intentional torts?*; comparative questions: *What are the similarities and differences between the rights of alleged victims of crime and alleged perpetrators of crime?*; causal questions: *What are some consequences for the legal system of the entrenching of the Canadian Charter of Rights and Freedoms in the Canadian Constitution?*)
- A1.2** select and organize relevant evidence and information from primary and secondary sources (e.g., primary: *case law, legislation, interviews*; secondary: *websites, journals, newspaper articles*)
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *establish criteria to help determine the reliability, accuracy, and relevance of information; compare how the evidence is constructed or interpreted in different sources; consider the influence of factors such as bias, audience, purpose, context, and values*)
- A1.4** interpret and analyse legal issues (e.g., *related to practices such as polygamy, same-sex marriage, hate speech, human trafficking*) using evidence and information relevant to their investigations and a variety of tools and strategies, and taking into account relevant legal theories and ethical and equity concerns

Sample question: “Why is it important to analyse multiple interpretations of cases on a given issue?”

- A1.5** use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (e.g., *use the concept of legal significance when analysing why the Oakes case (1986) is considered a landmark case on rights and freedoms in Canada; use the concept of continuity and change when investigating legal disputes in the past few decades over treaties between First Nations communities and Canadian governments; apply the concept of interrelationships to help them assess some of the tensions that exist between upholding the legal rights of the accused [e.g., the right to bail] and addressing societal expectations [e.g., expectations regarding community protection from possible future offences]; apply the concept of legal perspective when investigating various legal issues related to use of the Internet*)

Sample questions: “What concept (or concepts) of legal thinking would be the most appropriate to consider when investigating the issue of consent in sexual assault cases? Why would you choose that particular concept (those particular concepts)?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about legal issues they are investigating

Sample question: “What are the key legal considerations influencing a government

decision to legislate mandatory minimum sentences for some specified offences?"

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., a mock trial based on an actual Canadian human rights case; a presentation on the changes that have occurred in Canada around the definition of marriage; an essay on the influence of historical legislation on the Constitution Act, 1982; a blog on current legal issues related to workplace health and safety and young workers; a debate about the influence of media on public perceptions of how the Canadian justice system works*)
- A1.8** use accepted forms of documentation (*e.g., endnotes or footnotes, author/date citations, reference lists, bibliographies, credits*) to acknowledge different types of sources (*e.g., legal references [case law, legislation], websites, blogs, books, articles, journals, newspapers, oral evidence/interviews, archival sources*)
- A1.9** use terminology appropriate to the audience and purpose when communicating the results of their investigations (*e.g., vocabulary specific to their inquiry; terminology related to the law and legal processes*)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which investigations related to law can help them develop skills, including the essential skills in the Ontario Skills Passport (*e.g., graphing, oral communication, technological, numeracy, literacy, decision-making skills*), that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2** apply in everyday contexts skills and work habits developed through and relevant to the study of law (*e.g., critical-thinking skills used to evaluate the validity of arguments, reasoning skills used to draw inferences from evidence, oral communication skills*)
- A2.3** use the concepts of legal thinking when analysing current events related to legal issues in order to enhance their understanding of these events and their role as informed citizens (*e.g., to identify competing rights relevant to controversial issues; to understand rulings related to due process and the admissibility of evidence in trials*)
- A2.4** identify careers in which a law background might be useful (*e.g., police or peace officer, court reporter, corrections officer, game warden, lawyer, paralegal worker, politician, journalist, policy analyst, staff member of a non-governmental organization, city clerk, coroner*)

B. LEGAL FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Legal Principles:** explain the role and importance of law and the fundamental principles of justice in Canada (**FOCUS ON:** *Legal Significance*)
- B2. Legal Heritage:** demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system (**FOCUS ON:** *Interrelationships*)
- B3. Legal Roles and Responsibilities:** analyse the role and function of individuals, groups, and governments in Canadian law (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- B4. Development of Law:** analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law (**FOCUS ON:** *Legal Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Legal Principles

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- B1.1** explain categories of law (*e.g., public versus private, substantive versus procedural*), areas of law (*e.g., criminal, constitutional, administrative, tort, family, contract, labour, environmental*), and the role of law in Canadian society (*e.g., to protect public order; to protect human rights; to resolve disputes; to facilitate orderly change; to protect the environment*)
- B1.2** explain the fundamental principles of justice in Canada and their significance in the legal system, including the rule of law, parliamentary supremacy, the presumption of innocence, the principle of equality before the law, the right of habeas corpus, elements in establishing degrees of liability (*e.g., intent, recklessness, negligence, mens rea, actus reus*), and the rule of judicial precedent
- B1.3** describe the structure of the Canadian court system, including the function and status of each court within the hierarchy of the legal system

B2. Legal Heritage

FOCUS ON: *Interrelationships*

By the end of this course, students will:

- B2.1** describe how early legal systems (*e.g., as reflected in the Code of Hammurabi, Mosaic law, Roman law, First Nations customs, treaties, early adversarial system, Magna Carta*) have influenced Canadian law

Sample question: “Influences on Canadian law include the Hammurabic, Mosaic, and Roman legal codes. Which of these three early systems is most strongly reflected in modern Canadian criminal law?”
- B2.2** explain the relationship between Roman law and codes of law developed from it (*e.g., the Code of Justinian, the Napoleonic Code, the Quebec Civil Code*)
- B2.3** analyse how legislation of the past (*e.g., the Royal Proclamation of 1763; the Quebec Act, 1774; the British North America Act, 1867; the Statute of Westminster, 1931*) influenced Canada’s Constitution (1982)

B3. Legal Roles and Responsibilities

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

B3.1 describe the roles of the three branches of government (i.e., executive, legislative, judicial) in the Canadian legal system and how the roles are interrelated

Sample questions: “How can individuals and groups in Canada influence the executive and legislative branches of government to bring about legal change?” “What role does your local member of Parliament play in the creation of new laws?”

B3.2 explain the legal significance of some key aspects of the Canadian Constitution (e.g., *the division of powers between the federal and provincial levels of government, the Canadian Charter of Rights and Freedoms, the amending formula, the recognition of Aboriginal rights, residual powers*)

B3.3 analyse the impact of the Canadian Charter of Rights and Freedoms on the role and influence of the judiciary in Canada’s legal system

Sample questions: “Has the relationship between Parliament and the judiciary changed since the enactment of the Charter? If so, (a) in what ways, and (b) how significant are the changes?”

B3.4 identify the roles and responsibilities of various individuals and groups within the Canadian justice system (e.g., *individuals have a responsibility to know the law and not to participate in a crime; corporations have a responsibility to comply with government regulations in the conduct of their business; governments have a legal obligation to create and enforce measures to protect citizens from avoidable harm*)

B4. Development of Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

B4.1 explain how evolving societal attitudes and values have promoted or prevented changes to Canadian law (e.g., *in laws relating to censorship, gambling, environmental protection, workplace safety, marriage, the use of marijuana, capital punishment, abortion, prostitution, polygamy*)

B4.2 evaluate the responsiveness of Canadian legislation to societal issues (e.g., *protection of privacy, protection of intellectual property*) raised by developments in science (e.g., *advances in human genetics, new understanding of the effects of toxic/harmful substances*) and technology (e.g., *advances in information and communications technology*)

B4.3 explain how points of view and issues associated with diverse groups and individuals (e.g., *John Diefenbaker, Donald Marshall, Tommy Douglas, Elijah Harper, Cindy Blackstock, Pierre Elliott Trudeau, Mothers Against Drunk Driving, Women’s Legal Education and Action Fund, the Famous Five*) have influenced the development of law in Canada

Sample questions: “What legal issues relating to Aboriginal people were highlighted by Elijah Harper’s opposition to the proposed Meech Lake Accord? What were some of the immediate and longer-term outcomes of his actions?” “How did Donald Marshall’s overturned conviction (in 1983) affect rules governing judicial procedures in the Canadian criminal justice system?” “How did the Ad Hoc Committee of Canadian Women on the Constitution influence the content of the Canadian Charter of Rights and Freedoms?” “How did the advocacy of Sandra Lovelace and Mary Two-Axe Early lead to revision of the Indian Act?”

B4.4 describe how legislation and recent landmark cases relating to First Nations, Métis, and Inuit peoples have influenced the circumstances of Aboriginal people and the interpretation of Aboriginal rights in Canada (e.g., *the Royal Proclamation of 1763; Numbered Treaties; the Indian Act and its amendments; the creation of Nunavut; R. v. Drybones, 1970; R. v. Sparrow, 1990; R. v. Moses, 1992; Delgamuukw v. British Columbia, 1997; Bazley v. Curry, 1999; R. v. Marshall [No. 1], 1999; R. v. Powley, 2003; Tsilhqot’in Nation v. British Columbia, 2014*)

C. RIGHTS AND FREEDOMS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Human Rights:** explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms (the Charter), and the Canadian Human Rights Act (**FOCUS ON:** *Legal Significance*)
- C2. Development of Human Rights Law:** analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada (**FOCUS ON:** *Continuity and Change*)
- C3. Protecting Rights and Freedoms:** analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- C4. Legal Limitations of Human Rights:** analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations (**FOCUS ON:** *Legal Significance; Legal Perspective*)

SPECIFIC EXPECTATIONS

C1. Human Rights

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- C1.1** identify the protections provided by the Charter and provincial and federal human rights codes (e.g., Charter: *protections related to freedom of religion, freedom of expression, mobility rights, equality rights, democratic rights*; human rights codes: *protections related to prohibited grounds of discrimination in workplaces, by organizations, and between individuals*) and explain their significance
Sample questions: “Which Charter right ensures that Canadians have the opportunity to participate in regular elections?” “What are the prohibited grounds of discrimination identified in the Ontario Human Rights Code?”
- C1.2** describe historical and contemporary barriers to the equal enjoyment of human rights in Canada (e.g., *unequal access to voting rights; discrimination based on the grounds of race, gender, gender identity; geographic isolation; unequal access to education; residential schools; the Indian Act*) and the laws intended to help people overcome such barriers (e.g., *the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act*)

Sample questions: “What legal remedies are available to help members of groups who face barriers to employment or career advancement (e.g., women, people with disabilities, LGBT persons, single parents, racial/ethnic minorities)? How have some laws addressed these barriers? What are some ways in which these laws may need to be strengthened?” “What are some legal actions that have been taken in Canada to respond to ethnically motivated hate crimes (e.g., crimes such as assaults on Asian Canadian anglers, James Keegstra’s denial of the Holocaust)? In the Keegstra case, what competing rights were involved?”

- C1.3** describe the legal instruments and procedures available for resolving complaints regarding human rights violations under the Ontario Human Rights Code, the Charter, and the Canadian Human Rights Act (e.g., *tribunals, commissions, Charter challenges, government acknowledgement or apology, compensation*)

Sample questions: “What aspect of human rights was addressed in the Oakes case (1986)? What impact did the Supreme Court of Canada decision in that case have on Canadian law relating to subsequent Charter challenges to human rights violations?”

C2. Development of Human Rights Law

FOCUS ON: *Continuity and Change*

By the end of this course, students will:

C2.1 explain the concepts of justice, equity, and inclusiveness and the ways in which they influence human rights law in Ontario and Canada (e.g., *through the requirement for procedural fairness, the principle of protecting and expanding existing rights, the principle of providing equal access to justice for people in isolated communities and for marginalized/disadvantaged groups*)

C2.2 analyse how various social factors have contributed to change over time in Canadian human rights law (e.g., *factors such as changing social values, the impact of technological developments, increasing environmental awareness, changing demographics, changing social attitudes underpinning the findings and recommendations of the Royal Commission on the Status of Women in Canada*)

C2.3 analyse and describe how the actions of various individuals and groups have contributed to the development of human rights law in Canada (e.g., *Clara Brett Martin, Viola Desmond, Richard Sauvé, Neil Stonechild, Henry Morgentaler, Delwin Vriend, the Association in Defence of the Wrongfully Convicted, the Assembly of First Nations, the John Howard Society, the Canadian Civil Liberties Association*)

C2.4 analyse landmark cases related to human rights law in Canada and assess their significance (e.g., *cases related to women's rights [the Persons Case]; assisted suicide [Rodriguez v. British Columbia (Attorney General), 1993]; religious discrimination [Roncarelli v. Duplessis, 1959]; racial profiling [R. v. Brown, 2003]; rights of the disabled [R. v. Latimer, 1997]; wrongful conviction/exclusion of evidence [the case of Donald Marshall, Jr., 1983]; wrongful conviction/role of forensic evidence [the cases of David Milgaard, William Mullins-Johnson, or Guy Paul Morin]; young people claiming equal social assistance [Gosselin v. Quebec, 2002]*)

Sample questions: “What are the similarities and differences in the role played by forensic evidence in the Milgaard, Morin, and Mullins-Johnson cases? Which case has had the most significant impact on Canadian law regarding the admissibility and credibility of forensic evidence in a criminal trial?”

C3. Protecting Rights and Freedoms

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

C3.1 explain the significance for human rights in Canada of historical and contemporary laws and judicial and other inquiries/commissions (e.g., *Chinese Head Taxes; Ontario Regulation 17; the War Measures Act [specifically, the power it grants government to override individual rights in times of “national emergency”]; the Canadian Human Rights Act; the Ontario Human Rights Code; Royal Commissions on Bilingualism and Biculturalism, the Status of Women, or Aboriginal People; the Marshall Inquiry; the Indian Residential Schools Truth and Reconciliation Commission*)

C3.2 assess from a legal perspective the differences between the rights protections entrenched in the Constitution Act, 1982, and the rights protection afforded by earlier legislation such as the Canadian Bill of Rights

C3.3 explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., *through provisions regarding reasonable accommodation; through provisions regarding alternative sentencing practices for First Nations, Métis, and Inuit people; through provisions regarding the ability to exercise the right to minority language education*)

C4. Legal Limitations of Human Rights

FOCUS ON: *Legal Significance; Legal Perspective*

By the end of this course, students will:

C4.1 analyse from a legal perspective situations in which a right or freedom may be limited in Canadian law (e.g., *with reference to section 1 and section 33 in the Canadian Charter of Rights and Freedoms, decisions by courts and human rights commissions, anti-terrorism legislation*)

C4.2 evaluate the legal arguments used to justify laws limiting individual rights and freedoms (e.g., *laws against promotion of hatred and incitement to violence*) or institutional and/or police powers (e.g., *laws against invasion of privacy, laws related to youth crime*)

D. CIVIL LAW

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Introduction to Tort Law:** analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes (**FOCUS ON:** *Legal Significance*)
- D2. Introduction to Family Law:** analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes (**FOCUS ON:** *Legal Significance; Continuity and Change*)
- D3. Introduction to Employment Law:** analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- D4. Introduction to Contract Law:** analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes (**FOCUS ON:** *Legal Significance; Continuity and Change; Legal Perspective*)

SPECIFIC EXPECTATIONS

D1. Introduction to Tort Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

D1.1 describe the legally accepted defences for some key intentional torts (*e.g., assault and battery [Dunne v. Gauthier, 2000]; invasion of privacy [Malcolm v. Fleming, 2000]*) and some key unintentional torts (*e.g., negligence [Donoghue v. Stevenson, 1932; Thibault v. Fewer, 2001]; medical malpractice [Dobson v. Dobson, 1999]*)

Sample question: “What are the defences to torts of interference with the person?”

D1.2 explain the function of the various legal processes (*e.g., statement of claim, statement of defence, examination for discovery, burden of proof*), courts, and alternative procedures (*e.g., arbitration, mediation, healing circles*) involved in settling civil disputes, and the remedies available for enforcing a judgement (*e.g., damages awards, injunctions*)

D1.3 describe the legal status and/or function of specific individuals and groups that may be participants in a civil law dispute (*e.g., plaintiff, defendant, judge, arbitrator, mediator, jury, witnesses*)

D1.4 explain the legal reasoning behind various legal decisions involving torts (*e.g., cases relating to product liability [Liebeck v. McDonald’s Restaurants, 1994]; classification of disabilities requiring accommodations [McKay-Panos v. Air Canada, 2006]*)

D2. Introduction to Family Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

D2.1 describe the definitions of a valid marriage and a common-law relationship in family law as established by federal and provincial law and recent court rulings and explain their legal implications for the partners in a marital or alternative partnership (*e.g., rulings on the definition of marriage [Halpern et al. v. Attorney General of Canada et al., 2003]; on identity status [Attorney General of Canada v. Lavell, 1974; Isaac v. Bedard, 1974]; the Civil Marriage Act, 2005*)

Sample questions: “What are some recent court rulings regarding the legal definition of marriage and family? How have they contributed to changes in family law?”

D2.2 explain the legal differences in the ways a marriage can be dissolved (*e.g., separation, divorce, annulment, death of a spouse*) and the procedures available for resolving disputes arising from each of these circumstances

D2.3 explain the differences between the legal rights of married spouses and the rights of common-law partners in Ontario upon the dissolution of the marriage or common-law partnership (*e.g., rights related to division of matrimonial and/or common property, alimony, child custody, child support, parental visitation rights*)

D2.4 analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (*e.g., in the definition of marriage, the division of property on divorce, the area of reproductive rights, rules regarding adoption, child custody agreements, the definition of abuse*)

D3. Introduction to Employment Law

FOCUS ON: *Interrelationships; Legal Perspective*

By the end of this course, students will:

D3.1 identify the areas of federal and provincial jurisdiction in employment law and explain the key reasons for the distinction between them

Sample questions: “In what areas, if any, might provincial and federal employment law overlap? How might any disagreements over jurisdiction be resolved?”

D3.2 explain the difference in Canadian law between “employment law” and “labour law”

D3.3 describe issues related to the protection of employees’ rights (*e.g., issues regarding worker safety, including freedom from harassment and violence; working conditions for migrant workers; compensation and entitlements*) and the legal avenues and processes for adjudicating disputes and enforcing regulations related to employment conditions (*e.g., Employment Standards Act, Ontario Labour Relations Board, Workplace Safety and Insurance Board and its Appeals Tribunal, Pay Equity Commission and its Hearings Tribunal*)

Sample questions: “Why would the government legislate a mandatory minimum wage for workers?” “What occupational health and safety legislation exists in Ontario?” “What are the rights of a person whose employment is being terminated?”

D3.4 analyse from a legal perspective the roles and responsibilities of employers, employees, and governments in employment law

Sample questions: “In employment law, what is the responsibility of the employer if there is a safety concern in the workplace? What is the responsibility of the employee?” “How can employees best advocate for their rights when faced with a workplace injury?”

D3.5 analyse issues related to contract negotiations between employers and organized labour (i.e., federations, unions) and how these issues have influenced the development of labour law in Canada

Sample question: “What would you identify as the three most important changes to Canadian labour law that organized labour has helped to bring about in the past decade?”

D4. Introduction to Contract Law

FOCUS ON: *Legal Significance; Continuity and Change; Legal Perspective*

By the end of this course, students will:

D4.1 explain the legal significance of the main elements of a legal contract (*e.g., consent, offer and acceptance, consideration*)

D4.2 explain from a legal perspective the roles and responsibilities of each of the parties involved in a contract

D4.3 explain from a legal perspective the types of penalties that may be imposed or damages that may be awarded in an action for breach of contract

D4.4 explain the legal implications of various types of contracts (*e.g., mobile phone contracts, loan agreements, leasing arrangements, product warranties, credit card agreements, landlord-tenant agreements*) and describe ways in which contract law may need to be updated to respond to changing conditions (*e.g., technological advances, the growth of social media*)

E. CRIMINAL LAW

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Foundations of Criminal Law:** explain the foundational concepts of criminal law and their legal significance (**FOCUS ON:** *Legal Significance*)
- E2. Legal Processes and Procedures:** describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them (**FOCUS ON:** *Interrelationships*)
- E3. Criminal Justice System:** assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada (**FOCUS ON:** *Legal Perspective*)
- E4. Development of Criminal Law:** analyse how various factors have influenced the development of Canadian criminal law (**FOCUS ON:** *Legal Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

E1. Foundations of Criminal Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- E1.1** explain the legal meaning of key terms used to describe the elements of a crime (*e.g., mens rea, actus reus*) and different types of crime (*e.g., indictable, summary, hybrid, and quasi-criminal offences*)
- E1.2** describe some summary and indictable offences identified in the Criminal Code of Canada, and their related penalties
- E1.3** explain the philosophical principles and legal reasoning underlying the laws dealing with youth crime and the administration of justice for youth in Canada (*e.g., ages of criminal responsibility, objectives of the Youth Criminal Justice Act, sentencing principles*)

Sample question: “In what ways was the current Youth Criminal Justice Act intended to improve on the Young Offenders Act?”

E2. Legal Processes and Procedures

FOCUS ON: *Interrelationships*

By the end of this course, students will:

- E2.1** describe the requirements associated with the process of bringing an accused person to trial (*e.g., protocols for legal search and arrest, protocols for collection of evidence, conditions*

governing pre-trial release), including procedural variations related to the nature of the alleged crime (*e.g., age of the accused, violent versus non-violent offences*)

- E2.2** describe the processes and the roles of key participants involved in a criminal trial (*e.g., roles of the Crown prosecutor and defence lawyer, processes related to the accused obtaining council, jury selection, gathering and disclosure of evidence, delivery of verdict, sentencing procedures and options*) and explain how the various elements are related to one another
- E2.3** explain how various sentencing options (*e.g., participation in an anger-management program, house arrest, community service, participation in a healing circle, participation in a restorative justice program*) are related to the purpose of the sentence (*e.g., rehabilitation, punishment, dissuasion*)
- E2.4** describe the legal reasons/grounds for granting an appeal in criminal cases (*e.g., mistake of fact, mistake of law*) and the available avenues for an appeal
- E2.5** describe the sentencing options for young people who contravene the existing youth criminal law (*e.g., sentencing under the Youth Criminal Justice Act, alternative sentencing provisions, imposition of an adult sentence, participation in a restorative justice program*) and the factors that influence which option is chosen

E3. Criminal Justice System

FOCUS ON: *Legal Perspective*

By the end of this course, students will:

E3.1 assess from a legal perspective how well the rights of various parties are protected in the Canadian criminal justice system (*e.g., victims' rights; the rights of the accused; the rights of the convicted [rates of incarceration among minority groups]; prisoners' rights [effects of mandatory minimum sentences]; women's rights [findings of the Missing Women Commission of Inquiry]*)

Sample question: "How do rates of incarceration compare for various groups of people?"

E3.2 identify the purposes of sentencing (*e.g., deterrence, retribution, rehabilitation, protection of society*) and assess the effectiveness of the Canadian prison system in achieving those purposes (*e.g., with reference to availability of rehabilitation programs, eligibility for parole*)

E3.3 identify some contemporary and emerging challenges that people face in dealing with law enforcement, including those that police face in carrying out their responsibilities (*e.g., language barriers, the growth of white collar and cybercrime, questions related to cultural bias, questions related to the appropriate use of force*) and evaluate their ability to respond to these challenges

E3.4 analyse how the media (*e.g., social media, news, films, television*) influence society's perceptions and expectations related to the criminal justice system and legal procedures and trends (*e.g., with respect to crime rates, right to a fair trial, rehabilitation programs, sentencing trends, response to protests [Kanesatake, the Occupy movement, the G20 summit], prevention of white collar crime, racial profiling*)

Sample questions: "What are some examples of current media coverage of issues in Canadian criminal law? In your view, how accurate and/or appropriate is this media coverage?" "How does media coverage of legal issues influence our ideas about justice?" "How might the depiction of technology as a crime-fighting tool in movies and television dramas influence the public's expectations regarding real-life criminal investigations?" "Why is it important for news media to refer to 'the accused' or 'the alleged offence' in their reporting of crime stories?"

E4. Development of Criminal Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

E4.1 identify defences that, over time, have become legally accepted under Canadian criminal law (*e.g., automatism, battered spouse syndrome, self-defence, duress, insanity*) and explain the factors influencing their acceptance

Sample question: "What are some advances in science that have influenced decisions related to legally acceptable defences in Canada?"

E4.2 assess, from a legal perspective, how various individuals, groups, and cases have influenced the development of Canadian criminal law (*e.g., Robert Latimer, advocates for people with disabilities, Assembly of First Nations, Canadian Association of Chiefs of Police, political parties, R. v. Lavallee, 1990*)

E4.3 assess the significance of cases in which legal rights guaranteed under the Canadian Charter of Rights and Freedoms have been invoked in an effort to change the provisions of the Criminal Code of Canada (*e.g., cases related to Aboriginal rights [R. v. Marshall, 1999]; infringement of rights during arrest and detainment [R. v. Clayton, 2007]; presumption of innocence [R. v. Oakes, 1986]; security of the person [R. v. Morgentaler, 1988]; security of the person/protection against cruel and unusual punishment [Rodriguez v. British Columbia (Attorney General), 1993]*)

Understanding Canadian Law in Everyday Life, Grade 11

Workplace Preparation

CLU3E

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. The Inquiry Process and Skill Development in Legal Studies
Overall Expectations
A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada
A2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
B. Legal Foundations		
B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: <i>Legal Significance; Interrelationships</i>)	Law is based on principles derived from society's beliefs about what is fair and just.	How does the law affect me in my everyday life? What political and social values have influenced Canadian law the most?
B2. Development of Law: describe how a variety of factors have influenced and continue to influence the development of Canadian law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.	How and why do laws change?
C. Human Rights		
C1. Human Rights: explain the legal importance of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and describe, in general, the procedures for resolving human rights complaints (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	The Canadian Charter of Rights and Freedoms reflects Canadian human rights principles.	What are human rights? How does the Ontario Human Rights Code protect me? How does the Canadian Charter of Rights and Freedoms protect me?
C2. Development of Human Rights Law: explain the relevance of various legal issues and societal factors to the development of human rights law in Canada (FOCUS ON: <i>Legal Significance; Continuity and Change; Legal Perspective</i>)	The belief in the protection and promotion of human rights in Canada and the world has developed gradually through the efforts of individuals and groups.	How does the law balance competing human rights? Who stands up for human rights? How can we use the law to respond to rights abuses?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
D. Civil Law		
D1. Introduction to Tort Law: describe the legal foundations and development of tort law and the role of individuals, groups, and courts in its processes (FOCUS ON: <i>Legal Significance</i>)	Negligence is the most common area of tort law and deals with cases where harm is caused by carelessness rather than the intention to do harm.	Why can a person be found not guilty in a criminal trial and be found liable in a civil case based on the same facts?
D2. Introduction to Family Law: describe the legal foundations and development of family law and the role of individuals, governments, and courts in its processes (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Family law exists to protect all members in domestic relationships, even when the relationships end.	What sorts of issues or disputes are covered by family law? How are workers protected in the workplace?
D3. Introduction to Employment Law: describe the legal foundations and development of employment law and the role of employers, employees, and courts and adjudicatory tribunals in its processes (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)	Employment law attempts to balance the rights of business owners and workers.	Why is it important to be aware of all the obligations in a contract before signing it?
D4. Introduction to Contract Law: describe the legal foundations and development of contract law and the role of individuals, groups, and courts in its processes (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)	Contract law outlines voluntary legal obligations between two people or two groups.	
E. Criminal Law		
E1. Foundations of Criminal Law: demonstrate an understanding of some of the foundational concepts of criminal law in Canada (FOCUS ON: <i>Legal Significance</i>)	The punishment of criminals is a distinct part of criminal law.	Does there need to be a separate criminal justice system for youth?
E2. Legal Processes and Procedures: describe key organizational structures, roles, and steps involved in the criminal trial process, and the relationships among the various elements (FOCUS ON: <i>Interrelationships</i>)	The rules governing the criminal trial process represent an attempt to balance the rights of the accused and the rights of the victim and society.	How are the rights of the accused protected during a trial? What options for sentencing reflect new ideas about justice and criminals?
E3. Development of Criminal Law: explain how various factors have influenced the development of Canadian criminal law and the criminal justice system (FOCUS ON: <i>Continuity and Change; Legal Perspective</i>)	Precedent-setting legal cases, technological advances, and societal trends cause changes in Canadian criminal law and the criminal justice system.	

A. THE INQUIRY PROCESS AND SKILL DEVELOPMENT IN LEGAL STUDIES

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. The Inquiry Process in Legal Studies:** use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

SPECIFIC EXPECTATIONS

A1. The Inquiry Process in Legal Studies

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into legal issues in Canada (e.g., factual questions: *What are my legal rights and responsibilities in Canada?*; comparative questions: *What are the differences between arbitration and mediation?*; causal questions: *What are some ways in which the law affects my daily activities?*)

A1.2 select and organize relevant evidence and information from primary and secondary sources (e.g., primary: *case law, legislation*; secondary: *textbooks, websites*)

A1.3 assess the credibility of sources relevant to their investigations (e.g., *establish criteria to help determine the reliability, accuracy, and relevance of information; compare how the evidence is constructed or presented in different sources; consider the influence of factors such as bias, audience, purpose, context, and values*)

Sample questions: “When might you rely on a newspaper article about a trial as a source of information, and when would you need to consult the court transcript of the trial? Why?”

A1.4 interpret and analyse legal issues, using evidence and information relevant to their investigations and a variety of tools and strategies and taking into account relevant ethical and equity concerns

A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing,

evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (e.g., *consider the concept of legal significance when determining the legal difference between paying rent as individual renters and paying collectively, as a group, when several people rent accommodation in the same house; take the concept of continuity and change into account when analysing the possible impact of the legalization of marijuana on Canadian society; use the concept of interrelationships when analysing how police procedures for handling evidence might affect the outcome of a trial in court; use the concept of legal perspective when analysing why some of the justices on the Supreme Court have written a dissenting opinion that disagrees with the Court’s majority ruling on a case*)

Sample questions: “Which concepts of legal thinking might be most relevant to your investigation into why a judge has imposed a publication ban on information relating to a case before the courts? Why?” “Why is it important to consider the concept of legal significance when analysing the impact of the decision to recognize ‘battered wife syndrome’ as a legal defence?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the legal issues they are investigating

Sample question: “What are the key concerns that are raised in the debate about legalizing assisted suicide?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *a mock trial based on an actual human rights*

case; a presentation on how a community dealing with a local crime might use a healing circle; a debate about French-language rights; a case study illustrating the effects of changes in Canadian family law; a blog highlighting stereotypes in media portrayals of people accused and/or convicted of committing crimes)

A1.8 use accepted forms of documentation (e.g., endnotes or footnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., case law, legislation, websites, blogs, books, articles, oral evidence)

A1.9 use terminology appropriate to the audience and purpose when communicating the results of their investigations (e.g., vocabulary specific to their inquiry, terminology related to the law and legal processes)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which investigations related to the law help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., graphing, oral communication, technological, numeracy, literacy, and decision-making skills), that can be transferred to the world of work and to everyday life

A2.2 apply in everyday contexts skills and work habits developed through law-related inquiries (e.g., conflict-resolution skills used to mediate or arbitrate disputes, reasoning skills used to balance competing rights, oral communication skills)

A2.3 use the concepts of legal thinking when analysing current events related to legal issues in order to enhance their understanding of these events and their role as informed citizens (e.g., to identify competing rights relevant to a controversial issue in the news, to understand a new ruling related to due process and the admissibility of evidence)

Sample questions: “Why could the computer record of Internet sites previously visited by the accused not be used in evidence in the case of *R. v. M. Rafferty* (2012) (the Tori Stafford case)?” “What process was used to evaluate the policing and civil rights concerns that emerged following the G20 summit meeting in Toronto in 2010? Why is it important to have a review process?”

A2.4 identify some careers in which a law background might be useful (e.g., police or peace officer, court reporter, corrections officer, game warden, lawyer, paralegal, politician, policy analyst, staff member at a non-governmental organization, journalist, adjudicator, mediator)

B. LEGAL FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Legal Principles:** explain the role and importance of law and the fundamental principles of justice in Canada (**FOCUS ON:** *Legal Significance; Interrelationships*)
- B2. Development of Law:** describe how a variety of factors have influenced and continue to influence the development of Canadian law (**FOCUS ON:** *Legal Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Legal Principles

FOCUS ON: *Legal Significance; Interrelationships*

By the end of this course, students will:

- B1.1** explain the legal significance of the term *law* (e.g., *how rules differ from laws, why societies have laws*) and the role of law in Canadian society
- Sample questions:* “Why are laws necessary in society? What might happen if we did not have laws?” “Why might some laws not be necessary anymore?”
- B1.2** explain the relevance to daily life of different types of law (e.g., public law: *criminal, constitutional*; civil law: *tort, family, employment, contract*)
- B1.3** explain the fundamental principles of justice (e.g., *the rule of law, due process, the presumption of innocence, the principle of equality before the law, the principle of judicial independence, the rule of judicial precedent, the principle of judicial discretion*) and their importance in the Canadian legal system
- Sample question:* “Why is it important for an accused person to be considered ‘innocent until proven guilty’?”
- B1.4** describe the structure of the Canadian court system, including the function of each court (e.g., *trial courts, appeal courts, the Supreme Court*), and explain the importance of the independence of the judiciary from other branches of government
- Sample questions:* “How does a person become a Supreme Court justice?” “What are the differences between the powers of the prime minister,

the federal legislature, and Canada’s Supreme Court?”

- B1.5** describe the legal importance of some key aspects of the Canadian constitution, with particular reference to responsible government, the division of powers between the federal and provincial governments, and the entrenchment of rights

Sample questions: “Under the constitution, what level of government is responsible for health care? What is the relationship between provincial and federal governments in this area?” “How does the constitution ensure that different levels of government must cooperate in addressing First Nations land claims?”

B2. Development of Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

- B2.1** describe the influence on the development of Canadian law of early legal systems (e.g., *Aboriginal law, English common law, French civil law*)
- Sample question:* “Why is the system of civil law in Quebec different from that in the rest of Canada?”
- B2.2** identify elements of the Canadian legal system that have remained constant over time (e.g., *the legislative role of Parliament, the adversarial system in the courts, the adjudicatory function of courts*)
- Sample questions:* “What are the steps involved in creating a new law? What are the steps involved in changing an existing law?”

B2.3 describe ways in which changes in societal attitudes and values have influenced the development of Canadian law (e.g., with reference to laws relating to censorship, gambling, environmental protection, workplace safety, the definition of marriage, capital punishment, the production and sale of marijuana for medical use)

Sample questions: “Why can’t fifteen-year-olds work in some types of workplaces? What are the minimum employment standards (pay, hours of work, time off) for typical jobs held by teenagers? How do current laws on youth employment differ from those of thirty years ago? What societal values are reflected in the laws regulating youth employment?” “What impact did the conviction of fourteen-year-old Steven Truscott have on Canadian views about capital punishment?”

B2.4 describe ways in which advances in science (e.g., in reproductive medicine) and technology (e.g., in information technology) have influenced the development of Canadian law or may influence it in future (e.g., the Assisted Human Reproduction Act, 2004; laws relating to the protection of privacy; laws relating to the protection of intellectual property such as the Copyright Modernization Act, 2012)

Sample questions: “Is there a need for laws to regulate the downloading of music or other media?” “What legal changes are currently being considered to combat cyberbullying?” “What are some legal issues related to the respective rights of adoptive parents, biological parents, and adopted children?” “What are some legal issues governments would need to consider in developing regulations for the use of driverless vehicles?” “What are some legal issues regarding genetically modified seeds?”

C. HUMAN RIGHTS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Human Rights:** explain the legal importance of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and describe, in general, the procedures for resolving human rights complaints (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- C2. Development of Human Rights Law:** explain the relevance of various legal issues and societal factors to the development of human rights law in Canada (**FOCUS ON:** *Legal Significance; Continuity and Change; Legal Perspective*)

SPECIFIC EXPECTATIONS

C1. Human Rights

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

- C1.1** identify some of the rights and freedoms protected by the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and their corresponding responsibilities or obligations (e.g., *the right to vote and the responsibility to vote; the right to a jury trial and the responsibility to serve on a jury; language rights and the responsibility to respect the language rights of others*)

Sample question: “Should people be legally required to vote in an election?”

- C1.2** identify barriers to the equal enjoyment of human rights in Canada (e.g., *discrimination on grounds of disability, class, age, race, ethnocultural background, religion, language, gender, or gender identity; discrimination resulting from geographic isolation, unequal access to education*) and the human rights issues raised by various historical and contemporary instances where the rights of different groups were violated (e.g., *Canada’s Chinese Head Tax laws, 1885, 1900, 1903, and the Chinese Exclusion Act, 1923; the 1928 Canadian Supreme Court ruling that women were not eligible for Senate appointments; the residential schools system; the “Sixties Scoop” of Aboriginal children; the internment of Japanese Canadians during World War II; Attorney General of Canada v. Lavell, 1974, and its aftermath in the 1985 amendment to section 12(1)(b) of the Indian Act; the 2007 Asian Canadian anglers case*)

Sample questions: “What human rights issues were raised in the Persons Case? What was the Supreme Court of Canada ruling in that case? How and why was this ruling overturned?”

- C1.3** explain the procedures for resolving complaints about human rights violations (e.g., *identifying the violation, determining the appropriate forum for resolution, obtaining representation [if necessary or appropriate], presenting a case*)

Sample questions: “Why are there different forums for the resolution of human rights violations? How is the appropriate forum for a case determined?”

- C1.4** explain how human rights legislation can conflict with other legislation (e.g., *the Criminal Code offence of child pornography versus the Charter guarantee of freedom of expression; the Charter section 2 right to freedom of religion versus the Charter section 7 guarantee of the right to life*)

Sample question: “Why might there be a conflict between the Charter guarantee of the right to life and the rights of parents to refuse medical treatment such as blood transfusions for their child on religious grounds?”

- C1.5** analyse situations in which a right or freedom may be limited in Canadian law (e.g., *Charter section 1 [“limitation clause”] has been used to limit the right to free expression in cases of “hate speech”; Charter section 33 [“notwithstanding clause”] has been used to uphold limitations in English language rights in Quebec; Charter section 25, which states that the Charter cannot override existing Aboriginal rights and freedoms*)

C2. Development of Human Rights Law

FOCUS ON: *Legal Significance; Continuity and Change; Legal Perspective*

By the end of this course, students will:

C2.1 explain how the actions of various individuals and groups have contributed to the development of human rights law in Canada (e.g., Clara Brett Martin, Viola Desmond, Richard Sauvé, Donald Marshall, Jr., *the Association in Defence of the Wrongfully Convicted*, *the Assembly of First Nations*, *Women’s Legal Education and Action Fund*)

C2.2 describe the legal significance of some important Canadian human rights cases as examples of how human rights law has been or is being interpreted and applied in Canada (e.g., *cases involving euthanasia/assisted suicide* [*Rodriguez v. British Columbia*, 1993]; *racial profiling* [*R. v. Brown*, 2003, or *Hill v. Hamilton Wentworth Regional Police Services Board*, 2007]; *religious rights* [*Roncarelli v. Duplessis*, 1959, or *Canadian National Railway Co. v. Canada* (Human Rights Commission) and *Bhinder*, 1985]; *freedom of expression* [*Saskatchewan (Human Rights Tribunal) v. Whatcott*, 2010]; *mandatory minimum sentences as “cruel and unusual punishment”* [*R. v. Latimer*, 2001]; *privacy* [*R. v. Patrick*, 2009; *R. v. M. (M.R.)*, 1998]; *discrimination on the basis of sexual orientation* [*Egan v. Canada*, 1995])

Sample questions: “How can racial profiling infringe on a person’s rights?” “Why did the courts rule against both Sue Rodriguez (in *Rodriguez v. British Columbia*) and Robert Latimer (in *R. v. Latimer* [1997 and 2001]) despite considerable public sympathy for their positions?”

C2.3 describe how some human rights codes and related legislation have been influenced or might be influenced in future by factors such as evolving social attitudes and values, changing technology, and changing demographics (e.g., social attitudes and values: *laws relating to women’s rights, reproductive rights, gender identity rights*; changing technology: *laws relating to privacy rights*; demographics: *laws relating to mandatory retirement age*)

Sample questions: “When did a (provincial or federal) human rights code in Canada first include explicit protection against discrimination and harassment on the grounds of sexual orientation? What were some reasons for the change?” “Do you think existing laws for the protection of individual privacy are adequate in the Internet age? Why, or why not?”

D. CIVIL LAW

OVERALL EXPECTATIONS

By the end of the course, students will:

- D1. Introduction to Tort Law:** describe the legal foundations and development of tort law and the role of individuals, groups, and courts in its processes (**FOCUS ON:** *Legal Significance*)
- D2. Introduction to Family Law:** describe the legal foundations and development of family law and the role of individuals, governments, and courts in its processes (**FOCUS ON:** *Legal Significance; Continuity and Change*)
- D3. Introduction to Employment Law:** describe the legal foundations and development of employment law and the role of employers, employees, and courts and adjudicatory tribunals in its processes (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- D4. Introduction to Contract Law:** describe the legal foundations and development of contract law and the role of individuals, groups, and courts in its processes (**FOCUS ON:** *Legal Significance; Legal Perspective*)

SPECIFIC EXPECTATIONS

D1. Introduction to Tort Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- D1.1** explain the legal definition of a tort and the difference between intentional torts (*e.g., assault and battery, trespass, libel and slander*) and unintentional torts (*e.g., negligence – such as by an employer, a landlord, the driver of a motor vehicle*)

Sample questions: “What is the purpose of tort law? What sorts of offences does it cover? Why is the issue of intent so important in tort law?”
- D1.2** explain the function and significance of various legal processes (*e.g., statement of claim, statement of defence, examination for discovery, burden of proof*), different levels of courts, and alternative procedures (*e.g., arbitration, mediation, healing circles, truth and reconciliation formats*) involved in settling civil disputes, and describe remedies available for enforcing a judgement (*e.g., damages awards, injunctions*)

Sample questions: “Why are there different procedures for those seeking remedies under tort law? How are some procedures that are distinct from a trial in the courts? Under what

circumstances might the parties to a dispute opt for one of these alternative procedures?”

- D1.3** explain the legal reasoning behind some key decisions in tort law (*e.g., cases dealing with negligence [Young v. Bella, 2006]; social host liability [Childs v. Desormeaux, 2006]; vicarious liability [EB v. Order of the Oblates of Mary Immaculate in the Province of British Columbia, 2005]*)

D2. Introduction to Family Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

- D2.1** describe the legal definitions of a valid marriage and a common-law relationship in family law as established by federal and provincial law, and explain the legal implications for partners in each type of relationship

Sample question: “How do the laws relating to these two types of relationships affect individuals in Canada?”
- D2.2** describe the legal procedures and/or documents used in resolving disputes upon the dissolution of a marriage or the death or incapacity of a family member (*e.g., prenuptial*

agreement, separation agreement, divorce proceedings and decrees, custody and support agreements, living will, power of attorney, last will and testament)

Sample questions: “What legal difficulties arise if a person becomes incapable and/or terminally ill and has not declared a power of attorney (for financial and/or personal care) or made a will?” “What can an individual do before he or she gets married to minimize the financial risks of a possible divorce in the future?”

D2.3 analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (*e.g., in the areas of the definition of marriage, the definition of and penalties for abuse, division of property upon divorce, same-sex spousal rights, reproductive rights, child custody laws, rules regarding adoption*)

Sample questions: “What is the current legal process for adopting a baby?” “What is the current law regarding the disclosure of the identity of a birth parent? In what way is it different from earlier laws? What are some reasons for the changes?” “What rights does a surrogate parent have with regard to custody of or access to the newborn child?”

D3. Introduction to Employment Law

FOCUS ON: *Interrelationships; Legal Perspective*

By the end of this course, students will:

D3.1 demonstrate an understanding of the protections given to workers by provincial and federal employment legislation

Sample questions: “How does the Ontario Employment Standards Act address worker protection? Why is it important for workers to be aware of legal protections under this and federal employment laws?” “What are the requirements for employers under the Ontario Occupational Health and Safety Act with respect workplace violence and harassment?”

D3.2 describe some issues related to the protection of employees’ rights (*e.g., issues such as worker safety, compensation and entitlements*) and legal ways to resolve disputes regarding employment conditions

Sample questions: “What recourse does an employee have if an employer is late with wage or salary payments?” “What types of benefits and compensation are available to injured employees under the Workplace Safety and Insurance Act?” “What are some issues that

relate to protecting young workers? How are they addressed in current Ontario legislation?” “What impact will laws regarding mandatory worker training have in the workplace?”

D3.3 explain the legal status and legal responsibilities of unions in the workplace and in labour contract negotiations, as defined in employment law

D4. Introduction to Contract Law

FOCUS ON: *Legal Significance; Legal Perspective*

By the end of this course, students will:

D4.1 identify the key elements of a legal contract (*e.g., consent, offer and acceptance, consideration*) and explain their significance

D4.2 identify various types of contracts in contemporary society (*e.g., mobile phone contracts, loan agreements, leasing agreements, product warranties, credit card contracts, landlord-tenant agreements*) and explain their legal and/or economic importance

Sample questions: “Why is it important to read and understand all aspects of a payday loan agreement?” “Why do some products (*e.g., computer software*) have a legal contract attached to the purchase?” “Why are cellphone contracts in Canada being disputed by individuals and government regulatory bodies?”

D4.3 describe from a legal perspective the conditions that must be met in some different types of contracts, the conditions under which these contracts can be legally terminated, and the types of penalties that may be imposed in cases of breach of contract (*e.g., in contracts between buyer and seller, between landlord and tenant, between mortgage lender [or other creditor] and borrower*)

Sample questions: “Under what circumstances might it be worthwhile to pay a penalty in order to be able to terminate a contract?” “What are the differences in the conditions associated with debt financing and equity financing agreements?”

E. CRIMINAL LAW

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Foundations of Criminal Law:** demonstrate an understanding of some of the foundational concepts of criminal law in Canada (**FOCUS ON:** *Legal Significance*)
- E2. Legal Processes and Procedures:** describe key organizational structures, roles, and steps involved in the criminal trial process, and the relationships among the various elements (**FOCUS ON:** *Interrelationships*)
- E3. Development of Criminal Law:** explain how various factors have influenced the development of Canadian criminal law and the criminal justice system (**FOCUS ON:** *Continuity and Change; Legal Perspective*)

SPECIFIC EXPECTATIONS

E1. Foundations of Criminal Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- E1.1** explain the legal meaning of some terms used to describe the elements of a crime (e.g., *mens rea, actus reus*) and different types of crime (e.g., *indictable, summary, hybrid*)
- E1.2** describe various serious offences defined under the Criminal Code of Canada (e.g., *assault, murder, break and enter, theft*), other federal statutes (e.g., *weapons offences, violations of food and drug regulations*), and provincial laws (e.g., *motor vehicle offences*)
- E1.3** describe the objectives and some key provisions of the Youth Criminal Justice Act (e.g., *ages of criminal responsibility, sentencing alternatives, protection of the privacy of accused youths, criminal procedures better tailored to the needs of youths, rules regarding the removal of youths to adult court under certain circumstances*) and assess the appropriateness of the legislation as a response to youth crime

Sample questions: “Why does the Youth Criminal Justice Act make it an offence to make public the identity of a youth accused of a crime? What are some instances in which a judge might authorize the release of this information?”

E2. Legal Processes and Procedures

FOCUS ON: *Interrelationships*

By the end of this course, students will:

- E2.1** describe the requirements involved in bringing an accused person to trial (e.g., *protocols for legal search and arrest, protocols for the collection and sharing of evidence, conditions governing pre-trial release*) and explain why these may differ in some cases (e.g., *bail conditions may be stringent where there is a risk of violence or a flight risk*)
Sample question: “Why might people who are considered to be a flight risk not be granted bail?”
- E2.2** describe the roles of the key participants in a criminal trial (e.g., *defence counsel, the prosecutor, the jury, the judge*) in relation to the steps in the criminal trial process (e.g., *jury selection, presentation of evidence, delivery of verdict, sentencing procedures and alternatives*)
Sample questions: “Why is it difficult to select a jury for some high-profile cases? Why might it be necessary in some cases to hold the trial in a different community?”
- E2.3** explain the relationship between the purpose of the sentence (e.g., *rehabilitation, punishment, deterrence, protection of the public*) and various sentencing options (e.g., *participation in an anger management program, house arrest, participation in a sentencing circle, sentencing options related to restorative justice, community service, incarceration*)

E2.4 describe the legal reasons for granting an appeal in criminal cases (e.g., *mistake of fact*, *mistake of law*) and the available avenues for an appeal

E2.5 describe various sentencing options for young people who contravene the law (e.g., *reprimand*, *fine*, *absolute or conditional discharge*, *restitution*, *compensatory community service*, *probation*, *attendance at a program*, *custody and supervision*, *imposition of an adult sentence*, *the use of a sentencing circle*, *sentencing options related to restorative justice*) and the key factors that influence which option is chosen

E2.6 analyse how media coverage and portrayals of crime and of legal processes and procedures (e.g., *in print and electronic news media*, *social media*, *television shows*, *films*) influence public perceptions of, assumptions about, and responses to crime/criminals and/or the criminal justice system (e.g., *television “police procedural” series give a misleading impression of the time needed for real-life investigations; many popular television programs depict laws and procedures from other countries that do not apply in Canada; crime reporting raises public awareness that may help but also may hamper police investigations; media saturation coverage of high-profile cases may compromise the objectivity of prospective jurors; “tough on crime” positions in the news may influence the public’s response to sentencing*)

Sample questions: “In what way is the legal principle of ‘innocent until proven guilty’ compromised when a case receives a great deal of media attention, and the accused person is ‘tried by the media?’” “What are some examples of the racial and gender stereotypes that are perpetuated in many crime shows and films? What effect does this media portrayal have on dominant societal views of who is likely to commit crimes?”

E3. Development of Criminal Law

FOCUS ON: *Continuity and Change; Legal Perspective*

By the end of this course, students will:

E3.1 identify defences that, over time, have become legally accepted in the Canadian criminal justice system (e.g., *automatism*, *battered spouse syndrome*, *premenstrual stress syndrome*, *duress*, *insanity*)

E3.2 analyse key cases in which legal rights guaranteed under the Canadian Charter of Rights and Freedoms have been invoked to influence the application of the criminal law in Canada (e.g., *with reference to unreasonable search and seizure [R. v. A.M., 2008, or R. v. Kang Brown, 2008]; infringement of rights during arrest and detainment [R. v. Clayton, 2007, or United States of America v. Khadr, 2011]; right to legal counsel [R. v. Sinclair, 2010]; presumption of innocence [R. v. Oakes, 1986]; constitutionality of prostitution laws [Canada (Attorney General) v. Bedford, 2013]*)

Canadian and International Law, Grade 12

University Preparation

CLN4U

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. The Inquiry Process and Skill Development in Legal Studies
Overall Expectations
A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law
A2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
B. Legal Foundations		
B1. Principles of Law: identify foundational concepts and principles relating to law and explain their significance (FOCUS ON: <i>Legal Significance</i>)	Law is based on principles derived from beliefs about how a just society should function.	What are some key influences on the development of law? How do beliefs in Canadian society about the rule of law, democracy, and an independent judiciary influence the legislative process?
B2. Legal Theory and Procedures: analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)	Law changes over time in response to a variety of factors, including social values, technological advances, and political trends.	What is the difference between domestic and international law? How do different types of law affect you in your everyday life?
B3. Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: <i>Continuity and Change</i>)	Laws are socially constructed – that is, individuals, groups, and governments influence the development of law.	Who has the power to make and influence legal decisions?
C. Rights and Freedoms		
C1. Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (FOCUS ON: <i>Legal Significance</i>)	The Canadian Charter of Rights and Freedoms reflects Canadian human rights principles.	What are human rights? Are they the same in all countries? How does the law balance competing human rights?
C2. Development of Human Rights Law: analyse issues associated with the development of human rights law, in Canada and internationally (FOCUS ON: <i>Continuity and Change</i>)	The belief in the protection and promotion of human rights in Canada and the world has developed gradually through the efforts of individuals and groups.	What are some barriers to the achievement of human rights? Do the Canadian Charter of Rights and Freedoms and international conventions effectively protect people’s rights?
C3. Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	Different branches of government work alongside each other in developing, interpreting, and enforcing human rights legislation.	How can we use the law to respond to rights abuses?
C4. Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law (FOCUS ON: <i>Legal Perspective</i>)	Human rights are sometimes limited and/or threatened in Canada and around the world.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
D. Foundations of International Law and Dispute Resolution		
D1. Fundamentals of International Law: explain the legal importance of various key principles and issues in international law (FOCUS ON: <i>Legal Significance</i>)	Different legal principles are sometimes in competition in international law.	Can there ever be a good reason for a nation to refuse to sign a particular international agreement?
D2. Development of International Law: analyse how various factors have influenced the development of international law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Changes in international law reflect ideological and social shifts, historical events, political agendas, economic realities, and current priorities.	What is the role of the United Nations in developing international cooperation? Is Canada a good global citizen in terms of international laws?
D3. Conflict and Cooperation: analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	International agreements can limit the freedom of action of states. Many international agreements are intended to promote stability in international relations.	Should international protocols be enforced?
E. International Legal Issues		
E1. Criminal Law: analyse various concepts, legal systems, and issues in criminal law, in Canada and internationally (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	International criminal law is designed to prevent serious atrocities and to prosecute individuals who have committed such atrocities, including war crimes, genocide, and crimes against humanity.	Why is the International Criminal Court important? How effective are international agreements and conventions? Do international laws effectively protect nature?
E2. Environmental Protection: analyse factors that influence the effectiveness of domestic and international environmental legislation (FOCUS ON: <i>Continuity and Change; Legal Perspective</i>)	Influential states lobby for or against international environmental legislation, depending on their beliefs and interests.	Do laws related to the workplace benefit workers, company owners, or both?
E3. Workplace Legal Issues: analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally (FOCUS ON: <i>Legal Significance; Interrelationships</i>)	Employment law attempts to balance the rights of business owners and workers.	
E4. Emerging Legal Issues: analyse emerging global issues and their implications for international law (FOCUS ON: <i>Legal Perspective</i>)	There can be both advantages and disadvantages for countries participating in international agreements.	

A. THE INQUIRY PROCESS AND SKILL DEVELOPMENT IN LEGAL STUDIES

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. The Inquiry Process in Legal Studies:** use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

SPECIFIC EXPECTATIONS

A1. The Inquiry Process in Legal Studies

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into legal issues in Canada and around the world, and issues relating to international law (e.g., factual questions: *What are my rights and responsibilities under the Charter?*; comparative questions: *What are the advantages and disadvantages of different ways of solving international disputes?*; causal questions: *What are some of the effects of advances in DNA testing on Canada's criminal justice system?*)
- A1.2** select and organize relevant evidence and information from primary and secondary sources (e.g., primary: *case law, legislation*; secondary: *newspaper and magazine articles, textbooks and other books, websites, legal commentary in journals*)
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *establish criteria to help determine the reliability, accuracy, and relevance of information; compare how the evidence is constructed or presented in different sources; consider the influence of factors such as bias, audience, purpose, context, and values*)
Sample questions: "How was the information created?" "Whose views are reinforced in this source? Whose are absent or overlooked?" "For what explicit or implicit purpose does the source seem to have been created?"
- A1.4** interpret and analyse legal issues (e.g., *debates about laws governing the use of various controlled substances*) using evidence and information relevant to their investigations and a variety of tools and strategies and taking into account relevant legal theories and ethical and equity concerns
- A1.5** use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues in Canada and around the world, and issues relating to international law (e.g., *apply the concept of legal significance to help assess whether a case should be recognized as a landmark case; take the concept of continuity and change into consideration when investigating how developments in the use of DNA evidence may challenge the presumption of innocence; use the concept of interrelationships when investigating how language barriers, cultural differences, hearing and/or visual impairment, or mental health issues might complicate legal processes; use the concept of legal perspective when analysing positions on capital punishment*)
Sample questions: "Which concept or concepts of legal thinking might be particularly relevant if you were investigating the legal issues that might arise if a criminal act were committed on a cruise ship sailing in international waters and involving passengers of different nationalities? Why do you think these concepts would be particularly appropriate in this context?" "Why

would it be appropriate to apply the concept of legal perspective when investigating how environmental laws balance various competing interests in matters related to resource extraction and/or use?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample question: “What are the key factors that had a bearing on the decision in the case of *Rasouli v. Sunnybrook Health Sciences Centre* (2013)?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., *an essay on the impact of key changes to human rights law in Canada or another country; a mock trial involving an issue that might come before the International Criminal Court; a debate that addresses competing interests and issues relating to laws regulating the transportation of hazardous materials; a graphic organizer that highlights the principles and goals of the Canadian justice system, showing which ones have changed and which have remained constant; a seminar on the pros and cons of different systems of justice*)

- A1.8** use accepted forms of documentation (e.g., *footnotes or endnotes, author/date citations, reference lists, bibliographies, credits*) to acknowledge different types of sources (e.g., *legal references [case law, legislation], websites, blogs, books, journals, articles, oral evidence/interviews, archival sources*)

- A1.9** use terminology appropriate to the audience and purpose when communicating the results of their investigations (e.g., *vocabulary specific to their inquiry; terminology related to the law and legal processes*)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which investigations related to law can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., *graphing, oral communication, technological, numeracy, literacy, decision-making skills*), that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2** apply in everyday contexts skills and work habits developed through and relevant to the study of law (e.g., *critical-thinking skills used to evaluate the validity of arguments, reasoning skills used to draw inferences from evidence, oral communication skills*)
- A2.3** use the concepts of legal thinking when analysing current events related to legal issues in order to enhance their understanding of these events and their role as informed citizens (e.g., *to identify competing rights of stakeholders in current controversial issues; to understand rulings related to due process and the admissibility of evidence in trials*)
- A2.4** identify careers in which a law background might be useful (e.g., *business owner, non-governmental organization staff member, lawyer, negotiator, mediator, diplomat*)

B. LEGAL FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Principles of Law:** identify foundational concepts and principles relating to law and explain their significance (**FOCUS ON:** *Legal Significance*)
- B2. Legal Theory and Procedures:** analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- B3. Development of Law:** explain various influences, including those of individuals and groups, on the development of Canadian and international law (**FOCUS ON:** *Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Principles of Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- B1.1** explain the significance of various legal and political concepts and terms used in discussions of national and international affairs (e.g., *democracy, justice, equity, equality, rule of law, judicial independence, jurisprudence, parliamentary supremacy, sovereignty, country, state, republic, federation, jurisdiction*)
- B1.2** explain how various non-legal influences have affected and/or continue to affect laws, legal thinking, and judgements (e.g., *with reference to religion, philosophy, history, customs and conventions, changing values, scholarly debate*)
Sample questions: “What are some ways in which values/practices related to religion influenced past laws or legal judgements in Canada? What are some ways in which legal thinking has changed as the country has become more multicultural and/or adopted more secular values?”
- B1.3** explain the distinctions between domestic and international law, substantive and procedural law, public and civil law, and various areas of law (e.g., *tort, family, constitutional, contract, trade law*)
- B1.4** explain how different types of law affect people’s everyday lives (e.g., public law: *criminal, administrative, constitutional*; civil law: *tort, family, employment, contract, estate, property*)

B2. Legal Theory and Procedures

FOCUS ON: *Interrelationships; Legal Perspective*

By the end of this course, students will:

- B2.1** evaluate from a legal perspective the relative influence of various theories and perspectives (e.g., *theory of natural law, theory of positive law, legal realism, feminist theory, critical race theory; First Nations, Métis, and Inuit perspectives; religious perspectives*) on the interpretation and administration of laws and legal processes
- B2.2** explain from a legal perspective how various physiological, psychological, and sociological theories of criminal behaviour (e.g., *theories of Lombroso, Beccaria, Durkheim, Merton, Edwin Sutherland, Freud*) have influenced criminal law (e.g., *impact of various theories on sentencing practices*)
- B2.3** explain various historical and contemporary methods and systems for adjudicating legal questions (e.g., *trial by ordeal, trial by combat, trial by jury; adversarial versus inquisitorial systems; Aboriginal sentencing circles and other indigenous legal practices; religious mediation; International Court of Justice; military tribunals*)
- B2.4** assess the relative effectiveness of various legal or political means used by individuals and groups to advocate for legal reform (e.g., *lobbying by pressure and stakeholder groups; voting; citizens’ petitions; court challenges; court*

interventions; civil disobedience; peaceful or violent protest; electronic lobbying, including social media campaigns)

Sample questions: “What are some instances in which political protests have contributed to legal reform in Canada? Do you think activism and social protest have been more effective than pursuing change through court challenges?”

B3. Development of Law

FOCUS ON: *Continuity and Change*

By the end of this course, students will:

B3.1 identify some key issues and developments that have influenced legal change (*e.g., technological developments, national and international events, natural and human disasters, media campaigns, issues related to religious or cultural customs*) and explain how they promoted and/or prevented change

Sample questions: “What are some legal challenges that have arisen in Canada in response to the customs or practices of specific religious groups? What is the impact, or potential impact, of the Supreme Court decision in *R. v. N.S.*, 2012, affirming that in some circumstances a witness in court may wear a niqab when testifying?”
“What are some legal issues that have emerged with the widespread use of social media? What are some new laws that have been adopted to address cyberbullying, online harassment, and/or privacy issues related to social media use?”

B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (*e.g., laws relating to women’s*

rights, environmental protection, the rights of indigenous peoples, the rights of the dying, gender identity rights, polygamy, reproductive rights, recognition of fundamental freedoms, independence of the judiciary, democratic [voting] rights, individual liberties under counter-terrorism laws)

Sample questions: “What social attitudes are reflected in the Supreme Court of Canada’s decision in *Murdoch v. Murdoch* (1973)? How did the reaction to that ruling contribute to reform of provincial laws on the division of property upon divorce?”

B3.3 explain the reasons of various individuals and groups for seeking legal reform (*e.g., individuals: Clara Brett Martin, Viola Desmond, Mary Two-Axe Early, Sandra Lovelace, Martin Luther King, Aung San Suu Kyi, Shirin Ebadi, Lu Xiaobo, Cesar Chavez, Oscar Romero; groups: the Assembly of First Nations, Amnesty International, Greenpeace, the Sierra Club, the Canadian Civil Liberties Association, the Women’s Legal Education and Action Fund*), and assess the significance of specific instances where the advocated reforms have been achieved

Sample questions: “What injustices did Cesar Chavez seek to end? What is legally significant about the outcome of his work?”
“What is Jordan’s Principle? How did the campaign for Jordan’s Principle lead to a change in the way some First Nations children receive health care? Do you think the legal reforms adequately addressed the issues that led to the campaign?”

C. RIGHTS AND FREEDOMS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Legal Principles of Human Rights Law:** explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (**FOCUS ON:** *Legal Significance*)
- C2. Development of Human Rights Law:** analyse issues associated with the development of human rights law, in Canada and internationally (**FOCUS ON:** *Continuity and Change*)
- C3. Protection of Human Rights and Freedoms:** compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- C4. Contemporary Issues:** analyse various contemporary issues in relation to their impact or potential impact on human rights law (**FOCUS ON:** *Legal Perspective*)

SPECIFIC EXPECTATIONS

C1. Legal Principles of Human Rights Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- C1.1** compare the Canadian Charter of Rights and Freedoms with the rights charters of other nations or international bodies in terms of their legal force and scope

Sample questions: “What does it mean to entrench rights and freedoms?” “Which rights and freedoms are the same in most jurisdictions you have looked at? Which are different?”

- C1.2** identify the rights and freedoms protected by the Canadian Charter of Rights and Freedoms, and their corresponding responsibilities or obligations (e.g., *right to trial by jury/responsibility to serve on a jury*), and explain the implications of these rights and responsibilities for various individuals and groups in Canadian society

- C1.3** explain the legal implications of a country’s signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., *Universal Declaration of Human Rights, Convention on the Rights of the Child, Geneva Conventions, Convention on the Rights of Persons with Disabilities, United Nations Declaration on the Rights of Indigenous Peoples*)

Sample questions: “What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that

Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?”

C2. Development of Human Rights Law

FOCUS ON: *Continuity and Change*

By the end of this course, students will:

- C2.1** analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., *the Royal Proclamation of 1763; the Quebec Act, 1774; the British North America Act, 1867; the Indian Act, 1876; the Canadian Bill of Rights, 1960; the Canadian Charter of Rights and Freedoms, 1982; Bill C-31 [An Act to Amend the Immigration and Refugee Protection Act, the Balanced Refugee Reform Act; the Marine Transportation Security Act, and the Department of Citizenship and Immigration Act], 2012*)

Sample question: “What are some ways in which Canadian laws since 1867 have protected, or failed to protect, the human rights of groups such as First Nations, Métis, and Inuit people, women, and/or racialized groups?”

- C2.2** evaluate progress in removing historical and contemporary barriers to the enjoyment of equal rights by various individuals and groups, in Canada and internationally (e.g., *barriers such as*

discrimination based on class, race, gender, gender identity, and/or ability; barriers resulting from poverty or regional disparity; lack of access to legal representation)

Sample questions: “Why might the Accessibility for Ontarians with Disabilities Act be seen as a turning point in Ontario human rights law? Has this act been effective in ensuring accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures, and premises? Are there still other barriers that need to be addressed?”

C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world (e.g., *slavery in the United States; Chinese Head Taxes and the Chinese Exclusion Act, 1923, in Canada; the Holodomor; the Nuremburg Laws in Germany; the Holocaust; the internment of Japanese Canadians during World War II; Native residential schools in Canada; apartheid in South Africa; forced evictions from Africville, in Nova Scotia; ethnic cleansing in the former Yugoslavia*)

Sample question: “Do current governments have a legal obligation to redress or apologize for past actions of former governments?”

C2.4 analyse the contributions of various individuals and groups to strengthening protection for human rights in Canada and internationally (e.g., *Emily Murphy, Lady Aberdeen, Alan Borovoy, Stephen Lewis, Nelson Mandela, the Dalai Lama, Mohandas Ghandi, Rosalie Abella, Viola Desmond, Louise Arbour, Michaëlle Jean; Doctors Without Borders, Me to We, Amnesty International, Human Rights Watch, Oxfam, Egale Canada, Advocacy Resource Centre for the Handicapped [ARCH]*)

Sample question: “What are some changes to human rights law, in Canada or internationally, that have resulted from the work of Canadian individuals and/or groups?”

C3. Protection of Human Rights and Freedoms

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

C3.1 explain the role of Parliament in creating the Canadian Charter of Rights and Freedoms,

and the role of the judiciary in interpreting and enforcing the Charter’s provisions

Sample questions: “How might rights and freedoms in the Charter compete with one another? What is the role of the courts in balancing competing rights and freedoms?”

C3.2 compare from a legal perspective various ways in which people living in Canada can act to protect their rights (e.g., *through complaints to the ombudsman, litigation before courts or tribunals, petitions, voting, pressure groups, media campaigns*)

C3.3 explain from a legal perspective (e.g., *with reference to Charter sections 1 and 33*) why it may or may not be justifiable to limit individual or collective rights and freedoms in some situations (e.g., *in R. v. Keegstra, 1990; R. v. Oakes, 1986; Ford v. Quebec [Attorney General], 1988; refugee claims; border security checks*)

Sample questions: “Why might a judge issue a publication ban? Is such a ban a limit on freedom of the press? If so, do you think the limitation is reasonable in some cases? Why or why not?” “Under what circumstances might it be legally justifiable to search students before allowing them entry into a school sports event or a school dance?”

C3.4 compare the roles of different branches of government (including both the legislative and judicial branches) in creating legislation that affects human rights and in interpreting and enforcing its provisions in various countries (e.g., *counter-terrorism legislation in the United Kingdom, United States, and Canada; immigration and refugee laws in Australia, Canada, and France; legal protections for minority and cultural groups in various countries*)

C4. Contemporary Issues

FOCUS ON: *Legal Perspective*

By the end of this course, students will:

C4.1 analyse from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened (e.g., *loss of autonomy due to globalization, loss of privacy or intellectual property rights due to cybercrime*) or limited (e.g., *by imposition of travel security checks or environmental protection laws*)

C4.2 compare from a legal perspective the rights and protections (e.g., *protections related to workplace safety, pay equity, unionization*) for

various kinds of workers (e.g., *migrant workers, immigrants, refugees*) in Canadian jurisdictions and jurisdictions outside Canada

Sample question: “Why might mine workers employed inside and outside Canada by the same multinational corporation have different workers’ rights?”

- C4.3** assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., *indigenous peoples*) from the impact of human activities that cause changes to the natural environment (e.g., *the construction of hydroelectric dams, pipelines, highways; resource extraction and processing*)

D. FOUNDATIONS OF INTERNATIONAL LAW AND DISPUTE RESOLUTION

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Fundamentals of International Law:** explain the legal importance of various key principles and issues in international law (**FOCUS ON:** *Legal Significance*)
- D2. Development of International Law:** analyse how various factors have influenced the development of international law (**FOCUS ON:** *Legal Significance; Continuity and Change*)
- D3. Conflict and Cooperation:** analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)

SPECIFIC EXPECTATIONS

D1. Fundamentals of International Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

D1.1 explain the legal significance of various principles and key concepts in international law (*e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law*)

D1.2 describe various challenges that face sovereign states in creating, ratifying, and implementing international treaties (*e.g., divergent interests/views/beliefs in relation to: foreign policy, equity, the role of government, territorial claims*)

Sample question: “How might the laws and policies of sovereign states hinder the ratification of international environmental or trade agreements?”

D1.3 identify and define various types of international crimes (*e.g., crimes under the mandate of the International Criminal Court: crimes of aggression, crimes against humanity, war crimes, genocide; other types of international crimes: smuggling of migrants, human trafficking, money laundering, arms smuggling, illegal wildlife trade, illegal dumping of hazardous waste*)

Sample questions: “Why is an international criminal court necessary?” “How might an

international court help to address issues related to human trafficking?” “What laws are in place to detect, deter, and prosecute money launderers and the financing of terrorist activity?”

D2. Development of International Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

D2.1 identify and describe agreements and organizations that have influenced the development of international law (*e.g., Treaty of Westphalia, League of Nations, United Nations, International Criminal Court, Geneva Convention*)

Sample question: “In your opinion, which agreement or organization has had the most significant impact with respect to changing international law?”

D2.2 explain, using historical and contemporary examples, the roles of various international organizations and courts (*e.g., the United Nations [UN], the International Court of Justice, the International Criminal Court*), including the scope of their legal mandate to define, regulate, enforce, and change international laws

Sample questions: “Why would a country agree to have its human rights record reviewed by the United Nations? What legal or other powers do the UN and its member countries have to

encourage a non-compliant country to live up to its human rights obligations?" "How might pressure from the UN encourage a country to tighten its laws relating to sex tourism?"

D3. Conflict and Cooperation

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

D3.1 identify different types of international disputes (e.g., *about treaty violations, boundary disputes, access to resources, trade barriers*) and compare the strengths and weaknesses of peaceful and non-peaceful methods of resolving them (e.g., *mediation, arbitration, negotiation, sanctions, embargoes, war, armed conflict, hostage-taking*)

D3.2 compare the legal mandate in the enforcement of international law of the International Court of Justice (e.g., *to adjudicate disputes between states about matters such as access to resources, boundaries, use of international oceans and waterways*) with the legal mandate of the International Criminal Court (e.g., *to prosecute individuals for crimes against the international community as a whole, including war crimes, genocide, crimes against humanity, and the crime of aggression*)

D3.3 compare Canadian and international perspectives on global issues that are addressed in various international treaties and agreements (e.g., *issues related to human rights protection, environmental protection, collective security, boundary disputes, trade and tariff barriers*)

Sample question: "How does the Canadian perspective on issues relating to climate change differ from that of other countries?"

D3.4 analyse examples of domestic laws and practices that violate or have violated human rights protected under international law or conventions (e.g., *apartheid in South Africa; anti-LGBT laws in Uganda or Russia; anti-terrorism laws in Canada or the United States; laws restricting press freedom in China or Turkey; "disappearances" and/or torture of political opponents in Latin America; "honour killings" in South Asia; use of child soldiers in Africa; slave labour in various countries*)

Sample questions: "What are some international conventions that proscribe gender-based discrimination? Do all governments observe these conventions? If not, what types of laws or practices contravene these conventions?"

D3.5 analyse Canada's record of supporting or not supporting various alliances, agreements, and treaties under international law (e.g., *North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United Nations Framework Convention on Climate Change, various UN human rights declarations and conventions*)

Sample question: "How has Canada's international status been affected by its support for or failure to support (or both) international agreements such as the UN Declaration on the Rights of Indigenous Peoples?"

E. INTERNATIONAL LEGAL ISSUES

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Criminal Law:** analyse various key concepts, legal systems, and issues in criminal law, in Canada and internationally (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- E2. Environmental Protection:** analyse factors that influence the effectiveness of domestic and international environmental legislation (**FOCUS ON:** *Continuity and Change; Legal Perspective*)
- E3. Workplace Legal Issues:** analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally (**FOCUS ON:** *Legal Significance; Interrelationships*)
- E4. Emerging Legal Issues:** analyse emerging global issues and their implications for international law (**FOCUS ON:** *Legal Perspective*)

SPECIFIC EXPECTATIONS

E1. Criminal Law

FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*

By the end of this course, students will:

- E1.1** analyse from a legal perspective the concept of morality as well as differing definitions of certain criminal offences in the domestic law of various countries (*e.g., culpable and non-culpable homicide; assisted suicide; hate crimes; fraud; sexual offences – procuring and living off the avails of prostitution, obscenity, child pornography; computer crimes – financial theft, identity theft, copyright infringement, dissemination of child pornography*)
Sample question: “Under what conditions and in what countries, if any, is it not a crime to assist a person in ending his or her life?”
- E1.2** describe the key steps in the legal process of bringing an accused to trial in Canada and in international contexts, and explain the legal reasons for each step (*e.g., procedures related to the nature of the crime; protocols related to the collection, protection, and admissibility of evidence; procedural variations required by international law and/or agreements between countries*)
- E1.3** assess from a legal perspective the strengths and weaknesses of arguments for and against interventions by the international community

in instances of crimes against people of a particular region, country, or ethnicity (*e.g., government-sanctioned human rights abuses, failure to protect the rights of indigenous peoples, civil war, humanitarian crises, terrorism, Rwanda genocide, Darfur genocide*)

Sample question: “To what extent do the trials conducted at the International Criminal Court reflect a universal concept of justice?”

- E1.4** compare the activities of some organizations, both domestic and international, that enforce law (*e.g., Interpol and Canadian law enforcement organizations*) or that monitor justice systems (*e.g., International Centre for Criminal Law Reform and Criminal Justice Policy, the Criminal Cases Review Commission [UK], Human Rights Watch, Association in Defence of the Wrongfully Convicted [Canada]*), and identify circumstances in which the roles of international and domestic organizations might conflict with one another
Sample questions: “Which bodies were responsible for reviewing the events of the 2010 G20 meetings held in Toronto? How do their findings compare with one another?”
- E1.5** describe ways in which countries exercise legal power outside their own borders (*e.g., “no fly” lists, use of diplomatic immunity*) and ways in which they cooperate or do not cooperate in the administration of criminal justice across

borders (e.g., cooperation: *extradition treaties and agreements*; non-cooperation: *bars to extradition – as in United States v. Burns, 2001*; UN Security Council vetoes)

Sample question: “Should the Canadian government agree to extradite people living in Canada who are accused of a capital offence to countries that impose the death penalty?”

- E1.6** analyse the relationship between the principles and purposes of sentencing (e.g., *principles of parity, proportionality*) and the penalties imposed in the criminal justice systems of various countries (e.g., *capital punishment, corporal punishment, incarceration, restorative justice*)

E2. Environmental Protection

FOCUS ON: *Continuity and Change; Legal Perspective*

By the end of this course, students will:

- E2.1** explain the purposes of environmental protection laws (e.g., *to reduce and/or counter the negative effects of human activity on the natural environment*) and some of the considerations influencing how such laws are framed (e.g., *considerations related to national sovereignty, legal reciprocity, sustainable development, polluter pays, intergenerational equity*)

Sample questions: “Why was Ontario’s Environmental Bill of Rights (1993) considered groundbreaking in terms of environmental law?” “Should Canada amend the Constitution to guarantee the right to clean air and water for its citizens? Why or why not?”

- E2.2** describe from a legal perspective the role of various individuals and groups in developing and enforcing environmental protection laws (e.g., *the role of: Maude Barlow and the Council of Canadians in achieving recognition of access to clean water as a human right by the United Nations; Environmental Defence in securing the banning of bisphenol A [BPA] from baby bottles; the Sierra Club in the protection of wild places around the world; First Nations, Métis, and Inuit groups in strengthening requirements for environmental assessments*)

- E2.3** analyse from a legal perspective the strengths and weaknesses of international laws to protect key natural resources held in common around the world (e.g., *water, air, fish*)

- E2.4** assess the validity of reasons put forward by various stakeholders for opposing various environmental protection agreements (e.g.,

claims that such laws are unnecessary, ineffective, unenforceable, not economically viable, unfair to certain groups or interests)

- E2.5** describe the purpose and actual or potential effects of various single-country and multilateral/international environmental protection agreements (e.g., single-country agreements: *Environmental Protection Act [Canada, 1990], Transportation of Dangerous Goods Act [Canada, 1992], granting of “personhood” status to the Whanganui River [New Zealand, 2012]*; multilateral/international agreements: *Convention on International Trade in Endangered Species of Wild Flora and Fauna, 1973; Montreal Protocol on Substances that Deplete the Ozone Layer, 1989; Canada-U.S. Air Quality Agreement, 1991; United Nations Framework Convention on Climate Change, 1992; Kyoto Protocol, 1997; European Union Emissions Trading System, 2005; Copenhagen Accord, 2009; Aichi Biodiversity Targets, 2011*)

Sample question: “To what degree have the following environmental protection agreements succeeded in their aims: the Montreal Protocol, the Canada-U.S. Air Quality Agreement, the Kyoto Protocol, the EU Emissions Trading System?”

E3. Workplace Legal Issues

FOCUS ON: *Legal Significance; Interrelationships*

By the end of this course, students will:

- E3.1** explain the role of governments, in Canada and internationally, in developing laws relating to labour and the workplace, and identify key components of existing laws (e.g., *Canada Labour Code, Employment Standards Act [Ontario], Working Time Directive [European Union, 2003], Taft-Hartley Act [United States, 1947]*)

Sample question: “What are the differences between a pay equity violation and an employment equity violation?”

- E3.2** analyse and describe the relationships between the key parties affected by laws regarding behaviour and standards in the workplace, in Canada and internationally (e.g., *employees, managers, employers, unions, corporations, governments*)

Sample question: “What actions did the corporate community and the Bangladeshi and other governments take following the disaster at Rana Plaza in 2013?”

- E3.3** explain the legal issues raised by various violations of Canadian and/or international

workplace safety codes and labour laws (e.g., the 2010 BP Deepwater Horizon explosion and oil spill, violations of fair-trade laws, use of child labour)

E4. Emerging Legal Issues

FOCUS ON: *Legal Perspective*

By the end of this course, students will:

E4.1 analyse from a legal perspective how various technological advances (e.g., in communications or surveillance technology, in medical science, in financial transactions) may challenge or support the administration of justice, in Canada and internationally (e.g., challenges: protection of privacy of victims/accused, protection of intellectual property; supports: developments in quality of DNA evidence, availability of surveillance information from CCTV cameras)

Sample questions: “In view of developments in technology, are existing laws adequate to protect individuals, corporations, and governments from invasions of privacy? Why or why not?”

E4.2 analyse from a legal perspective the advantages and/or disadvantages of participation in international economic organizations and agreements (e.g., the World Trade Organization, the European Union, Asia-Pacific Economic Cooperation, the North American Free Trade Agreement)

Sample questions: “For countries seeking a free trade agreement, how might differing domestic labour laws, human rights laws, or environmental regulations create challenges in negotiating the agreement? What impact might the final agreement have on those domestic laws/regulations?”

E4.3 evaluate the strengths and weaknesses of international agreements in protecting various rights and freedoms (e.g., the rights of women, children, indigenous people; religious rights; animal rights)

Sample question: “What are some circumstances that limit the effectiveness of international agreements in protecting the fundamental rights and freedoms of the people living in the participating countries?”

Legal Studies, Grade 12

College Preparation

CLN4C

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

Prerequisite: Civics and Citizenship, Grade 10, Open

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. The Inquiry Process and Skill Development in Legal Studies
Overall Expectations
A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating current legal issues
A2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
B. Legal Foundations		
B1. Purpose and Processes of Law: explain purposes of law, legal structures and processes, and fundamental principles of justice in Canada (FOCUS ON: <i>Legal Significance</i>)	Law is based on principles derived from society's beliefs about what is fair and just.	What is just? What is fair? How does the law affect your life?
B2. Development of Law: explain how governments and societal attitudes and values have influenced the development of law in Canada (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.	How has the law changed and how has it stayed the same? Does the Canadian justice system treat and protect all groups of people equally?
B3. Law and Diversity: analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)	Vulnerable people and groups need laws to protect their interests.	
C. Rights and Responsibilities		
C1. Fundamentals of Human Rights Law in Canada: explain the legal importance of human rights law in Canada, with particular reference to the Canadian Charter of Rights and Freedoms (FOCUS ON: <i>Legal Significance</i>)	The Canadian Charter of Rights and Freedoms and other rights-related legislation represent Canadian ideals and principles related to human rights.	Why are human rights laws important? What happens legally when human rights compete with each other?
C2. Rights and Responsibilities: analyse from a legal perspective how the rights and responsibilities of individuals, groups, and governments are connected (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)	Canadians have legal rights and responsibilities. Individuals and groups within the justice system have complementary roles and responsibilities in administering Canadian law. There are competing beliefs about the appropriate extent of personal rights and freedoms.	Does Canadian law provide adequate protection of human rights? Does Canadian law provide adequate protection of the environment? How do diversity and changing beliefs about gender equality, freedom of expression, and freedom of religion influence Canadian human rights law?
C3. Influences on Human Rights Issues: analyse from a legal perspective the role of forces such as globalization, technological change, media influence, and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad (FOCUS ON: <i>Continuity and Change; Legal Perspective</i>)	The recognition and protection of human rights in Canada and around the world are affected by forces such as globalization, technological change, and the influence of social media. Human rights legislation is influenced by diverse and changing social beliefs.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
D. Contemporary Legal Issues		
D1. Law and Society: analyse the role of law in contemporary society (FOCUS ON: <i>Legal Significance</i>)	Laws evolve to protect the vulnerable and society as a whole.	How do law enforcement, criminal procedures, and sentencing reflect and protect the rights and interests of the accused, the victim, and society as a whole? What are some proposed changes to the law that are controversial? Why are they controversial?
D2. Legal Structures and Processes: describe laws and processes for dealing with different types of legal offences and disputes in Canada (FOCUS ON: <i>Legal Significance; Interrelationships</i>)	Family law exists to protect all members in domestic relationships, even when the relationships end.	
D3. Emerging Legal Issues: explain the legal implications of a variety of current issues, both in Canada and internationally (FOCUS ON: <i>Continuity and Change; Legal Perspective</i>)	International political events and forces may prompt changes to domestic laws in Canada.	
E. Law in the Workplace		
E1. Law and Careers: describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important (FOCUS ON: <i>Legal Perspective</i>)	There are a variety of careers, with different requirements, duties, and qualifications, where an understanding of and interest in the law are important.	How can you find information about careers that require an understanding of law? What law-related career would best suit your academic skills, personality type, and aspirations? How should you prepare for that career? What goals could you set?
E2. Roles and Responsibilities in the Workplace: analyse the roles and responsibilities of employees, managers, employers, corporations, and governments in the workplace (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)	Employment law attempts to balance the rights of business owners and workers. Workplace laws are intended, in part, to protect the rights and freedoms of people in the workplace.	How does the law protect youth in the workplace? Do workplace and employment laws strengthen or weaken businesses?
E3. Legal Issues in the Workplace: analyse legal issues related to the influence of new technologies, environmental concerns, and national and international events on the workplace (FOCUS ON: <i>Legal Significance; Continuity and Change; Interrelationships</i>)	National and international employment and workplace laws are influenced by the development of new technologies, environmental concerns, and the impact of globalization.	Should there be a legal right to strike? Why do we need workplace laws that protect the environment?

A. THE INQUIRY PROCESS AND SKILL DEVELOPMENT IN LEGAL STUDIES

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. The Inquiry Process in Legal Studies:** use the legal studies inquiry process and the concepts of legal thinking when investigating current legal issues;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

SPECIFIC EXPECTATIONS

A1. The Inquiry Process in Legal Studies

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into current legal issues (e.g., factual questions: *What checks and balances are in place to ensure that the judicial branch interprets and administers the law fairly and impartially?*; comparative questions: *What are some similarities and differences between criminal and civil law?*; causal questions: *What are some legal issues that might arise as a result of practices related to increased border security?*)
- A1.2** select and organize relevant evidence and information from primary and secondary sources (e.g., primary: *case law, legislation*; secondary: *newspapers, websites, journals, books*)
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *establish criteria to help determine the reliability, accuracy, and relevance of information; compare how evidence is constructed or presented in different sources; consider the influence of factors such as bias, audience, purpose, context, and values*)
- A1.4** interpret and analyse legal issues (e.g., *arguments for and against legislation limiting the right to medical treatment for refugees in Canada; Quebec legislation restricting students' rights of assembly to protest higher tuition fees*) using evidence and information relevant to their investigations and a variety of tools and strategies
- A1.5** use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (e.g., *apply the concept of legal significance when analysing the impact of the Oakes case on the Canadian legal system; apply continuity and change when investigating the evolution of legal definitions of marriage in Canada; apply the concept of interrelationships to help them understand considerations underlying the creation and implementation of labour and employment protection laws; take the concept of legal perspective into account when analysing competing interests relevant to Aboriginal treaty rights*)
Sample questions: "What concept or concepts of legal thinking would be the most appropriate to consider when investigating the legal issues relevant to an individual or group challenge to the Canadian Charter of Rights and Freedoms? Why would this concept (these concepts) be particularly useful?"
- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the legal issues they are investigating
Sample questions: "What conclusions do you reach after comparing the arguments and evidence for and against decriminalizing the possession of small amounts of marijuana for personal use?" "What are some reasons you or others might disagree with a verdict?" "What conclusions do you reach about whether the decision in the case achieved a proper balance between the need to protect minority rights and the need to respect freedom of expression?"

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate on issues raised by section 1 of the Canadian Charter of Rights and Freedoms; a case study that looks at how the interpretation of Aboriginal rights to land use has changed over time; a mock trial based on an actual workplace health and safety case; a presentation on the legal obligations of businesses in Ontario to provide services for people with physical disabilities; a report on law-related careers based on interviews with people working in the legal, justice, and/or law-enforcement system)

A1.8 use accepted forms of documentation (e.g., endnotes or footnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., case law, legislation, websites, blogs, books, articles, oral interviews, archival sources)

A1.9 use terminology appropriate to the audience and purpose when communicating the results of their investigations (e.g., vocabulary specific to their inquiry, terminology related to law and legal processes)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which investigations related to law can help develop skills, including the essential skills in the Ontario Skills Passport (e.g., graphing, oral communication, technological, numeracy, literacy, decision-making skills), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through investigations related to law (e.g., conflict-resolution skills used to mediate or arbitrate disputes, reasoning skills used to assess the logical soundness of competing or adversarial arguments and decision-making skills to make a choice based on those arguments, oral communication and advocacy skills used to present persuasive arguments)

A2.3 use the concepts of legal thinking when analysing current events related to legal issues in order to enhance their understanding of these events and of the role of informed citizens (e.g., to identify the legal issues raised by controversial questions)

A2.4 identify careers in which a legal background might be useful (e.g., police officer, court clerk, bail supervisor, bailiff, court interpreter, corrections officer, lawyer, paralegal, entrepreneur, politician, employee of a non-governmental organization, community legal worker, lobbyist, children's aid worker, social worker, auditor, tax adjuster)

B. LEGAL FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Purpose and Processes of Law:** explain purposes of law, legal structures and processes, and fundamental principles of justice in Canada (**FOCUS ON:** *Legal Significance*)
- B2. Development of Law:** explain how governments and societal attitudes and values have influenced the development of law in Canada (**FOCUS ON:** *Legal Significance; Continuity and Change*)
- B3. Law and Diversity:** analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups (**FOCUS ON:** *Legal Significance; Legal Perspective*)

SPECIFIC EXPECTATIONS

B1. Purpose and Processes of Law

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- B1.1** explain the purpose of various categories of law (*e.g., substantive/procedural, provincial/federal/international, public/private*) and various areas of law (*e.g., administrative, constitutional, criminal, tort, contract, employment*)
- B1.2** explain the relevance of specific areas of law to everyday life (*e.g., contract law – relevant to: employment, purchasing goods and services, prenuptial agreements, purchasing property or renting accommodation; family law – relevant to: separation and divorce, child custody issues, wills and inheritance issues; copyright law – relevant to: the downloading and use of music, images, and digital software from the Internet*)
Sample questions: “What are some issues in employment or contract law that you might have to deal with in your everyday life? What forms of legal assistance are available to help you deal with them?”
- B1.3** describe the legal structures (*e.g., different types of courts and tribunals*) and processes (*e.g., filing necessary documents, time limits, hiring a lawyer for a specific purpose, costs*) associated with civil actions, criminal prosecutions, and administrative law proceedings in Canada
Sample question: “What procedures are involved in applying to the Landlord and Tenant Board for help in resolving a dispute about a rental agreement?”

- B1.4** explain the relevance of key principles of justice (*e.g., equality, equity, judicial independence, the rule of law, due process, the presumption of innocence, open courts*) to current legal issues and landmark cases in Canada (*e.g., the role of the Supreme Court of Canada; Roncarelli v. Duplessis, 1959; R. v. Oakes, 1986*)

B2. Development of Law

FOCUS ON: *Legal Significance; Continuity and Change*

By the end of this course, students will:

- B2.1** explain how shifting societal attitudes, values, and customs have influenced the development of Canadian law (*e.g., laws relating to: the definition of marriage and family, voting rights, environmental conservation and stewardship, race, gender, sexual orientation, ethnicity, language, disability, treaty rights and land claims*)
Sample questions: “What societal changes led to the recognition of same-sex marriage? What arguments related to the issue were made by individuals, governments, opposition parties, and interest groups?”
- B2.2** describe, with reference to both federal and provincial governments, the division of powers between the three branches of government in Canada that are relevant to law (*e.g., executive branch: power to initiate legislation and make judicial appointments; legislative branch: power to initiate, amend, and pass laws; judicial branch: power to interpret, enforce, and strike down or*

alter legislation), and explain how the division has affected the creation, implementation, and enforcement of law in Canada over time

Sample questions: “If you wanted to have a new law enacted in an area of provincial jurisdiction, what elected or appointed official in which branch of government would you contact first?” “If a court finds that a law violates the Canadian Charter of Rights and Freedoms, what options are available to address the Charter breach?”

B3. Law and Diversity

FOCUS ON: *Legal Significance; Legal Perspective*

By the end of this course, students will:

B3.1 explain various provisions in Canadian law (e.g., *Charter guarantees of rights [including equality rights, language rights, and minority language education rights]; Charter limitations clause [section 1] and notwithstanding clause [section 33]; constitutional protection of Aboriginal rights [Charter section 25, and Constitution Act section 35]*) that may be used to accommodate the interests and needs of diverse groups (e.g., *First Nations, Métis, and Inuit groups; women; racialized groups; new Canadians and refugees; vulnerable groups such as people with physical or intellectual disabilities, children, and the elderly; corporations and businesses; environmental groups; migrant workers; various ethnic groups*)

Sample questions: “How might various groups use laws to protect their interests and address their needs?” “How do people use the law to protect animals or plants?” “Why is section 1 of the Charter referred to as the ‘reasonable limits clause’? How is the Oakes Test applied to determine if an infringement on rights under this section is reasonably justified?”

B3.2 analyse from a legal perspective the influence of diverse psychological, socio-economic, and sociological factors on the administration of law (e.g., *factors such as: limited access to legal services, poverty, mental illness, the quality of police-community relations, media publicity, advances in technology*)

Sample questions: “Why are there laws about media involvement in the legal process? What constraints does the law place on the media to limit its influence during legal proceedings?” “In what ways does the law protect the interests of people who have a mental disability?” “What are the challenges of delivering legal services in remote, isolated communities such as those in northern Ontario?”

B3.3 analyse the ability of the justice system to respond equitably to various challenges (e.g., *language barriers, high costs, accessibility for people with disabilities, limited access to or ineligibility for educational and government services*) faced by people in potentially vulnerable groups (e.g., *people with low income, people with mental illness, immigrants, refugees, racialized groups, people in the LGBT community*)

Sample questions: “What are the eligibility criteria for access to legal aid?” “When can a decision about services such as benefits, social assistance, or social housing be appealed?” “What services are offered by legal aid clinics in your region and what are the related costs?”

C. RIGHTS AND RESPONSIBILITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Fundamentals of Human Rights Law in Canada:** explain the legal importance of human rights law in Canada, with particular reference to the Canadian Charter of Rights and Freedoms (**FOCUS ON:** *Legal Significance*)
- C2. Rights and Responsibilities:** analyse from a legal perspective how the rights and responsibilities of individuals, groups, and governments are connected (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- C3. Influences on Human Rights Issues:** analyse from a legal perspective the role of forces such as globalization, technological change, media influence, and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad (**FOCUS ON:** *Continuity and Change; Legal Perspective*)

SPECIFIC EXPECTATIONS

C1. Fundamentals of Human Rights Law in Canada

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- C1.1** explain the legal significance and scope of the rights and guarantees in the Canadian Charter of Rights and Freedoms (*e.g., the importance of constitutional entrenchment, the implications of the limitations clause [section 1]*)
- C1.2** explain the legal concept of competing rights, with reference to specific conflicts between different Charter rights and between human rights legislation and other legislation (*e.g., laws against hate speech versus Charter guarantees of freedom of expression; anti-terrorist legislation versus inadmissibility of evidence obtained under torture; rights of an accused person to cross-examine witnesses versus rights of alleged victims of sexual assault to maintain privacy*)

Sample questions: “In what kinds of cases might a person’s privacy rights be legally set aside under the provisions of the Criminal Code?” “What constitutes a reasonable limitation of free speech in a democracy?” “What is the legal significance of *Saskatchewan (Human Rights Commission) v. Whatcott*, 2013, and *Delgamuukw v. British Columbia*, 1997?” “What are the conflicting rights in *R. v. Keegstra*, 1990?” “What are the limits on police interrogation?”

C2. Rights and Responsibilities

FOCUS ON: *Interrelationships; Legal Perspective*

By the end of this course, students will:

- C2.1** describe some everyday legal responsibilities of Canadians (*e.g., responsibility to pay taxes, follow regulations for small business, meet health and safety standards, serve on a jury, meet contractual obligations of mortgage and loan agreements, respect the rights of others*)

Sample questions: “Why is it important for people to be aware of the legal implications of the various types of contracts they may be asked to sign, such as rental agreements, cellphone plans, lease agreements, or bank loans?” “Why are Canadians required to pay income tax?” “Why is ignorance of the law not a legal defence?”
- C2.2** analyse from a legal perspective issues related to the right of individuals, groups, and governments to use natural resources, and the corresponding responsibilities/regulations related to environmental protection (*e.g., rights: access to water; Aboriginal hunting/trapping, fishing, and harvesting treaty rights; other hunting/trapping, fishing, and harvesting rights; mining rights; responsibilities/regulations: antipollution laws, licensing requirements, duty to consult,*

environmental assessment requirements, reforestation laws, ecological restoration requirements)

Sample questions: “What are the responsibilities of governments and/or industries when planning a development that has an environmental impact?” “What legal options are available to communities that might object to the potential negative environmental impact of a development?” “How do the regulations for a dry-cleaning business relate to the protection of natural resources?” “What kinds of actions should be taken when the safety of the water supply is threatened? What officials and/or institutions have the legal responsibility to ensure that these actions are taken?” “When you examine some landmark cases (e.g., *Delgamuukw v. British Columbia*, 1997; *R. v. Marshall*, 1999; *R. v. Powley*, 2003; *Haida Nation v. British Columbia [Minister of Forests]*, 2004; *Tsilhqot’in Nation v. British Columbia*, 2014), what do you notice about how the Supreme Court of Canada’s interpretation of Aboriginal rights to land use has changed?”

C2.3 describe some harmful effects that people can experience when governments and the legal system do not recognize and protect rights and freedoms (e.g., *gender inequality in pay and promotion, wrongful conviction, unlawful detention and imprisonment, workplace harassment or discrimination, racial profiling*)

Sample question: “What were some of the concerns about police practices raised in the inquiry into the G20 protests in Toronto in 2010?”

C2.4 describe current Ontario laws that are designed to protect the rights of youth (e.g., *Ontario’s Child and Family Services Act, youth employment laws*) and to regulate their behaviour (e.g., *driver’s licence regulations, age restrictions related to the sale of alcohol and tobacco*)

Sample questions: “At what age is youth employment legal in Ontario and under what conditions? What branch of government should you contact to report a suspected or actual violation of Ontario’s youth employment laws?” “What are the similarities and differences between the labour laws that protect adults and those that protect youth workers?” “What do you need to know about workplace safety prior to accepting a job?”

C2.5 assess the level of consistency between government policies and actions and Canada’s stated commitment to the protection of human rights at home and abroad (e.g., *with respect to: trade agreements with versus economic sanctions against countries that do not respect human rights, provision of humanitarian aid to countries suffering*

from civil unrest, standard of living on First Nations reserves and in remote communities, acceptance of and/or support for refugee claimants)

Sample questions: “Should Canada trade with a country that violates human rights? What are some arguments for doing so? What are some arguments against doing so?” “In what way has Canada been criticized for not meeting its international rights obligations?” “Should Canadian companies be obligated to follow Canadian human rights laws when operating outside of Canada?”

C3. Influences on Human Rights Issues

FOCUS ON: *Continuity and Change; Legal Perspective*

By the end of this course, students will:

C3.1 analyse from a legal perspective some positive and negative effects of globalization on human rights protection in Canada and abroad (e.g., *globalization of communications can improve monitoring of rights violations and empower human rights advocates; economic globalization can contribute to imbalances of wealth and limit the rights of poor people; transnational corporations can evade employment and environmental protection laws by establishing operations in a country with weaker laws; globalization may prompt changes to immigration and labour laws to allow labour shortages to be met by temporary foreign workers, but these workers may have fewer rights than Canadian employees*)

Sample questions: “To what extent are Canadian businesses operating abroad required to comply with Canadian human rights laws?” “What practical and legal difficulties arise when enforcing rights in the online environment?” “What impact has globalization had on workers’ rights and labour standards? Why might a company move from Canada to a country with weaker labour standards? What alternatives, including those outside the legal system, are available to individuals or groups who oppose such moves?”

C3.2 evaluate from a legal perspective the impact of advances in technology on human rights protection in Canada and in the world (e.g., *increased opportunities for education and access to information versus increased opportunities for identity theft, theft of intellectual property, and invasion of personal privacy [such as in airport security searches]; medical advances enabling life to be prolonged versus an individual’s right to refuse treatment that would prolong life*)

Sample questions: “How are advances in technology used to protect collective security? How might laws/procedures associated with

these uses of technology conflict with laws guaranteeing individual rights and freedoms?”
“Given that it is now possible to sequence an individual’s DNA, are there any laws in place to protect people’s right to own information about their personal genetic makeup?”

C3.3 analyse from a legal perspective the influence of the media, including social media, on public awareness of human rights issues (*e.g., potential for exposing human rights abuses; potential for sensationalizing trivial issues and/or underreporting or neglecting serious issues; potential for bias as a result of concentration of ownership; influence of social media in encouraging political and social activism*)

Sample question: “What are some examples of the use of social media to raise awareness of human rights issues, both in Canada and internationally?”

C3.4 explain how various political and socio-economic factors can influence individual and group attitudes towards human rights issues (*e.g., factors such as: economic conditions; presence or absence of democratic values and institutions; acceptance or non-acceptance of racial, cultural, religious, and linguistic diversity*)

D. CONTEMPORARY LEGAL ISSUES

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Law and Society:** analyse the role of law in contemporary society (**FOCUS ON:** *Legal Significance*)
- D2. Legal Structures and Processes:** describe laws and processes for dealing with different types of legal offences and disputes in Canada (**FOCUS ON:** *Legal Significance; Interrelationships*)
- D3. Emerging Legal Issues:** explain the legal implications of a variety of current issues, both in Canada and internationally (**FOCUS ON:** *Continuity and Change; Legal Perspective*)

SPECIFIC EXPECTATIONS

D1. Law and Society

FOCUS ON: *Legal Significance*

By the end of this course, students will:

- D1.1** analyse the role of law in the workplace (e.g., in creating and enforcing legislation related to: workplace health and safety, including the use of chemicals or hygienic food preparation practices, and protection from harassment and violence; professional standards; training requirements; employment standards; employer-employee relations and the collective bargaining process)

Sample questions: “What is the purpose of regulations governing food preparation practices for restaurants, daycare centres, seniors’ facilities, and other providers of food services?” “What kinds of legal knowledge would you need to operate a small business?” “What legal issues might arise for an employer who seeks to replace human workers with robotic lines?”

- D1.2** analyse the role of law in protecting the natural environment (e.g., in creating and enforcing legislation related to: the use of natural resources by corporations, air and water quality, recycling, the banning of harmful substances such as bisphenol A [BPA] or pesticides)

Sample questions: “Which levels of government and which ministries are responsible for making laws to protect the environment? How are these laws enforced? What kinds of penalties are imposed for breaking these laws? Are the penalties adequate to prevent violations? Why, or why not?” “How do Ontario’s Environmental

Bill of Rights and Environmental Registry provide for public access and government transparency and accountability in relation to environmental initiatives?”

- D1.3** explain the role of law in responding to various contemporary social issues (e.g., in creating and enforcing legislation related to: child and youth protection, prostitution and the sex trade, minimum wages, social assistance programs, the use of recreational drugs, affordable housing, family violence, mental illness, substance abuse, personal security, equitable hiring practices, religious and cultural diversity)

Sample questions: “A ‘right to housing’ is included in the 1948 United Nations Declaration of Human Rights. What legislative changes might help to provide access to housing for people who are currently homeless?” “What are the key components of the Supreme Court decision about wearing a niqab in a court of law? Do you agree with the court’s treatment of the rights of religious and cultural minorities?” “Should substance abuse be considered a crime?”

- D1.4** explain the role of law in responding to various contemporary financial issues (e.g., in creating and enforcing legislation related to: fraud, identity theft, consumer protection, false representation, consumer debt, bankruptcy, failure to file taxes)

Sample questions: “What agencies can you consult for information about protecting your credit rating or consumer rights?” “What legal organizations are concerned with protecting people from identity theft?”

D2. Legal Structures and Processes

FOCUS ON: *Legal Significance; Interrelationships*

By the end of this course, students will:

D2.1 describe various types of illegal activities in Canada and the legislation that governs them (e.g., *theft – the Criminal Code of Canada; polluting – the Environmental Protection Act; illegal entry into Canada – the Immigration Act; unfair trade practices – the Consumer Protection Act; drug trafficking – the Controlled Drugs and Substances Act; child support non-payment – the Family Law Act; firing someone for legitimate union activities – Labour Relations Act*)

Sample question: “What are the provisions of the Canada Business Corporations Act with respect to insider trading?”

D2.2 describe various types of procedures that may be used to resolve different types of disputes (e.g., *union-management negotiations, consumer complaints, human rights complaints, benefits appeals, criminal acts*) outside the official court system (e.g., *mediation, arbitration, negotiation, sentencing circle, adjudication, tribunal hearing, ombudsman investigation*)

Sample questions: “What are some of the benefits and disadvantages of conventional court sentencing for the offender, the victim, the witnesses, the community, and the courts? What are some of the benefits and disadvantages of a sentencing circle for each of these participants?”

D2.3 analyse situations in which legal judgements balance the competing rights and interests of individuals, groups, and governments (e.g., *Sharia law versus Canadian law; environmental protection interests versus resource-extraction interests; need for police surveillance and investigation versus privacy rights; rights of assembly and free speech versus need for public order; right to strike versus need for essential services; Aboriginal treaty rights versus provincial hunting and fishing regulations*)

Sample questions: “Why are security certificates controversial?” “What are the current requirements for allowing a police search of your personal technology devices?”

D3. Emerging Legal Issues

FOCUS ON: *Continuity and Change; Legal Perspective*

By the end of this course, students will:

D3.1 explain the legal implications of issues affecting specific demographic groups (e.g., *First Nations, Métis, and Inuit groups: access to safe drinking water, land claims; racialized groups:*

racial profiling in law enforcement; migrant workers: workplace safety and employment standards, access to legal aid; people with physical disabilities: need for physically accessible public buildings and other services; refugee claimants: access to legal identification, access to legal aid; English or French language learners: access to translators/interpreters when using legal services)

Sample questions: “Why is it important for people whose first language is neither English nor French to be provided with a translator or interpreter during judicial proceedings or a police investigation? What legal issues might arise as a result of the absence of a translator or interpreter?”

D3.2 explain the legal implications of issues related to public security and protection (e.g., *use of surveillance technology; border security procedures; passport regulations; rights, responsibilities, and safety concerns of law officers and other security personnel; international travel regulations*)

Sample questions: “How have specific events such as the 9/11 attacks changed laws and regulations related to security?” “What changes to security laws might be considered in the near future? Why?”

D3.3 describe the influence of new technologies on various law-related professions (e.g., *technologies such as: wireless communications devices, voice-recognition software, trace evidence processing technology, encryption software for protection of personal information, law-enforcement tools such as tasers, DNA databases, surveillance technology, software for data collection and storage*)

Sample questions: “How has the introduction of cellphone cameras challenged the justice system (e.g., in the Robert Dziekański case)?” “How have improvements in DNA testing affected police investigations of previously unsolved cases?” “What are the risks of relying on new scientific tests to determine legal guilt?”

D3.4 describe the legal implications of various recent international political events, humanitarian crises, and environmental issues (e.g., *the Arab Spring or the Occupy movement – the legal justification for political activism and/or acts of civil disobedience; 9/11 – anti-terrorism legislation versus individual rights; genocides – the international community’s “duty to protect” versus principles of national self-determination; climate change – international agreements versus national priorities*)

Sample question: “What legal issues are raised when a government is considering whether to intervene in another country’s civil war?”

E. LAW IN THE WORKPLACE

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Law and Careers:** describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important (**FOCUS ON:** *Legal Perspective*)
- E2. Roles and Responsibilities in the Workplace:** analyse the roles and responsibilities of employees, managers, employers, corporations, and governments in the workplace (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- E3. Legal Issues in the Workplace:** analyse legal issues related to the influence of new technologies, environmental concerns, and national and international events on the workplace (**FOCUS ON:** *Legal Significance; Continuity and Change; Interrelationships*)

SPECIFIC EXPECTATIONS

E1. Law and Careers

FOCUS ON: *Legal Perspective*

By the end of this course, students will:

- E1.1** describe the educational, financial, and legal requirements for pursuing a variety of careers where an understanding of law is important (*e.g., courses, length and cost of programs, certificates, licensing*)

Sample questions: “How do the requirements for qualifying as a paralegal differ from those for qualifying as a lawyer?” “What are the prerequisites for a police foundations program?”

- E1.2** identify the personal aptitudes and qualities that are needed in different types of careers where an understanding of law is important (*e.g., physical requirements, such as performance-based fitness standards for police officers; problem-solving skills; empathy; conflict-resolution skills*)

Sample questions: “What are the requirements for being accepted for training as a police officer? How would you rank the requirements in order of importance?” “What attributes are useful for a career as a social worker or children’s aid worker?”

- E1.3** describe the type of work, codes of professional conduct, potential employment opportunities, and potential earnings associated

with various careers where an understanding of law is important (*e.g., legal assistant, forensic technologist, game warden, Border Services official, paralegal worker, small business owner, entrepreneur, social worker, court clerk, court interpreter, probation officer, social activist*)

Sample question: “What are the responsibilities of various court staff working in a courthouse?”

- E1.4** identify law-related reasons why a person might be barred from entering or remaining in a career (*e.g., a criminal record, scrutiny by a Special Investigations Unit, loss of professional licence or decertification, removal from office, inappropriate conduct with a client*)

Sample questions: “What effect might a criminal record have on a person’s career?” “How would you make a complaint about someone working in the legal system (*e.g., police, a lawyer*)?”

E2. Roles and Responsibilities in the Workplace

FOCUS ON: *Interrelationships; Legal Perspective*

By the end of this course, students will:

- E2.1** analyse the roles and responsibilities of unions in the workplace, including their history, purpose, achievements, and limitations (*e.g., with reference to workplace health and safety standards, professional standards including*

training requirements, economic influence, use of collective bargaining, use of strike action)

Sample questions: “What is a collective agreement?” “What roles do union and management play in the grievance process?”

E2.2 analyse the roles and responsibilities of the legislature and judiciary in the creation and implementation of labour and employment protections (e.g., with reference to the *Canada Labour Code*, the *Employment Equity Act*, the use of binding arbitration, the use of back-to-work legislation, the *Employment Standards Act*, designation of an essential service, the process of collective bargaining)

Sample questions: “Under what circumstances might a government have a responsibility to intervene in a contract dispute between employers and employees? What types of intervention are legally available to governments?” “What legislation is designed to protect workers in non-unionized workplaces? How would you enforce your workplace rights without a union?”

E2.3 describe legal obligations that apply to all Canadians – workers and employers – in the workplace (e.g., requirements to: honour contracts, comply with confidentiality agreements, meet health and safety standards, comply with quality control standards, comply with human rights codes, establish and follow codes of professional conduct and practice, file taxes, contribute to the *Canada Pension Plan*)

E2.4 analyse the legal roles and responsibilities of employers, companies, and corporations (e.g., with reference to: conflicts of interest such as insider trading, non-discriminatory hiring practices, the *Environmental Protection Act*, workplace health and safety, transparency and disclosure obligations)

Sample questions: “Do you agree with the Supreme Court of Canada’s decision in *Honda Canada Inc. v. Keays*, 2008? Why did the Women’s Legal Education and Action Fund and other groups intervene in that case?”

E3. Legal Issues in the Workplace

FOCUS ON: *Legal Significance; Continuity and Change; Interrelationships*

By the end of this course, students will:

E3.1 analyse legal issues related to the role of new technologies in workplace practices (e.g., need

for safeguards in financial services and medical industries to protect client and patient records from access by unauthorized persons; need for clarification about citizens’ rights related to the use of new technologies in the workplace or police investigations)

Sample questions: “How have new technologies led to more ‘whistleblowing’ or made it more difficult for companies to protect corporate confidential information and ‘trade secrets’?” “What legal actions can a company take against employees who may be using technology inappropriately for personal purposes?” “What are some legal issues raised by the potential use of social media to inform hiring practices (e.g., to acquire information about a candidate that it is not legal to ask for directly)?”

E3.2 explain the impact on the workplace of legal issues related to environmental practices (e.g., health and safety issues related to the handling of hazardous and other industrial waste or to second-hand smoke or other airborne toxins; security, privacy, and health issues related to the disposal of electronic devices)

E3.3 analyse the effects of various types of national and international laws on business and employment in Canada (e.g., the effect of border security laws on jobs that depend on cross-border trade; the effect of international trade embargoes on jobs in exporting industries; the impact [actual or potential] on Canadian industries of international boycotts targeting Canadian goods for ethical or environmental reasons [seal products, fur, “dirty oil”]; the effect of immigration laws and laws relating to temporary foreign workers on the earnings and job prospects of various types of employees; the role of internal and external trade barriers in protecting specific industries and jobs; the role of free trade agreements in weakening protections for some industries and jobs while expanding opportunities for others)

Sample questions: “What is the purpose of legislation allowing Canadian businesses to hire temporary foreign workers? In what ways might the results positively or negatively affect the economy, businesses, and/or individuals?”

POLITICS

INTRODUCTION

Politics involves the study of how societies are governed, how public policy is developed, and how power is distributed. It also concerns how citizens take public action, working for the common good within communities at the local, national, and/or global level. Political inquiry involves the exploration of political concepts, processes, practices, issues, and trends, and the development of an understanding of the importance of political engagement and how and why the interests and perspectives of stakeholders may differ. Through such inquiry, students clarify and generate support for their own positions on a variety of issues. The study of politics also enables students to develop an understanding of their rights and responsibilities and to explore various elements of the citizenship education framework.

Strands

The Grade 11 politics course has four strands, while the Grade 12 politics course has five strands. In both courses, strand A, Political Inquiry and Skill Development, is followed by content strands, which are organized thematically.

Citizenship Education

The expectations in the Grade 11 and 12 politics courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 13).

The Concepts of Political Thinking

The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – underpin thinking and learning in all politics courses in the Canadian and world studies program. At least one concept of political thinking is identified as the focus for each overall expectation in the content strands of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 16 for a fuller discussion of the concepts of disciplinary thinking.)

Political Significance
<p>This concept requires students to determine the importance of things such as government policies; political or social issues, events, or developments; and the civic actions of individuals and groups. Political significance is generally determined by the impact of a government policy or decision on the lives of citizens, or by the influence that civic action, including the civic action of students, has on political or public decision making. Students develop their understanding that the political significance of something may vary for different groups of people.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – Why is it important to understand how political structures and processes work? (CHV2O, Overview) – Why are some issues politically important while others tend to be ignored? (CPC3O, B2.1) – How would you determine the political significance of a government’s decision to call an early election? (CPW4U, A1.5) – Who are some theorists whose ideas are central to postcolonial political thought? What is the significance of their ideas? (CPW4U, B1.2)
Objectives and Results
<p>This concept requires students to determine the factors that lead to events, policies, decisions, and/or plans of action of civic and political importance. It also requires students to analyse the effects of civic and political actions and to recognize that government policies and decisions as well as responses to civic issues can have a range of effects on various groups of people. A comparison of the initial purpose or goals of a policy or decision and its effects enables students to distinguish between intended and unintended results.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – What was the objective of the UN Declaration of Human Rights? Do all people enjoy the rights embodied in that document? (CHV2O, B3.4) – What are some examples of political actions or policies that have produced unintended results? (CPC3O, A1.5) – What problems were some provinces hoping to solve by adopting the harmonized sales tax (HST)? Did the adoption of the HST solve these problems? (CPC3O, B3.3) – What are some examples of the influence of Canada’s commitment to human rights and democratic values on its foreign policy? What are some examples of the influence of economic considerations on Canada’s foreign policy? (CPW4U, C3.2)

* The “related questions” are drawn directly from the overview charts that precede the Grade 11 and 12 politics courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the politics courses in Grade 11 and 12 and the Grade 10 civics (politics) course, and to show possible development in the use of the concepts of political thinking over those grades, the chart includes some questions from the Grade 10 civics course as well.

Stability and Change

This concept requires students to analyse how and why political institutions and government policies change over time or why they remain the same. Students will determine how political structures and decisions contribute to stability and change within various local, national, and/or global communities. They analyse ways in which various institutions, groups, or individuals resist or support change, as well as how a variety of factors, including civic action, can contribute to change or stability. Students also apply this concept to help them determine when change is necessary and how they themselves can contribute to change, or help ensure stability, through civic action.

Related Questions

- What impact can consumers' choices have on the natural environment? (CHV2O, C1.3)
- Why are people concerned about growing economic inequality, both in Canada and globally? (CPC3O, B3.2)
- How have technological developments such as social media affected the strategies of groups seeking political change? (CPC3O, C3.2)
- How does decolonization continue to affect politics and international relations today? (CPW4U, Overview)

Political Perspective

This concept requires students to analyse the beliefs and values of various groups, including different governments, in local, national, and/or global communities. Students analyse how these beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Students also develop their awareness of how stakeholder groups with different perspectives can influence the policies and platforms of political parties and the decisions of governments.

Related Questions

- How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect? (CHV2O, B2.4)
- What facets of your personal identity affect your political orientation? (CPC3O, B1.1)
- How does the relationship of First Nations, Métis, and/or Inuit people with the environment influence their position on some political issues? (CPW4U, B3.6)
- Why might grassroots groups and transnational corporations have different perspectives on how food security should be addressed? (CPW4U, D2.1)

The Political Inquiry Process

In each course in politics in the Canadian and world studies curriculum, strand A focuses explicitly on the political inquiry process, guiding students in their investigation of political issues, events, developments, policies, decisions, concepts, and/or plans of action. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 32 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the political inquiry process.

Formulate Questions
<p>Students formulate questions:</p> <ul style="list-style-type: none"> – to explore various issues, developments, concepts, policies, decisions, and/or processes that are related to the overall expectations in order to identify the focus of their inquiry – to help them determine which key concept (or concepts) of political thinking is relevant to their inquiry – that reflect the selected concept(s) of political thinking – to develop criteria that they will use in evaluating policy, data, evidence, and/or information; in making judgements, decisions, or predictions; in reaching conclusions; in solving problems; and/or in formulating and/or evaluating plans of action
Gather and Organize
<p>Students:</p> <ul style="list-style-type: none"> – collect relevant qualitative and quantitative data, evidence, and/or information from a variety of primary and secondary sources,^a including visuals^b and community resources^c – determine if their sources are credible, accurate, and reliable – identify the purpose and intent of each source – identify the points of view in the sources they have gathered – use a variety of methods to organize the data, evidence, and/or information they have gathered – record the sources of the data, evidence, and/or information they are using – decide whether they have collected enough data, evidence, and/or information for their inquiry

a. Primary sources may include, but are not limited to, census data, interviews, legislation, letters, photographs, policy documents, speeches, and treaties. Secondary sources may include, but are not limited to, documentaries and other films, editorials, news articles, political cartoons, reference books, song lyrics, and works of art. Depending on the context, digital sources, including social media and websites, can be either primary or secondary sources.

b. Visuals may include, but are not limited to, photographs, media clips, maps, models, graphs, and diagrams.

c. Community resources may include, but are not limited to, a range of resources from community groups and associations, government offices, and non-governmental organizations.

Interpret and Analyse

Students:

- analyse data, evidence, and/or information, applying the relevant concepts of political thinking (see preceding chart)
- use different types of tools to help them interpret and analyse their data, evidence, and/or information
- identify the key points or ideas in each source
- interpret data and representations of data (e.g., graphs, charts, diagrams, statistical tables) to help them analyse issues, events, developments, policies, practices, and/or decisions
- construct graphs, charts, and/or diagrams to help them analyse the issue, event, development, policy, practices, and/or decision they are investigating and/or the plan of action they are developing
- analyse their sources to determine the importance of an issue, event, development, plan of action, policy, practice, decision, and/or outcome for communities, individuals, and/or groups, including different groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

Evaluate and Draw Conclusions

Students:

- synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information
- make connections between different factors and contexts when analysing issues, events, developments, policies, practices, and/or decisions
- determine the short- and long-term impact of issues, events, developments, policies, practices, and/or decisions on different individuals, communities, groups, and/or regions
- assess the ethical implications of issues, policies, practices, decisions, and/or plans of action
- reach conclusions about the subject of their inquiry, and support them with their data, evidence, and/or information
- make predictions based on their data, evidence, and/or information
- use criteria to determine appropriate forms of action and/or to evaluate the impact of a plan of action

Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, multimedia) for different audiences and purposes
- communicate their arguments, conclusions, predictions, and/or plans of action clearly and logically
- use terminology and concepts related to politics and citizenship education correctly and effectively
- cite sources, using appropriate forms of documentation

Politics in Action: Making Change, Grade 11

Open

CPC30

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

Prerequisite: Civics and Citizenship, Grade 10, Open

OVERVIEW

The course has four strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other three strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Political Inquiry and Skill Development
Overall Expectations
A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them
A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to politics, and identify some careers in which a background in political studies might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–D.

Strands B–D

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
B. Foundations of Political Engagement		
B1. Factors Affecting Political Engagement: analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement (FOCUS ON: <i>Political Significance; Political Perspective</i>)	<p>Personal identity and experiences can affect an individual's political interests.</p> <p>People have different levels of privilege and political power, which can affect their political engagement.</p>	<p>How are your interest in politics and your political actions influenced by your own identity and experiences?</p> <p>What factors contribute to a person's interest and involvement in politics? What factors might limit that interest or involvement?</p> <p>Who determines political priorities?</p>
B2. Issues of Political Importance: explain the political importance of some current issues and analyse various perspectives associated with these issues (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Some current issues are more politically important than others.	What is fair in politics?
B3. Causes, Impact, and Solutions: analyse some issues of political importance in terms of their causes, their impact, and ways in which they have been addressed (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	<p>The causes of political issues are complex and multifaceted.</p> <p>Political solutions can have intended and unintended results.</p>	
C. Policy, Politics, and Democratic Change		
C1. The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Individuals, groups, and the media have the ability to make political change.	<p>How does the level of political involvement of citizens affect a democracy?</p> <p>Are Canadian laws and political policies fair and equitable?</p>
C2. Law and Policy in Canada: analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	<p>Canadian law and political policies change over time.</p> <p>Canadian law and political policy are rooted in democratic principles.</p>	How does political change happen in a democracy?
C3. Political Change in Democratic Societies: demonstrate an understanding of factors that facilitate and present challenges to democratic political change (FOCUS ON: <i>Political Significance; Political Perspective</i>)	<p>Democracy relies on the political action of individuals and groups.</p> <p>Diverse political opinions sustain a democracy.</p>	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
D. Personal Action on a Political Issue		
<p>D1. Investigating an Issue: identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p>	<p>The interest and commitment of individuals and groups drives political change.</p> <p>There are multiple points of view on every political issue.</p>	<p>What political problems particularly concern you? Why? Do other people or groups feel the same way about these problems?</p> <p>What factors do you need to consider when deciding how a problem should be addressed? Whose viewpoints should you consider?</p>
<p>D2. Developing a Plan of Action: identify a goal associated with the selected issue and construct an action plan to achieve that goal (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)</p>	<p>A plan of action must be practical.</p>	<p>Who will benefit from a proposed solution to a problem? Will anyone be adversely affected by it?</p>
<p>D3. Considering Outcomes: analyse and reflect on possible outcome(s) of their plan (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)</p>	<p>Formulating a plan of action includes making reasoned predictions about its possible outcomes.</p>	

A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to politics, and identify some careers in which a background in political studies might be an asset.

SPECIFIC EXPECTATIONS

A1. Political Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues of political importance in various communities and ways to address them (*e.g.*, factual questions: *How many people use food banks in my community?*; comparative questions: *What criteria could I use to evaluate the effectiveness of different strategies used to try to bring about political change?*; causal questions: *What are some factors that contribute to economic inequality?*)
- A1.2** select and organize relevant evidence, data, and information on issues of political importance and ways to address them from a variety of primary and secondary sources (*e.g.*, primary: *interviews, photographs, speeches, statistics, surveys*; secondary: *documentaries and other films, news stories, political cartoons, textbooks, websites*), ensuring that their sources reflect different perspectives

Sample questions: “What type of statistics might help you determine the impact of this issue on different groups? Where might you find such statistics?” “What individuals or groups could provide informed opinion about the short- and long-term effects of this policy?”
- A1.3** assess the credibility of sources relevant to their investigations (*e.g.*, *the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author*)

Sample questions: “What criteria might you use to help you determine which sources are credible?” “Is the evidence that this person uses to support his or her opinion on this issue reliable? Is it convincing? Can it be easily refuted?”

- A1.4** interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches that are appropriate for political inquiry (*e.g.*, *use a 5Ws chart to help them analyse information they have gathered; use a web chart to record the points of view of different stakeholders; assess the validity and rank the importance of various points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on an issue*)

Sample questions: “What type of diagram could you use to show the relative importance of the factors that contribute to homelessness?” “What headings might you use in this chart to categorize the positions of stakeholders on this issue?”

- A1.5** use the concepts of political thinking (*i.e.*, political significance, objectives and results, stability and change, and political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgements about issues of political importance in various communities and ways to address them (*e.g.*, *use the concept of political significance when determining the impact of a change in foreign aid policy; take the concept of objectives and results into consideration when analysing arguments for and against higher or lower taxes; use the concept of stability and change*)

to help them evaluate arguments for and against a proposal to establish a green belt around an urban area; apply the concept of political perspective to help them explain a government response to a reform movement)

Sample questions: “What are some examples of political actions or policies that have produced unintended results?” “How might applying the concept of stability and change help you determine whether there is a need for political change?” “Why might different stakeholders have differing perspectives about laws relating to free speech?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “Did the findings of your inquiry into this issue differ from your predictions? If so, in what way?” “What did you think were the most important facts that helped you reach your conclusions?” “What were the key ethical questions related to this issue? How have you approached them?” “Did the results of your inquiry help you develop a plan to address the issue?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audience and purpose (e.g., a classroom presentation on an equity issue in Canada; a debate about a political issue, highlighting the perspectives of different stakeholders; a letter to an elected official requesting action on an issue of local importance; a web page highlighting the work of organizations that are addressing an issue of national or international importance; a dramatization of a town hall meeting on a political issue; a blog discussing local political issues and encouraging members of their community to become politically active)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to reference different types of sources (e.g., articles, blogs, books, films or videos, interviews with community members, songs, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to politics and to the concepts of political thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, document use, computer use, oral communication, numeracy, decision making, problem solving), and those related to the citizenship education framework,* that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** demonstrate in everyday contexts attributes, skills, and work habits developed through investigations into issues of political importance (e.g., demonstrate attributes such as empathy and respect for other people; use listening and critical-thinking skills to engage in informed discussions, consider other points of view, and express informed opinions; use work habits such as working independently and taking initiative in a school project or their part-time job)

Sample question: “What are some ways in which you might demonstrate effective listening skills when people are voicing their position on an issue?”

- A2.3** apply the concepts of political thinking when analysing current events relating to issues of political importance at the local, national, and/or global level (e.g., an election result, a political protest, the release of a report by a government commission or a non-governmental organization [NGO] investigating a specific issue, an action taken by a political leader), in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “What people not mentioned in this news story are also affected by this issue?” “What are the stated objectives of this new parliamentary bill? What are some possible consequences that are not addressed by the proposed legislation?” “Why do you think this leader supports this specific position on this issue?”

- A2.4** identify some careers in which an understanding of politics and issues of political importance might be an asset (e.g., business person, fundraiser or lobbyist for an NGO or other activist group, journalist, member of Parliament, municipal or band councillor, policy adviser, social entrepreneur)

* The citizenship education framework appears on page 13.

B. FOUNDATIONS OF POLITICAL ENGAGEMENT

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Factors Affecting Political Engagement:** analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement (**FOCUS ON:** *Political Significance; Political Perspective*)
- B2. Issues of Political Importance:** explain the political importance of some current issues and analyse various perspectives associated with these issues (**FOCUS ON:** *Political Significance; Political Perspective*)
- B3. Causes, Impact, and Solutions:** analyse some issues of political importance in terms of their causes, their impact, and ways in which they have been addressed (**FOCUS ON:** *Objectives and Results; Stability and Change*)

SPECIFIC EXPECTATIONS

B1. Factors Affecting Political Engagement

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

- B1.1** identify some agents of political socialization (*e.g., the family, public education, religious institutions, the media, peers, personal experience, political/social organizations*), and analyse how these agents affect their own personal political beliefs and engagement and the beliefs and engagement of others

Sample questions: "Does your family's political views and participation affect your own? To what extent do your friends and your education shape your political views and attitudes? What facets of your personal identity affect your political orientation?" "What methods do the media use to try to shape the political views and attitudes of teenagers?" "Which groups tend to have the highest rates of political participation in Canada? How would you account for these patterns?"

- B1.2** describe their own personal attitudes towards political engagement, including the extent and type of involvement they think appropriate (*e.g., non-involvement, donating to charities, volunteering locally, participating in "voluntourism", keeping informed, making their views known to those in power, engaging in political protest, joining a political party*)

Sample questions: "What is the relationship between your own beliefs and values and your level of political involvement?" "Do you think it is important to understand political issues within different communities? Why or why not? What are some ways in which you could enhance your understanding of these issues?" "Is there a 'right time' to get involved in a political issue? How do you determine when to get involved in an issue at school, in your neighbourhood, or elsewhere?"

- B1.3** describe some challenges or barriers to political engagement (*e.g., with reference to economic factors, gender, level of education, accessibility, social status or power, discrimination, personal experience and attitudes, personality traits, emotional state*)

Sample questions: "What relationship do you see between socio-economic status and political leadership?" "Why are fewer women than men involved in political leadership?" "How are young people encouraged to take part, or discouraged from taking part, in political action?" "What are cynicism and apathy? How might these qualities affect a person's level of political engagement?" "How might certain personality traits inhibit a person's desire and/or ability to advocate for political change?"

- B1.4** describe personal attributes, attitudes, and skills that enhance an individual's ability to be a responsible citizen and contribute to the

common good (e.g., respect for others, perseverance, capacity for empathy, willingness to lead or take initiative, collaborative skills, oral communication skills, organizational skills)

Sample questions: “In what ways do you believe you demonstrate the attributes of a responsible citizen? In what areas do you think you could improve?” “Do you believe that your approach/attitude enables you to address this political issue in a constructive way?” “How might your peers help you with a personal growth plan that might enhance the qualities needed for responsible citizenship?”

- B1.5** explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues (e.g., bystanders may be apathetic or fearful, may feel powerless, or may not feel strongly about the issue at hand; upstanders may be highly motivated by their sense of justice and concern for others or may be personally affected by the issue), and analyse possible consequences of both stands

Sample questions: “What arguments can be made in favour of intervention by private citizens in cases of perceived wrongdoing? What arguments can be made against such intervention?” “Why do Canadians respond quickly to sudden disasters such as earthquakes and tsunamis but less reliably to long-term disasters such as famine and drought or long-term challenges such as climate change? What are some of the consequences of these patterns?” “Why might Canadians be more generous with international communities in need than with those living in poverty within their own borders?”

B2. Issues of Political Importance

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

- B2.1** explain the political importance of some current local, national, and/or global issues (e.g., issues related to bullying in schools and/or cyberbullying, public transit, food security, substandard housing in some First Nations communities, water and/or energy conservation, disaster relief and/or development aid, working conditions in sweatshops, child soldiers, human rights abuses, climate change, the AIDS pandemic, violence against women, social and/or economic inequality)

Sample questions: “Why are some issues politically important while others tend to be ignored? What are some factors that have increased the profile of certain issues and

contributed to their political importance?” “Why has cyberbullying become a political issue?” “Why might evidence of increasing use of food banks in Canadian communities contribute to the political importance of the issue of poverty in Canada?” “How and why has the question of where clothing is made, and the working conditions of those making it, become a political issue?”

- B2.2** identify criteria that could be used to rank issues in order of their political priority (e.g., the number of people affected; how long people have been waiting for a solution; whether the issue involves basic human needs; whether human rights are being violated; having the means and/or authority to respond; the social, economic, and/or environmental impact of an issue)

Sample questions: “Which criteria do you think should be given the most emphasis when ranking issues?” “Is the political priority given an issue always an accurate reflection of the issue’s actual importance?” “In what ways might the relative power of the people affected by or concerned with an issue affect its political priority?”

- B2.3** analyse the positions of different stakeholders concerned with some issues of political importance (e.g., those directly affected, upstanders or advocates, bystanders, non-governmental and intergovernmental organizations, governments, business)

Sample questions: “What concerns might different individuals and groups have about the location of a half-way house?” “Why would people choose to cooperate with or not get involved in a police investigation?” “Why might a municipal government or band council have a different position than a provincial government on a transportation plan?” “What are some arguments made by different groups in response to proposals to raise or lower taxes?” “Why might First Nations people and cottagers take different positions on water conservation or protection?”

B3. Causes, Impact, and Solutions

FOCUS ON: *Objectives and Results; Stability and Change*

By the end of this course, students will:

- B3.1** analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues

Sample questions: “How have factors such as gender inequality, poverty, global apathy, lack

of access to health care and prescription drugs, unsafe sexual practices, cultural norms and beliefs, and lack of access to education contributed to the HIV/AIDS pandemic in sub-Saharan Africa? How would you rank these factors in order of importance? Why would your ranking affect your view of the type of action that is needed most urgently?" "Why might a First Nation community have a boil water advisory while a non-indigenous community in the same region has access to clean water?"

B3.2 analyse the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights, and/or the environment (*e.g., homelessness, child poverty, growing economic inequality, foreign aid, free speech, accessibility issues, refugee crises, discrimination against girls and women in many countries, urban sprawl, carbon emissions, climate change, protection of water*)

Sample questions: "What is the difference between equity and equality?" "Why are people concerned about growing economic inequality, both in Canada and globally? What impact does such inequality have on individuals? On governments? On societies?" "Why are a number of international development organizations directing their aid towards girls and women?" "What is the economic impact of the development of the Alberta oil sands? What is its environmental impact?"

B3.3 identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these actions in achieving the intended objective

Sample questions: "What problems were some provinces hoping to solve by adopting the harmonized sales tax (HST)? Did the adoption of the HST solve these problems?" "What is the purpose of the Kyoto Protocol? How effective has it been in achieving its objective?" "What are some political policies and/or actions taken by organizations that have been intended to address the issue of homelessness? How effective have they been?" "What actions has the current government taken to improve job prospects for youth? Have these programs been successful? What criteria would you use to make that judgement?"

C. POLICY, POLITICS, AND DEMOCRATIC CHANGE

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Influence of Individuals and Groups:** analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (**FOCUS ON:** *Objectives and Results; Political Perspective*)
- C2. Law and Policy in Canada:** analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (**FOCUS ON:** *Objectives and Results; Stability and Change*)
- C3. Political Change in Democratic Societies:** demonstrate an understanding of factors that facilitate and present challenges to democratic political change (**FOCUS ON:** *Political Significance; Political Perspective*)

SPECIFIC EXPECTATIONS

C1. The Influence of Individuals and Groups

FOCUS ON: *Objectives and Results; Political Perspective*

By the end of this course, students will:

- C1.1** analyse some of the political objectives of various heads of government, both historical and current (*e.g., Fidel Castro, Adolf Hitler, Nelson Mandela, Barack Obama, Pol Pot, Joseph Stalin, Margaret Thatcher, Pierre Trudeau*), and assess their use of power and strategies for achieving their goals
Sample questions: “What are some basic differences between democratic and non-democratic political leaders in the way they gain, maintain, and/or share power? Is non-democratic leadership always an abuse of power?” “What criteria can be used to determine whether the strategies used by those in power are ethical?” “What arguments might dictators use to justify their regimes? What are some common methods they use to gain and keep political power?”
- C1.2** explain the role of various individuals and groups in Canada in changing specific laws or policies, and assess the significance of the changes (*e.g., Henry Morgentaler and abortion laws, Mothers Against Drunk Driving [MADD] and drunk driving legislation, Sabrina Shannon and Sabrina’s Law on anaphylaxis policy in*

Ontario schools, Shannen Koostachin and Shannen’s Dream for equitable school funding in First Nations communities, Donald Marshall and changes to Canada’s Evidence Act)

Sample question: “What role did Mary Two-Axe Early play in changing sections of the Indian Act that discriminated against status Indian women who married non-status men?”

- C1.3** describe the main goals and strategies of some individuals and groups/movements that have brought about and/or are attempting to bring about greater socio-political equality, and assess their effectiveness (*e.g., Viola Desmond, Mohandas Gandhi, Elijah Harper, Martin Luther King, Naomi Klein, Elizabeth May, Nellie McClung; the women’s rights, civil rights, Aboriginal rights, disability rights, or gay rights movement; the Occupy movement; movements for democratic change in Egypt, Myanmar, or China*)
Sample questions: “What are the main political goals of Aboriginal rights groups in Canada? What strategies have they used to support these goals? What challenges do they face in achieving these goals?”
- C1.4** analyse the role of the media in influencing political change (*e.g., through public opinion polls, political advertising, news stories, gatekeeping*)
Sample questions: “Do you think media are objective reporters on issues of political

importance?" "How have advances in communications technology and the rise of social media influenced local, national, and global politics? What was the role of social media in the Egyptian revolution of 2011?" "What regulations does the Canada Elections Act place on how broadcasters cover elections in Canada? Is such regulation necessary? Why or why not?" "What types of advertising do political parties use to influence voters? What are the objectives of the different types of political advertising? Which types do you think are most effective, and why?"

C2. Law and Policy in Canada

FOCUS ON: *Objectives and Results; Stability and Change*

By the end of this course, students will:

C2.1 describe how various provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have both produced and reflected societal change in Canada (*e.g., in invalidating laws and practices that permit unequal treatment for individuals in areas such as employment and access to services on the basis of race, sex, sexual orientation, religion, physical disability, and so on*)

Sample questions: "How has Ontario's Human Rights Code influenced legislation related to physical accessibility standards in the province?" "How does the Canadian Charter of Rights and Freedoms support recent immigrants to Canada?" "What social change do you think may occur as a result of the Ontario Human Rights Commission decision that an employer's demand for 'Canadian work experience' can result in discrimination?"

C2.2 analyse some key policy changes that have contributed to equity in Canada (*e.g., closing residential schools, establishing medicare, enshrining gender in the Charter, mandating accessibility for disabled people, laws recognizing same-sex marriage, official apologies to some groups who faced discriminatory treatment*) and the political processes involved in achieving these changes

Sample questions: "In what ways were people of Chinese origin in Canada discriminated against in the nineteenth and twentieth centuries? What legislative and/or policy changes were required to end the discrimination? What political processes were involved in making these changes?" "What factors contributed to the government's apology for Indian residential

schools? Do you think this apology has contributed to equity in Canada? Why or why not?" "What are some government programs that are available to provide assistance to people with low incomes? What political processes were involved in establishing these programs?"

C2.3 describe the process for amending an existing law or passing a new law in Canada

Sample questions: "Is there a current law that you think needs to be amended? What types of changes do you think need to be made? Have people tried to amend this law in the past? Why do you think they were unsuccessful? What obstacles need to be overcome in order to ensure success?" "What are some major changes to financial legislation in Canada in the past century? How were these changes enacted?"

C3. Political Change in Democratic Societies

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

C3.1 describe some key characteristics of a democracy (*e.g., rule of law, respect for the common good, social responsibility, freedom of expression*), and explain how they affect the practice of making political change

Sample questions: "What is the rule of law and why is it important in a democracy?" "Does a democratic political system necessarily ensure political equality? What impact can the unequal distribution of political power have on political change related to human rights or the environment?" "What impact does non-participation of citizens have on a democracy?" "Why is political change necessary for a democracy?"

C3.2 identify various skills and strategies that can be used when seeking political change in democratic societies, and assess their effectiveness (*e.g., skills related to conflict resolution, leadership, persuasive speaking/writing, digital literacy, consensus building, critical and creative thinking; strategies such as civil discourse, civil disobedience, organizing and mobilizing citizens, demonstrations/marches, boycotts, pressuring politicians to change laws/policies, fundraising, raising awareness*)

Sample questions: "What are some strategies that lesbian, gay, bisexual, and transgender (LGBT) communities have used when seeking political change? Why might the strategies used in Canada be different from those used in some

other societies?" "Why was the Green Party created? How effective do you think it has been in securing political change with respect to environmental issues?" "How have technological developments such as social media affected the strategies of groups seeking political change? Do you think the use of social media can enhance the effectiveness of such groups? Why or why not?"

C3.3 analyse a current political issue to identify factors that could facilitate or obstruct efforts to reach a solution (e.g., facilitating factors: *public accountability processes, community support, leadership support*; obstructing factors: *"not in my backyard" opposition, lack of awareness or consensus, a focus on negative consequences, lack of money and resources, resistance from powerful groups*)

Sample questions: "Why might some people support an idea in theory but take a 'not in my backyard' approach to it in practice?" "What are the biggest barriers to change in your community?"

D. PERSONAL ACTION ON A POLITICAL ISSUE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Investigating an Issue:** identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue (**FOCUS ON:** *Political Significance; Political Perspective*)
- D2. Developing a Plan of Action:** identify a goal associated with the selected issue and construct an action plan to achieve that goal (**FOCUS ON:** *Objectives and Results; Political Perspective*)
- D3. Considering Outcomes:** analyse and reflect on possible outcome(s) of their plan (**FOCUS ON:** *Objectives and Results; Stability and Change*)

SPECIFIC EXPECTATIONS

D1. Investigating an Issue

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

- D1.1** identify a political issue that is of personal interest and that it is possible to address through a personal plan of action
Sample questions: “What is a general political issue that is particularly important to you? Why do you think it is important to address this issue? Is there an aspect of this issue that you could address through a personal plan of action?”
- D1.2** analyse the selected issue, including how it is viewed by key stakeholders, and clarify their own position on the issue
Sample questions: “Where can you find reliable information about this issue? How can you ensure that the information you find addresses the issue from the perspective of different stakeholders?” “Who are the main stakeholders and what are their positions and concerns? Which stakeholder’s position most closely reflects your own?”

D2. Developing a Plan of Action

FOCUS ON: *Objectives and Results; Political Perspective*

By the end of this course, students will:

- D2.1** identify and describe the intended goal relating to the selected issue and explain the reasons for choosing that goal
Sample questions: “What is your goal?” “Is your goal based on an informed analysis of the issue?” “Have you considered your goal through an ethical lens?” “Have you taken into account factors that might make your goal difficult to achieve as well as factors that make it feasible?” “How does your goal take the common good into account?”
- D2.2** identify several possible courses of action that could be used to address the issue and achieve their goal (*e.g., an awareness campaign using a variety of media, including social media; public service messages; a submission or deputation to the relevant level and area of government; a protest campaign; a fundraising campaign*), and analyse the benefits and costs associated with each
Sample questions: “Which course of action would likely have the greatest impact?” “Does one course of action require more funding than the others?” “Is there a course of action that

could be accomplished more readily than the others?" "Which action would be the most effective to implement?" "Does your course of action take into consideration all groups that are affected by your plan? If not, who is excluded? What are the implications of this exclusion?"

D2.3 identify the most appropriate course of action based on their analysis of the possible options and create a detailed action plan, specifying the steps needed to implement the plan (e.g., *developing a detailed communications plan; identifying sources of support, including financial support; creating visuals; writing letters; presenting a theatre performance; producing and distributing an information poster; developing a website*)

Sample questions: "Which people and organizations should you target with your letter-writing campaign?" "What interest group or level of government might provide funding to support this initiative?" "Who could you collaborate with in your course of action?"

D2.4 identify key skills needed to implement the proposed plan (e.g., *skills relating to setting and revising goals; organization; collaboration; communication; technology; management, including media management skills and the ability to conduct effective meetings*)

Sample questions: "What are some techniques for encouraging participation in a meeting while keeping the discussion on track?" "How do you decide when and to whom to delegate responsibility for specific tasks?" "What resources are available to help you improve your implementation skills?"

D3. Considering Outcomes

FOCUS ON: *Objectives and Results; Stability and Change*

By the end of this course, students will:

D3.1 identify criteria that could be used in evaluating the success of their action plan

Sample questions: "What changes would you expect to see if your action plan were completely successful? Partially successful? Of the possible changes, which would be most important or desirable to achieve?"

D3.2 identify key learning from their inquiry and formulate further questions and possible next steps

Sample questions: "What have you learned from developing your action plan that you could apply in other areas of political activity? Did what you have learned change your approach to this issue in any way?" "What are some ways in which you might build on your action plan?"

Canadian and International Politics, Grade 12

University Preparation

CPW4U

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Political Inquiry and Skill Development
Overall Expectations
A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of national and international political importance
A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to politics, and identify various careers in which a background in political studies might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
B. Political Foundations		
B1. Political Thought: demonstrate an understanding of various political ideologies, theories, and concepts, and analyse their relevance to Canadian and international politics (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Political thinking reflects social, economic, and technological changes and affects political policy.	What criteria would you use to assess political thinkers? Whose voices are represented, and whose voices are not, in traditional political theory?
B2. The Evolution of Modern Politics and International Relations: analyse the role of ideology, diplomacy, and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century (FOCUS ON: <i>Political Significance; Stability and Change</i>)	The past century has been marked by extensive political conflict but also by cooperation and diplomacy.	Under what circumstances can diplomacy work? How does decolonization continue to affect politics and international relations today?
B3. Influences on Canadian and International Politics: analyse how social, economic, and geographic factors influence contemporary politics in and relations between various countries around the world (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Relations between countries are affected by various economic, social, cultural, and environmental factors.	How do political/cultural values and identity affect relations within and between countries?
C. Governments and Canadian and International Politics		
C1. The International Influence of Governments: analyse how strategies/practices used by a state or states can affect the policies and status of other states (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	Individual nations use various means to influence the policies and/or status of other nations.	What are the benefits and disadvantages to Canada of being a member of international and intergovernmental organizations?
C2. Intergovernmental Cooperation: demonstrate an understanding of the role of intergovernmental cooperation in international politics (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	Canada's participation in international organizations has changed over time. Technological advances create new reasons for intergovernmental cooperation.	How and why does Canada exert political pressure on other nations? Is Canada an important world player?
C3. Canadian Government Policies and International Relations: analyse Canada's foreign policy objectives and factors that affect them (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Canada's foreign policy objectives and actions are influenced by political, economic, and cultural considerations.	Are Canadian values about democratic and human rights reflected in our foreign policy?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
D. Non-governmental Action on Canadian and International Political Issues		
D1. Civic Awareness and Responsibility: analyse the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Informed and responsible citizens can make a difference in the local, national, and global community.	What are the attributes of a responsible global citizen? How has technology affected political participation?
D2. Challenges and Strategies: demonstrate an understanding of key challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	There are many forms of political activism and civic engagement.	Is civil disobedience ever justified? How does one measure the effectiveness of a non-governmental organization or social enterprise group?
D3. Contributions to the Global Community: assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	The global community has benefited in many ways from the actions of individuals and groups.	
E. Rights and Power in the International Community		
E1. Influence, Power, and Decision Making: demonstrate an understanding of how power is distributed and exercised in Canada and other countries, and of factors that affect its distribution (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	Geographic, demographic, economic, political, and military factors all affect the global balance of power.	What makes a nation politically powerful? Why are some countries more powerful than others? How is Canada's democratic system of government different from systems in other countries?
E2. Technology and Globalization: assess the influence of globalization and technology on Canadian and international politics (FOCUS ON: <i>Stability and Change; Political Perspective</i>)	Communications and information technology has had an impact on political action and processes in Canada and worldwide. Globalization has affected political, cultural, and economic boundaries.	Has globalization harmed or benefited Canada? Would the answer be the same for all Canadians? How and why do multinational enterprises hold political as well as economic power?
E3. Human Rights at Home and Abroad: explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions, and processes in the protection of human rights (FOCUS ON: <i>Political Significance; Stability and Change</i>)	There have been human rights abuses in many countries, including Canada. Many governments and other institutions work in defence of human rights.	Should the Canadian government defend human rights beyond its borders? Why do human rights abuses still exist?

A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of national and international political importance;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to politics, and identify various careers in which a background in political studies might be an asset.

SPECIFIC EXPECTATIONS

A1. Political Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments of national and international political importance (e.g., factual questions: *Which ideologies are on the extremes on the political spectrum?*; comparative questions: *What are the main similarities and differences between the structures of government in Canada and Great Britain?*; causal questions: *What impact did the 9/11 attacks have on domestic political policy in the United States?*)
- A1.2** select and organize relevant evidence, data, and information about issues, events, and/or developments of national and international political importance from a variety of primary and secondary sources (e.g., primary: *interviews, legislation, photographs, policy statements, speeches, statistics, surveys, treaties and other international agreements*; secondary: *articles, documentaries and other films, news stories, political cartoons, textbooks, websites*), ensuring that their sources reflect multiple perspectives
Sample questions: “Which government documents might be relevant to this issue? Where might you find them? What other sources might you use to supplement these documents?” “Which type of information might you find on the websites of groups or institutions that are lobbying governments on or otherwise addressing this issue?” “How can you ensure that your sources reflect a variety of perspectives?”
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author*)
Sample questions: “What information do you need to help you determine which sources are most credible?” “What types of biases can be easily detected in a source? What types of biases might be more difficult to detect?” “Whose voice is reflected in this source? Whose voices have been omitted or misrepresented? What are the implications of the omission of these voices?”
- A1.4** interpret and analyse evidence, data, and information relevant to their investigations, using various tools, strategies, and approaches that are appropriate for political inquiry (e.g., *use a cross-classification chart to help them analyse information they have gathered about different countries’ responses to the same issue; use a web chart when comparing the points of view of different politicians; assess the validity and rank the importance of various points made in their sources; discuss, clarify, and compare positions on an issue with their peers*)
Sample questions: “What criteria might you use to rank the significance of the impact of a change in political policy? How might the ranking change if you adopted different criteria?”
- A1.5** use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and

information and formulating conclusions and/or judgements about issues, events, and/or developments of national and international political importance (e.g., apply the concept of political significance when analysing the impact of a nationalist movement in a particular country; use the concept of objectives and results to help them determine the criteria to use in measuring the effectiveness of the work of a non-governmental organization; use the concept of stability and change when analysing the evolution of Canadian foreign policy; use the concept of political perspective to help them explain government support or lack of support for a particular United Nations resolution)

Sample questions: “Why might it be appropriate to analyse this issue from human rights, economic, and environmental perspectives? Are there other perspectives you might also consider?” “How would you determine the political significance of a government’s decision to call an early election?” “What are some of the objectives of political polling? How might public opinion polls lead to unintended election results?” “Are democratic governments more or less stable than dictatorships? If not, why? If so, in what way?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “Did your findings challenge your initial assumptions about the topic? If so, in what way?” “When you review your research, which facts and arguments do you consider most persuasive? How have they affected the conclusion you have reached?” “What were the key ethical questions raised in the debate on this issue?” “Did the results of your inquiry influence your political perspective on the issue?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audience and purpose (e.g., a persuasive essay on an issue related to globalization; a debate on the pros and cons of nationalism; a seminar on the relationship between political ideology and political policy; a letter to an appropriate elected official requesting action on an issue of national or international importance; a web page highlighting issues of importance to indigenous peoples; a blog about human rights

issues; an editorial cartoon on a recent political controversy; a news report on a political protest in a country other than Canada)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to reference different types of sources (e.g., articles, blogs, books, films or videos, policies, websites)
- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to the topic; terms related to political studies and the concepts of political thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, document use, computer use, oral communication, numeracy, decision making, problem solving), and those related to the citizenship education framework,* that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2** demonstrate in everyday contexts attributes, skills, and work habits developed through investigations into political issues, events, and/or developments (e.g., show attributes such as respect and cooperation to help them build positive relationships with diverse individuals/groups; use critical-thinking and decision-making skills to formulate a position on a controversial issue and participate in informed discussions/debates about that issue; apply work habits such as initiative and responsibility when researching and considering their postsecondary options)
- Sample questions:** “What are the most appropriate ways to demonstrate questioning skills when people are voicing their position on an issue?” “How do your own biases affect your line of questioning and your understanding of other people’s responses?”
- A2.3** apply the concepts of political thinking when analysing current events relating to issues of national and international political importance (e.g., a coup d’état, a political protest

* The citizenship education framework appears on page 13.

and the government response, a terrorist attack, the mistreatment of Canadian nationals in another country, a new international trade agreement, a break in diplomatic relations between two states), in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “What political perspectives are different political parties taking on this issue?” “Are there other people affected by this issue who are not represented in this news story?” “What is the political significance of the 2013 Federal Court ruling that Métis people in Canada have the same status as ‘status Indians’?”

A2.4 identify a variety of careers in which skills developed in political studies might be an asset (e.g., band councillor, community leader/activist, educator, international aid worker, journalist, lawyer, lobbyist for a non-governmental organization, policy analyst, politician, pollster, researcher, social worker, speech writer)

B. POLITICAL FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course students will:

- B1. Political Thought:** demonstrate an understanding of various political ideologies, theories, and concepts, and analyse their relevance to Canadian and international politics (**FOCUS ON:** *Political Significance; Political Perspective*)
- B2. The Evolution of Modern Politics and International Relations:** analyse the role of ideology, diplomacy, and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century (**FOCUS ON:** *Political Significance; Stability and Change*)
- B3. Influences on Canadian and International Politics:** analyse how social, economic, and geographic factors influence contemporary politics in and relations between various countries around the world (**FOCUS ON:** *Objectives and Results; Political Perspective*)

SPECIFIC EXPECTATIONS

B1. Political Thought

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course students will:

- B1.1** describe some key similarities and differences between various political ideologies (*e.g., liberalism, conservatism, capitalism, fascism, socialism, communism, anarchism*), and explain where these ideologies fall on a political spectrum (i.e., a political compass model or other type of spectrum)

Sample questions: “What are some political spectrum models? Which do you find to be most useful? Why?” “If communism and Nazism are both associated with totalitarian regimes, why are they situated at opposite ends of a left-right political spectrum?” “Where do ‘green’ political ideologies fit on political spectrum models?”

- B1.2** describe the main ideas of various political theorists/philosophers (*e.g., John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft, John Stuart Mill, Karl Marx, Hannah Arendt, Frantz Fanon*), and explain ways in which these ideas have influenced historical and/or contemporary politics (*e.g., with reference to the political rights of women, the establishment of communist or socialist states, decolonization, the welfare state, the neoliberal policies of Margaret Thatcher or Ronald Reagan*)

Sample questions: “Why is Plato considered a great political thinker? In what ways are his ideas still relevant to present-day political debates?” “Who are some theorists whose ideas are central to postcolonial political thought? What is the significance of their ideas?” “What do different political theorists argue is the ideal level of government involvement in business and the economy?”

- B1.3** analyse the concept of nationalism (*e.g., with reference to sovereignty, patriotism, ethnic nationalism, national identity, national pride, different concepts of nationhood*) and how nationalism and nationalist ideologies have affected and continue to affect politics in Canada and other countries (*e.g., political unification and/or separation of some countries, nationalist/separatist movements, the role of nationalism in anticolonial movements, ethnic cleansing, nationalist symbols and images, jingoism, militarism*)

Sample questions: “Why are there different ideas about what constitutes a nation?” “What is the significance of separatist movements in Canada and other nations?” “How can patriotic assertiveness affect a nation domestically and in its international relations?”

B2. The Evolution of Modern Politics and International Relations

FOCUS ON: *Political Significance; Stability and Change*

By the end of this course students will:

B2.1 analyse key policies of some governments, both historical and contemporary, in various regions, and identify the political approaches/ideologies these policies reflect (*e.g., liberalism, conservatism, neoliberalism, social democracy, socialism, communism, fascism, Nazism, communism, populism*)

Sample questions: “In what ways did Germany’s Nuremberg Laws reflect Nazi ideology?” “How would you account for the fact that medicare in Canada was born in Saskatchewan and not another province?” “What differences do you note in Canadian trade policies of the governments of Jean Chrétien and Stephen Harper? What do these differences tell you about the political ideologies of these governments?” “What political approaches/ideologies are reflected in Canadian and provincial policies towards First Nations, Inuit, and Métis people?”

B2.2 analyse ways in which conflict and violence have influenced politics in and relations between various countries around the world since World War I (*e.g., civil wars in Russia, Spain, Algeria, China, or Syria; Axis invasions during World War II; genocides, ethnic cleansing, and other crimes against humanity in Turkey, Nazi Germany, Ukraine, Rwanda, or the former Yugoslavia; terrorism in Northern Ireland or the Middle East; the Dirty War in Argentina; the crushing of the Prague Spring or Arab Spring*)

Sample questions: “What are some ways in which the Cold War influenced domestic political policy in countries on both sides of the Iron Curtain? How did it affect international relations?” “What impact did apartheid policies in South Africa have on that country’s relations with other countries in the international community?” “What are some key ways in which the 9/11 terrorist attacks changed global politics?”

B2.3 analyse the role of some pivotal developments in diplomacy since the late nineteenth century (*e.g., the Peace Congress of 1899 in The Hague, the Treaty of Versailles, the League of Nations, the Munich Agreement, the United Nations [UN], Strategic Arms Limitation Talks, the Camp David Accord*)

Sample questions: “What key international events and agreements can be seen as precursors to the formation of the UN?” “What do you

think are the greatest accomplishments in diplomacy in the past century? What do you think are the greatest failures? Why?”

B2.4 describe key developments related to decolonization and how they have affected politics in and relations between various countries since World War II (*e.g., wars of liberation and civil wars, creation of new states in former colonies, changing borders, new political alliances, power struggles in newly independent countries, establishment of the Commonwealth, replacement of political colonization with economic colonization, changes in trade*)

Sample questions: “What types of conflicts preceded and accompanied the independence of India? How are those conflicts still relevant today?” “What impact has decolonization had on the function and priorities of the United Nations?” “What impact does decolonization continue to have in Libya, Rwanda, and/or Senegal?”

B3. Influences on Canadian and International Politics

FOCUS ON: *Objectives and Results; Political Perspective*

By the end of this course students will:

B3.1 analyse how various economic factors (*e.g., GDP per capita, trade balances, poverty rates, currency exchange rates, employment rates, inflation rates, recessions, depressions*) influence politics in and relations between various countries, including Canada

Sample questions: “What are some characteristics of the Canadian economy that affect its power internationally?” “How has the fiscal crisis experienced by several European Union (EU) member countries affected international politics?” “How can foreign debt affect the domestic and/or foreign policy of a country?”

B3.2 analyse various ways in which national, ethnic, and/or regional identities influence politics in and relations between various countries, including Canada (*e.g., Mohawk protests at Oka and/or Anishinaabe protests at Ipperwash, the October Crisis, the Canadian policy of multiculturalism, regional political parties in Canada or other countries, the Israeli-Palestinian conflict, the Indo-Pakistani conflict, Somalia’s civil war, relations between Russia and Ukraine, organizations such as La Francophonie*)

Sample questions: “What commonalities are there between the objectives of the Quebec sovereignist, Scottish nationalist, and Basque separatist movements?” “How have First Nations

beliefs in the right to self-determination with respect to governance, land, and resources influenced Canadian politics?" "What impact did ethnic rivalries have on the disintegration of the former Yugoslavia? What impact did the conflict between these groups have on other countries?"

B3.3 analyse how various social and cultural factors, including aspects of social/cultural identity, influence politics in and relations between various countries, including Canada (e.g., with reference to *shared language/culture, education levels and literacy rates, fertility rates, health and welfare, immigration, international sporting events*)

Sample questions: "How and why might immigration influence political policies in a country and/or its relations with other countries?" "How has the AIDS pandemic affected domestic and foreign policy in some countries?" "Why might a country bid to host the Olympics or the Pan-American Games? What impact can such events have on international relations?"

B3.4 analyse various ways in which domestic political policies influence a country's relations with other countries (e.g., with reference to *apartheid, political persecution, or other human rights abuses; militarism and expansionism; economic protectionism or openness to free trade; relations between countries with different political outlooks*)

Sample questions: "What impact do domestic politics in the United States and Cuba have on relations between those two countries?" "What impact has nuclear testing by North Korea had on its relations with other countries?" "What impact does Canada's policy with respect to the Northwest Passage have on its relations with other countries?"

B3.5 analyse how religion influences politics in and relations between various countries, including Canada (e.g., with reference to the *public funding of secular and religious schools, ideas about the separation of church and state, the Islamic Revolution in Iran, the influence of religious teaching about gender roles, the role of religious fundamentalism in conflicts around the world*)

Sample questions: "How do religious differences between Muslim Sunni and Shia sects affect politics within and between countries?" "What are some ways in which religious affiliations/identities can influence politics, even in an officially secular state?" "What is a theocracy? What impact can the religious affiliation of a theocracy have on its political policies?"

B3.6 analyse how geographic and environmental factors influence politics in and relations between various countries, including Canada (e.g., with reference to *geographic location, natural resources, water scarcity, climate change, environmental degradation, natural disasters, invasive species*)

Sample questions: "How does the relationship of First Nations, Métis, and/or Inuit people with the environment influence their position on some political issues?" "What are the objectives of the Kyoto Protocol? What are its limitations? Why has Canada withdrawn from the protocol? What impact do you think this will have?" "What are some ways in which countries' need for oil and gas affects international relations?"

C. GOVERNMENTS AND CANADIAN AND INTERNATIONAL POLITICS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The International Influence of Governments:** analyse how strategies/practices used by a state or states can affect the policies and status of other states (**FOCUS ON:** *Political Significance; Objectives and Results*)
- C2. Intergovernmental Cooperation:** demonstrate an understanding of the role of intergovernmental cooperation in international politics (**FOCUS ON:** *Objectives and Results; Stability and Change*)
- C3. Canadian Government Policies and International Relations:** analyse Canada's foreign policy objectives and factors that affect them (**FOCUS ON:** *Objectives and Results; Political Perspective*)

SPECIFIC EXPECTATIONS

C1. The International Influence of Governments

FOCUS ON: *Political Significance; Objectives and Results*

By the end of this course students will:

- C1.1** explain, with reference to specific examples, the significance of diplomatic recognition for states and factors that can prevent countries from granting such recognition (*e.g., with reference to Taiwan and the People's Republic of China, South Ossetia, Palestine, Israel, recognition of a new government following a revolution or coup d'état*)

Sample questions: "In addition to having a population and a territory, what criteria are generally thought to be necessary for a political entity to be officially defined and recognized as a state? Are there different views about which criteria are essential?" "How might diplomatic recognition or the lack of it affect the economic activity of a particular territory or region?" "Does the recognition of a country's political leadership by the country's own people guarantee that the country will be internationally recognized? If not, why not?"

- C1.2** explain the significance of different classifications that are used to describe political entities in the international political system

(*e.g., political classifications such as country, state, territory, department, administrative region; economic classifications such as developed/developing, First World/Third World, North/South*)

Sample questions: "Which classification most effectively captures the similarities and differences among political entities? Why might a political entity object to being classified in a particular way?" "Do you think that common economic classifications of the countries of the world are accurate or meaningful? Why or why not?"

- C1.3** identify strategies used by individual countries or groups of countries to influence the internal policies of others in the international community (*e.g., sanctions, suspending diplomatic relations, motions of censure, granting or withdrawing aid, conferences, covert activities*), and assess their effectiveness in specific cases

Sample questions: "Why did Canadian prime minister Brian Mulroney implement economic sanctions against apartheid South Africa? Did all countries in the international community agree with this strategy? How effective do you think this strategy was?" "What are some ways in which the American Central Intelligence Agency has tried to influence the internal politics of some countries?" "How effective do you think votes of censure in the UN are in bringing about changes in policy in targeted countries?"

C1.4 explain how various forms of dispute resolution (*e.g., negotiations, mediation, arbitration, prosecution, International Court of Justice, sanctions, embargoes, war*) are used to resolve conflicts between states, and assess their effectiveness in specific cases

Sample questions: “What are some examples of the use of economic sanctions to address international conflicts? What were the objectives of the sanctions? To what extent did the use of sanctions achieve those objectives?” “What are some examples of disputes that have been brought to the International Court of Justice? Are the court’s rulings always accepted by the countries involved? If not, what provisions are in place to enforce them? How effective are these provisions?”

C2. Intergovernmental Cooperation

FOCUS ON: *Objectives and Results; Stability and Change*

By the end of this course students will:

C2.1 analyse the roles of various intergovernmental organizations (IGOs) as well as Canada’s role in them (*e.g., the UN, EU, African Union, World Health Organization, International Monetary Fund [IMF], World Trade Organization [WTO], Organization of the Petroleum Exporting Countries, Association of South Asian Nations*)

Sample questions: “Why do countries participate in IGOs?” “What is the role of the IMF and WTO? What are some ways in which these groups affect domestic political/economic policy in some countries?” “What are some IGOs in which Canada participates? Has Canada’s role in such organizations changed over time?” “What might be the effect of Canada’s choosing not to participate in some IGOs?”

C2.2 assess the effect on Canadians and the international community of various international agreements signed by Canada (*e.g., North American Free Trade Agreement [NAFTA], Comprehensive Test Ban Treaty, United Nations Framework Convention on Climate Change, Anti-Personnel Mine Ban Convention, Convention on International Trade in Endangered Species*)

Sample questions: “What are some issues of interest to Canada that can be addressed only by a formal international agreement?” “How do you think the signing of a freer trade agreement with the EU will affect Canadians? How might the signing of a freer trade agreement with Pacific Rim nations affect people living

in those regions and in Canada? Why might people hold different positions on whether to enter into such agreements?”

C2.3 analyse how globalization and technological advances have created the need for new types of intergovernmental cooperation (*e.g., with reference to nuclear weaponry; space exploration/activity; environmental and labour regulation in industrializing countries; censorship, freedom of speech, and the Internet; international terrorism; drug trafficking*), and explain what types of international organizations/agreements are being developed to address these changes

Sample questions: “What are some barriers to establishing a fair, balanced, and equitable environment for international trade? What IGOs provide a forum for debating and negotiating international trade agreements?” “What IGOs deal with preventing the proliferation and use of nuclear weapons? What are some of their achievements? What are some areas in which they have been unsuccessful?”

C3. Canadian Government Policies and International Relations

FOCUS ON: *Objectives and Results; Political Perspective*

By the end of this course students will:

C3.1 describe Canada’s foreign policy objectives and assess the effectiveness of the Department of Foreign Affairs, Trade and Development (DFATD) in achieving them

Sample questions: “Why did Ottawa fold the Canadian International Development Agency into DFATD?” “What are the implications of Canada’s losing its 2010 bid for a seat on the UN Security Council?”

C3.2 explain how various factors (*e.g., commitments under existing treaties, domestic interest groups, international non-governmental organizations [NGOs], foreign governments, the political perspective of the party in power, the health of the Canadian economy*) influence Canada’s foreign policy objectives and actions

Sample questions: “What are some examples of the influence of Canada’s commitment to human rights and democratic values on its foreign policy?” “What are some examples of the influence of economic considerations on Canada’s foreign policy?”

D. NON-GOVERNMENTAL ACTION ON CANADIAN AND INTERNATIONAL POLITICAL ISSUES

OVERALL EXPECTATIONS

By the end of this course students will:

- D1. Civic Awareness and Responsibility:** analyse the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community (**FOCUS ON:** *Political Significance; Political Perspective*)
- D2. Challenges and Strategies:** demonstrate an understanding of key challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them (**FOCUS ON:** *Objectives and Results; Political Perspective*)
- D3. Contributions to the Global Community:** assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities (**FOCUS ON:** *Objectives and Results; Stability and Change*)

SPECIFIC EXPECTATIONS

D1. Civic Awareness and Responsibility

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

- D1.1** analyse the role of responsible citizenship in the local, national, and global community

Sample questions: “What are some skills and attitudes listed in the citizenship education framework (see page 13) that an individual who seeks to be a responsible global citizen should develop?” “What do you consider to be the role of the responsible citizen in the global community? In what ways is this role similar to or different from the role of the responsible citizen in the local community?”

- D1.2** analyse the role of information technology and the media, including social media, in raising civic awareness of issues of national and global political importance

Sample questions: “What role does awareness of current events play in responsible citizenship?” “Why do some countries try to control the information available to their people? How can such control affect people’s civic participation?” “What impact do personal communication

devices have on the availability of information on global issues? In what ways is the information from these sources different than that from more traditional media sources? What are some ways in which the use of personal communication devices has affected public responses to political developments or issues?”

D2. Challenges and Strategies

FOCUS ON: *Objectives and Results; Political Perspective*

By the end of this course students will:

- D2.1** explain key challenges relating to some specific issues of national and global political importance (*e.g., Aboriginal land claims, climate change, protection of endangered species, loss of rainforest, food and water security, refugee crises, use of child soldiers or child labour, human trafficking, unfair trading practices, drug trafficking, violence against women, abuse of political power, privacy issues*)

Sample questions: “What are some factors that contribute to food insecurity? Do you think current policies effectively address these factors? If not, what limits the effectiveness of policy in this area? Why might grassroots groups

and transnational corporations have different perspectives on how food security should be addressed? Do you think the relative power of these stakeholders has an impact on policy on this issue?" "What are some ways in which racist, sexist, and/or classist attitudes and practices present challenges to addressing issues of political importance?" "Why do people respond differently to sudden, large-scale disasters than they do to ongoing global issues such as famine and climate change?"

D2.2 analyse various strategies used by individuals and non-governmental stakeholder groups to address issues of national or global importance and/or influence domestic or international decision-making processes

Sample questions: "What are some key strategies that NGOs use to achieve their objectives? What factors might affect their choice of strategy?" "What are some avenues through which individuals and stakeholder groups can influence government policy and/or decision making in national and global communities?" "Why might a group adopt terrorism as a strategy?"

D2.3 analyse lawful and unlawful forms of political activism or civic engagement, and assess responses to such activism

Sample questions: "Why might a form of protest or activism that is permitted in one country be unlawful elsewhere? Who are some individuals who have been arrested or persecuted for political activism in their own countries but who are celebrated for their actions elsewhere in the world?" "Do you think it is ever justifiable to break the law to advocate for change? If so, what criteria would you use to determine when it is justifiable?" "What are some ways in which governments in Canada have responded to unlawful political activism?"

D2.4 analyse how the perspectives of individuals and non-governmental stakeholder groups (e.g., corporations; unions; environmental, social justice, or women's groups; religious organizations; political lobby groups) may influence their response to issues of national and/or international political importance

Sample questions: "Why might a union and a corporation have different perspectives on a labour issue? How might these stakeholders differ in the ways they choose to respond to the issue?" "How important is it to be aware of the political or ideological perspective or agenda that an NGO, interest group, or social enterprise organization might have? If an organization is doing good work, does its ideology matter?"

Why or why not?" "Why might Aboriginal people in Canada be sceptical of a lands claim process created by non-Aboriginal lawyers and policy strategists?"

D2.5 analyse, and assess the effectiveness of, the operations of various NGOs and social enterprise groups (e.g., in terms of their fundraising, organizational structures, strategies for carrying out their mandate)

Sample questions: "What criteria do you think are most important in measuring the operational effectiveness of an NGO?" "Does this organization have an advisory board that includes individuals from the region it is targeting?" "What criteria would you use to assess whether a non-profit group or charity deserves your money and/or your time as a volunteer?"

D3. Contributions to the Global Community

FOCUS ON: Objectives and Results; Stability and Change

By the end of this course students will:

D3.1 assess the importance of the contributions to Canada and the global community of various individuals (e.g., Louise Arbour, Stephen Lewis, Nelson Mandela, Rigoberta Menchu, Lester B. Pearson, Vandana Shiva, David Suzuki, Bertha von Suttner, Malala Yousafzai, Muhammad Yunus)

Sample questions: "What are some criteria you might use to determine the importance of a person's contribution?" "What are some examples of contributions that were intended primarily to benefit a specific group but that have also contributed to the common good?" "What are some of the characteristics of people who take on leadership roles on global issues?"

D3.2 describe the objectives of a variety of NGOs and social enterprise groups (e.g., Amnesty International, Democracy Watch, Free the Children, the International Campaign to Ban Landmines, Oxfam, the Red Cross / Red Crescent Societies, Right to Play, the Social Enterprise Council of Canada, World Wildlife Fund), and assess the importance of their contribution to the national and global community

Sample questions: "What are some Canadian NGOs that have made a significant contribution to the international community? How would you measure their effectiveness?" "Which NGOs do you think do the most important work in the international community? What are your reasons for choosing these organizations?"

E. RIGHTS AND POWER IN THE INTERNATIONAL COMMUNITY

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Influence, Power, and Decision Making:** demonstrate an understanding of how power is distributed and exercised in Canada and other countries, and of factors that affect its distribution (**FOCUS ON:** *Political Significance; Objectives and Results*)
- E2. Technology and Globalization:** assess the influence of globalization and technology on Canadian and international politics (**FOCUS ON:** *Stability and Change; Political Perspective*)
- E3. Human Rights at Home and Abroad:** explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions, and processes in the protection of human rights (**FOCUS ON:** *Political Significance; Stability and Change*)

SPECIFIC EXPECTATIONS

E1. Influence, Power, and Decision Making

FOCUS ON: *Political Significance; Objectives and Results*

By the end of this course students will:

- E1.1** analyse the effect of various factors (*e.g., geography, demography, economic resources, military strength*) on the power of individual states and the global balance of power
Sample questions: “What criteria should be considered when measuring the power of a political entity?” “In what ways has the role of the United States as a global superpower changed? What factors have contributed to those changes?” “Which countries in the world are perceived to have the most power? How might perceived power influence actual power?” “What impact does the possession of nuclear weapons have on a state’s power or perceived power and the global balance of power?”
- E1.2** analyse how power is distributed in Canada and in various countries around the world (*e.g., with reference to social, economic, political, judicial, military power*)
Sample questions: “What is the relationship between economic and political power in Canada? Is the relationship similar or different in other countries?” “What are some states in

which the military plays a large role in politics? What are the political implications of this role?” “What are some benefits of a political structure that is based on a system of checks and balances? What are some drawbacks to such a structure?”

- E1.3** explain some key similarities and differences between Canada’s system of government and that of other countries (*e.g., Canada’s constitutional monarchy versus Iran’s theocracy, Brunei’s absolute monarchy, the U.S. republic, or Cuba’s one-party state; Canada’s federal state versus unitary states; powers held by the central government and other levels of government in Canada and elsewhere; who has and does not have the right to vote in Canada and elsewhere*)
Sample questions: “What are some key similarities and differences between Canada’s system of government and those of Britain and the United States?” “Do you think Canada has closer relations with countries that have systems of government similar to our own?”

Sample questions: “What are some key similarities and differences between Canada’s system of government and those of Britain and the United States?” “Do you think Canada has closer relations with countries that have systems of government similar to our own?”

- E1.4** explain the requirements for a democracy, and describe the characteristics and the strengths and weaknesses of different types of electoral systems used in democratic states (*e.g., single-member plurality, proportional representation, run-off systems*)
Sample questions: “What constitutes a democracy? Can a state be considered democratic if it places limitations on who can vote?” “Under

what circumstances, if any, do you think it is appropriate for a democratic state to place limits on free speech or a free press?" "Why are some groups trying to introduce proportional representation to Canadian electoral politics?"

- E1.5** identify countries or groups of countries that have supranational power, and analyse how such power affects international politics (e.g., with reference to superpowers such as the United States, Russia, and China; regional institutions/agreements such as the EU, Arab League, Pan-African Parliament, Association of Southeast Asian Nations, Union of South American Nations, NAFTA)

Sample questions: "What are some reasons why neighbouring countries form regional alliances? Do you think these alliances are generally effective? Why or why not?" "What countries might participate in future alliances and with what objectives?"

E2. Technology and Globalization

FOCUS ON: *Stability and Change; Political Perspective*

By the end of this course students will:

- E2.1** assess the influence of communications and information technologies, including social media, on politics in Canada and other countries (e.g., with reference to increasing difficulty of controlling public access to previously privileged information; the use of robocalling to influence voters, of blogs to criticize governments, of texting to share information, of crowdsourcing to address a problem, of social media to follow, communicate with, and comment on politicians; ease of spreading propaganda or disinformation; the need for measures to protect privacy/confidential information)

Sample questions: "What are some ways in which communications technology can be used to facilitate the electoral process? What are some ways in which it can be used to subvert the process?" "What are some benefits and drawbacks of online voting?" "How has the rise of social media influenced global awareness of government processes and/or the authority of governments? Is this a positive change? Why or why not?" "What role did social media play in the Egyptian revolution?"

- E2.2** analyse how globalization has affected politics in and relations between various countries, including Canada

Sample questions: "What are some ways in which globalization affects political and cultural boundaries?" "What are some negative effects

of globalization? Apart from a policy of isolationism, what strategies are available to governments to mitigate such effects?" "What are some ways in which globalization has benefited Canadians? Are there some groups that have benefited more than others? If so, why? Which groups in Canada have been hurt by globalization?"

- E2.3** analyse the impact of the power of multinational enterprises (MNEs) (e.g., petrochemical, biotechnology, agribusiness, banking, media, clothing, automotive, computer, information technology, and/or mining companies) on political policy in and relations between various countries

Sample questions: "What impact have multinational agribusiness companies had on the policies of some countries in Latin America?" "Why and how might a MNE seek to influence economic, labour, and/or environmental policies and regulations within a country?" "Why has the American government provided multi-billion dollar bailouts to banks and car companies?"

E3. Human Rights at Home and Abroad

FOCUS ON: *Political Significance; Stability and Change*

By the end of this course students will:

- E3.1** analyse some violations of human rights in Canada (e.g., Chinese Head Taxes, internment of Japanese Canadians during World War II, residential school policies, segregation, laws that violated the rights of disabled people) as well as the Canadian government's responses to violations of human rights, humanitarian crises, and genocides internationally (e.g., the Holocaust, the Holodomor, apartheid in South Africa, the Rwandan genocide, the humanitarian crisis/genocide in Darfur)

Sample questions: "What are some similarities and differences between government policies on Aboriginal rights and treaty issues in Canada and those in other countries such as Australia or New Zealand? What historical, political, social, and/or economic factors might account for any differences?" "What are some examples of a government's offering a public apology for past injustices? What are the reasons for such apologies? How meaningful or effective do you think such apologies are in addressing historical and/or continuing inequities?"

- E3.2** explain how various factors can either facilitate or limit the ability of the international community to intervene to prevent or mitigate violations of human rights (e.g., with reference

to economic, geographic, military, and/or cultural factors; public awareness and public opinion; political and public will)

Sample questions: “What are some reasons why North Atlantic Treaty Organization [NATO] or UN peacekeepers have been limited in their ability to intervene to prevent human rights violations in specific instances?” “Why might one country’s close economic or political ties with another lead it to ignore or respond in a rudimentary way to its partner state’s human rights violations?”

E3.3 explain reasons for the success and failure of various Canadian and international agreements, institutions, and/or processes that were intended to protect human rights (*e.g., the Canadian Charter of Rights and Freedoms; the Universal Declaration of Human Rights; the UN Declaration on the Rights of Indigenous Peoples; the International Covenant on Economic, Social and Cultural Rights; Geneva Conventions; the UN Commission on Human Rights; the International Criminal Court [ICC]; the Stockholm Declaration*)

Sample questions: “Who has been successfully prosecuted by the ICC? What were the consequences of these convictions? Why are most war criminals not prosecuted by the ICC?” “What lessons were learned by the UN following its unsuccessful attempts to prevent the Rwandan genocide? What, if any, changes have resulted?” “Do all countries recognize the right to a healthy environment as a human right? If not, what impact might this have on the success of international environmental agreements?”

E3.4 assess Canada’s ability to protect the rights and freedoms of Canadian citizens beyond Canada’s borders

Sample questions: “What human rights and freedoms can Canadian citizens travelling or working abroad expect to have acknowledged and protected under international human rights laws? How do these rights and freedoms compare with those guaranteed under the Canadian constitution, including the Charter of Right and Freedoms?” “What responsibility does the Canadian government have to protect the human rights of Canadian citizens living, travelling, or working in a country with different human rights laws?”

APPENDIX A

THE GOALS OF SOCIAL STUDIES

The chart on page 8 of this document identifies the vision and overall goals of the elementary program in social studies, history, and geography and of the secondary program in Canadian and world studies. The chart on page 9 outlines specific goals for all the subjects in Grades 11 and 12. The chart below outlines the goals of social studies, from the elementary curriculum. As an interdisciplinary subject that incorporates aspects of all five subjects from the Grade 11–12 curriculum, social studies lays the foundation for some of the goals in these subjects.

Goals of Social Studies (Grades 1–6) – Developing a sense of who I am, and who we are
Where have I come from? What makes me belong? Where are we now? How can I contribute to society?

Students will work towards:

- developing an understanding of responsible citizenship;
- developing an understanding of the diversity within local, national, and global communities, both past and present;
- developing an understanding of interrelationships within and between the natural environment and human communities;
- developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;
- developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues.

APPENDIX B

THE CITIZENSHIP EDUCATION FRAMEWORK

The citizenship education framework that is represented on page 13 in a circular graphic is recast here in tabular form, suitable for screen readers and potentially useful for teachers when preparing instruction. Each of the four main elements of citizenship education – active participation, identity, attributes, and structures – is addressed in a separate table. Readers are encouraged to refer to the introductory text at the bottom of page 12 when using this appendix.

Active Participation – Work for the common good in local, national, and global communities

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none">• Voice informed opinions on matters relevant to their community• Adopt leadership roles in their community• Participate in their community• Investigate controversial issues• Demonstrate collaborative, innovative problem solving• Build positive relationships with diverse individuals and groups	<ul style="list-style-type: none">• decision making and voting• influence• conflict resolution and peace building• advocacy• stewardship• leadership• volunteering

Identity – A sense of personal identity as a member of various communities

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none">• Identify and develop their sense of connectedness to local, national, and global communities• Develop a sense of their civic self-image• Consider and respect others' perspectives• Investigate moral and ethical dimensions of developments, events, and issues	<ul style="list-style-type: none">• interconnectedness• beliefs and values• self-efficacy• culture• perspective• community

Attributes – *Character traits, values, habits of mind*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"> • Explore issues related to personal and societal rights and responsibilities • Demonstrate self-respect, as well as respect and empathy for others • Develop attitudes that foster civic engagement • Work in a collaborative and critically thoughtful manner 	<ul style="list-style-type: none"> • inclusiveness • equity • empathy and respect • rights and responsibilities • freedom • social cohesion • fairness and justice • citizenship • collaboration and cooperation

Structures – *Power and systems within societies*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"> • Develop an understanding of the importance of rules and laws • Develop an understanding of how political, economic, and social institutions affect their lives • Develop an understanding of power dynamics • Develop an understanding of the dynamic and complex relationships within and between systems 	<ul style="list-style-type: none"> • democracy • rules and law • institutions • power and authority • systems

APPENDIX C

MAP, GLOBE, AND GRAPHING SKILLS – A CONTINUUM

The charts on the following pages identify a continuum for the purposeful introduction from Grade 1 through Grade 12 of (1) universal map and globe skills, and (2) universal graphing skills. Students need these skills in order to be spatially literate, to communicate clearly about “place”, and to develop a sense of place. The charts show the progression of spatial skills in the social studies, history, geography, and Canadian and world studies programs. The first chart, Map and Globe Skills, is divided into (A) Map Elements, and (B) Spatial Representation.

All these skills should be taught in an issue-based context, and not as an end in themselves. They can be used at many stages of the inquiry process, helping students gather, organize, and analyse data and information, both visual and written, and communicate their findings.

Map, globe, and graphing skills can be used in the following ways:

- *to extract information and data*: students read maps, globes, and graphs to locate information and/or data
- *to analyse information and data*: students process information and/or data from maps, globes, and graphs
- *to construct maps and graphs*: students create maps and graphs to help them analyse and communicate information and/or data and solve problems

It is important to note that map, globe, and graphing skills can be linked to skills related to literacy, mathematical literacy, and technology.

1. MAP AND GLOBE SKILLS

A. Map Elements

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
	The student:					
Title	<ul style="list-style-type: none"> uses the title to identify the purpose of a map 					
Legend	<ul style="list-style-type: none"> uses appropriate pictorial representations to convey meaning (e.g., photographs of a playground, library, school) uses colour to represent particular elements (e.g., a park, an ocean) 					
			<ul style="list-style-type: none"> uses colour to represent common characteristics of an area (e.g., the same provincial, territorial, and/or national area, the same physical landforms, similar temperatures, settlement by a particular group) uses symbols to represent places on print and digital maps (e.g., a dot to represent cities, a square with a flag to represent a school) uses labels with different font sizes and styles to indicate hierarchy of cities, countries, continents 			
					<ul style="list-style-type: none"> uses colour and contour lines to show elevation 	
					<ul style="list-style-type: none"> uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles) determines and uses appropriate intervals for data to communicate intended messages 	
Direction	<ul style="list-style-type: none"> uses relative direction (e.g., right, left, in front, behind) to explain location and movement 					
	<ul style="list-style-type: none"> uses cardinal compass points (i.e., N, S, E, W) to provide direction 					

1. MAP AND GLOBE SKILLS *(continued)*

A. Map Elements *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12	
Direction <i>(continued)</i>			<ul style="list-style-type: none"> uses intermediate cardinal compass points (i.e., NE, NW, SE, SW) to provide direction 				
					<ul style="list-style-type: none"> is able to orient a map 		
						<ul style="list-style-type: none"> makes connections between degree bearings and cardinal compass points to provide direction 	
Scale	<ul style="list-style-type: none"> uses non-standard units of measurement (e.g., footprints, blocks, houses) uses relative distance (e.g., near, far, further) to describe measurement 						
		<ul style="list-style-type: none"> uses standard units (e.g., metre, kilometre) to measure distance uses absolute distance (e.g., measures distance on a map, uses a measuring tool on a digital map) 					
					<ul style="list-style-type: none"> uses large- to small-scale maps, as appropriate, to investigate a specific area 		
						<ul style="list-style-type: none"> determines appropriate scale and intervals to communicate intended messages 	
Location	<ul style="list-style-type: none"> uses relative location (e.g., near, far, up, down) to describe the location of a person or object 						
		<ul style="list-style-type: none"> locates hemispheres, poles, and the equator on a map or globe 					
			<ul style="list-style-type: none"> uses number and letter grids to locate something on a map uses latitude and longitude to locate something on a map or globe understands time zones 				
					<ul style="list-style-type: none"> uses locational technologies (e.g., compass, GPS) 		

1. MAP AND GLOBE SKILLS *(continued)*

B. Spatial Representation

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
	The student:					
Map types (e.g., sketch, thematic, topographic)	<ul style="list-style-type: none"> extracts information from and creates sketch maps (e.g., showing a local neighbourhood, the layout of a classroom) creates 2D maps of familiar surroundings creates 3D models using blocks and toys 					
			<ul style="list-style-type: none"> extracts information from, analyses, and creates thematic maps, including the following: <ul style="list-style-type: none"> political (e.g., Canada’s political regions, countries of the world) physical (e.g., climate, landforms) historical (e.g., settlement patterns) land use (e.g., community features) extracts information from, analyses, and creates digital maps (e.g., online interactive) 			
					<ul style="list-style-type: none"> extracts information from, analyses, and creates thematic maps, including the following: <ul style="list-style-type: none"> demographic (e.g., population distribution) flow (e.g., movement of people) issue-based (e.g., pollution or poverty in Canada) annotated (e.g., illustrating an aspect of student inquiry) 	
					<ul style="list-style-type: none"> extracts information from, analyses, and creates increasingly complex thematic maps, including the following: <ul style="list-style-type: none"> demographic (e.g., population density, literacy rates) physical (e.g., frequency of natural events) extracts information from and analyses topographic maps 	
					<ul style="list-style-type: none"> extracts information from, analyses, and creates increasingly complex thematic maps, including the following: <ul style="list-style-type: none"> issue-based maps layering two or more themes (e.g., population density and CO₂ emissions; population settlement and weather events) 	

1. MAP AND GLOBE SKILLS *(continued)*

B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
Map types (e.g., sketch, thematic, topographic) <i>(continued)</i>						<ul style="list-style-type: none"> uses and creates appropriate types of maps to analyse data and communicate intended messages
Image types	<ul style="list-style-type: none"> extracts information from and analyses photographs of familiar places and sites (e.g., schoolyard, local community) 					
	<ul style="list-style-type: none"> extracts information from and analyses the following images: <ul style="list-style-type: none"> photographs of unfamiliar places and sites aerial images (e.g., satellite images, photographs taken from a plane) 					
	<ul style="list-style-type: none"> extracts information from and analyses remote sensing images (e.g., showing urban growth, water pollution, vegetation disease) 					<ul style="list-style-type: none"> extracts information/data from various image types uses various image types to communicate intended messages
Geographic information systems (GIS)				<ul style="list-style-type: none"> selects and uses appropriate base maps for chosen locations and for specific inquiry uses pre-selected layer content required for inquiry interprets and analyses information from layers placed on map 		

1. MAP AND GLOBE SKILLS *(continued)*

B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
Geographic information systems (GIS) <i>(continued)</i>					<ul style="list-style-type: none"> chooses the appropriate data to create a map for a specific purpose determines and selects layer content required for a specific inquiry interprets and analyses a GIS generated map uses a GIS generated map to communicate ideas and recommendations 	
						<ul style="list-style-type: none"> generates data from various sources (e.g., GPS, statistics, surveys) creates layers relevant to a specific inquiry applies GIS to solve problems and make recommendations
Plan types					<ul style="list-style-type: none"> analyses land-use plans (e.g., community and regional plans, official site plans) 	
						<ul style="list-style-type: none"> extracts and analyses information/data from various plan types uses various plan types to communicate intended messages

1. MAP AND GLOBE SKILLS *(continued)*

B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
Globes		<ul style="list-style-type: none"> locates key reference points (e.g., poles, equator) identifies hemispheres locates selected countries and cities 				
Projections and map perspectives					<ul style="list-style-type: none"> understands the distortions in various map projections (e.g., Mercator, Peters, Lambert) 	
						<ul style="list-style-type: none"> uses various projections to communicate intended messages about data and information

2. GRAPHING SKILLS

Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
The student:					
<ul style="list-style-type: none"> extracts information from, analyses, and creates: <ul style="list-style-type: none"> pictographs tallies 					
	<ul style="list-style-type: none"> extracts information from, analyses, and creates: <ul style="list-style-type: none"> bar graphs line graphs 				
	<ul style="list-style-type: none"> extracts information from, analyses, and creates: <ul style="list-style-type: none"> double bar graphs multiple line graphs climate graphs uses computer technology (e.g., graphing software and online programs) to create graphs 				
				<ul style="list-style-type: none"> extracts information from, analyses, and creates: <ul style="list-style-type: none"> scatter graphs population pyramids circle graphs stacked bar graphs cross-sectional profiles 	
					<ul style="list-style-type: none"> uses appropriate graphs to communicate data, make recommendations, and solve problems

GLOSSARY

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

Note: The definitions of terms marked with an asterisk (*) are reproduced with the permission of the Minister of Public Works and Government Services Canada, 2012. Courtesy of the Department of Canadian Heritage.

abolitionism. The movement to end slavery.

absolute location. The location of a point on Earth's surface that can be expressed by a grid reference (e.g., by latitude and longitude).

Acadians. Early French settlers in Acadia, which comprised today's Maritime provinces and parts of eastern Quebec, or descendants of these settlers, especially ones living in the Maritimes or in Louisiana (Cajuns).

acid precipitation. Any form of precipitation, including rain, fog, and snow, that is more acidic than normal. Acid precipitation is determined by its pH level; the lower the pH, the more acidic and damaging it is.

Act of Union. British legislation, which took effect in 1841, uniting Upper Canada and Lower Canada to create the colony of the Province of Canada. The province comprised Canada West (now southern Ontario) and Canada East (now southern Quebec).

advocacy group. See **stakeholder**.

aggregate. A coarse material that includes gravel, crushed stone, and sand. The major component in concrete and asphalt, it is generally used in construction and is the most heavily mined material in the world.

alternative energy source. An alternative to such conventional energy sources as fossil fuels and nuclear power. Common alternative energy sources include solar, wind, hydrogen, fuel cell, and tidal power.

annotated map. A map that includes a collection of notes about a specific location or an event that happened at a specific location. See also **map**.

antisemitism. Hostility towards or prejudice against Jews.

aquifer. A large, natural reservoir underground.

arable land. Land that can be used for growing crops. It is rich in nutrients, has a fresh water supply, and is located in a suitable climate.

artefact. An item (e.g., a tool, weapon, household utensil, etc.) made by people in the past and now used as historical evidence.

Assembly of First Nations (AFN). A national representative organization of the First Nations in Canada. Formerly known as the National Indian Brotherhood, it became the Assembly of First Nations in 1982. Each band council in the country elects a chief to participate in an annual general assembly of the AFN. A national chief is elected every three years by the Chiefs-in-Assembly.

atmosphere. A gaseous mass of air surrounding a celestial body, such as Earth.

band. Defined by the Indian Act, in part, as “a body of Indians ... for whose use and benefit in common, lands ... have been set apart”. Each band has its own governing band council, usually consisting of a chief and several councillors. The members of the band usually share common values, traditions, and practices rooted in their language and ancestral heritage. Today, many bands prefer to be known as First Nations. *See also* **First Nations**.

band councils. *See* **band**.

Basel Convention. The Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal is a United Nations convention, adopted in 1989, to protect human health and the environment against adverse effects of hazardous waste by reducing hazardous waste generation and restricting and regulating its cross-border movement.

bias. An opinion, preference, prejudice, or inclination that limits an individual’s or group’s ability to make fair, objective, or accurate judgements.

bioaccumulation. The process by which chemicals (e.g., mercury, chemicals from pesticides) collect in organisms in progressively higher concentrations towards the top of the food chain.

biodiversity. The variety of species (types) of organisms at all levels of classification in an ecosystem, and the variety of ecosystems, globally or within a specific geographic region. *See also* **ecosystem**.

biosphere. The portion of Earth (air, land, water) that supports living organisms.

birth rate. The number of live births per thousand people in one year.

black market. Economic activity outside of the legal government-regulated system; the illegal buying and selling of goods, services, and/or currencies.

boreal forest. A zone dominated by coniferous trees. Canada’s largest biome, occupying 35 per cent of the total Canadian land area and 77 per cent of Canada’s total forest land, is boreal forest.

branch plant. Historically, a factory or office established in Canada by an American parent company whose head office remained in the United States. Branch plants were created primarily to avoid tariffs. *See also* **multinational corporation**.

branches of government. In Canada, the three branches – executive, legislative, and judicial – that make up the federal and provincial governments. *See also* **executive branch; judicial branch; legislative branch**.

built environment. Features of the human environment that were created or altered by people (e.g., cities, transportation systems, buildings, parks, recreational facilities, landfill sites). *See also* **human environment**.

bylaw. A law or rule passed by a municipal council and applicable to that municipality.

Canadian Charter of Rights and Freedoms. A part of the Constitution Act, 1982, the Charter guarantees Canadians fundamental freedoms as well as various rights, including democratic, mobility, legal, and equality rights. It recognizes the multicultural heritage of Canadians, and protects official language rights and the rights of Aboriginal Canadians.

Canadian Shield. A vast landform region that extends from the Great Lakes and the St. Lawrence River to the Arctic Ocean, covering almost half of Canada. It is characterized by Precambrian rock that is rich in minerals.

carbon offset. A way in which an emitter of greenhouse gases can prevent its emissions from increasing atmospheric greenhouse gas concentrations by paying someone else to reduce, avoid, or absorb an equal quantity of emissions.

cardinal directions. The four major points of the compass – N, S, E, and W. Cardinal directions can be subdivided into intermediate directions – NE, SE, NW, SW. Cardinal and intermediate directions are elements of mapping.

census metropolitan area (CMA). A statistical area classification, a CMA consists of one or more neighbouring municipalities situated around a major urban core. A CMA must have a total population of at least 100,000, of which 50,000 or more live in the urban core. As of 2011, there were 33 CMAs in Canada, which range in size from Toronto (the largest) to Peterborough (the smallest).

chief. One of many types of leaders, informal and formal, in First Nations, Métis, and Inuit societies, governments, and traditional governance structures, past and present. Currently, under the Indian Act, there is an imposed governing system on reserves requiring each band to elect a chief and up to 12 councillors for a term of two years. *See also* **Indian Act**.

Chinese Immigration Act (1885). An act that, in an effort to limit Chinese immigration, placed a head tax of \$50 on all Chinese immigrants entering Canada. The tax was raised to \$100 in 1900 and \$500 in 1903.

choropleth map. A map in which graded colours are used to illustrate the average values for or quantities of something (e.g., population density, quality of life indicators, fresh water resources) in specific areas. *See also* **map**.

citizen. An inhabitant of a city, town, or country; also, a person who is legally entitled to exercise the rights and freedoms of the country in which he or she lives.

citizenship. An understanding of the rights of citizens within various communities (local, national, and global), and of the roles, responsibilities, and actions associated with these rights.

civics. A branch of politics that focuses on the rights and responsibilities of citizenship. *See also* **citizenship**.

climate. The average weather conditions of an area over an extended period of time. *See also* **weather**.

climate change. A significant change in the average state of Earth's climate that persists for several decades or more. It can be caused either by natural factors or by human activities that alter the composition of the atmosphere or change major characteristics of the land surface, as when forests are replaced by farmland. Climate change can affect a number of weather characteristics, such as temperature, precipitation, and wind patterns, as well as the occurrence of severe weather.

climate graph. A graph that combines average monthly temperature (presented as a line graph) and precipitation data (presented as a bar graph) for a particular place.

clustered settlement pattern. A closely spaced grouping of houses, towns, or villages.

colonization. A practice of domination that involves the political, economic, and/or cultural subjugation of one people by another.

command economy. An economic system in which the government owns and controls all facets of the economy. *See also* **economic system**.

commodity. A good or service purchased or used by consumers.

common good. The well-being of all or most of the people in a community or society as well as of components of the natural environment. Factors such as peace, justice, economic fairness, and respect for human rights and the environment contribute to the common good.

community/communities. A group of people who have shared histories, culture, beliefs, and/or values. Communities can also be identified on the basis of shared space, ethnicity, religion, and/or socio-economic status. A person may belong to more than one community (e.g., a school community, town, ethnic group, nation, etc.).

Confederation. The federal union, in 1867, of British North American colonies into the Dominion of Canada.

constitution.* A set of rules that define the political principles, the institutions, the powers, and the responsibilities of a state. The Canadian Constitution is made up of three elements: written constitution, legislation, and unwritten constitution (rules of common law and conventions). *See also* **Canadian Charter of Rights and Freedoms; constitutional convention.**

constitutional convention.* Well-established customs or practices that have evolved over time and are integral aspects of the Canadian system of government even though they are not specifically mentioned in the Constitution. *See also* **constitution.**

constitutional monarchy.* A form of government in which executive (Crown) powers are exercised by or on behalf of the sovereign and on the basis of ministerial advice. Canada is a constitutional monarchy.

consumerism. An ideology that encourages people to acquire goods and services in increasing amounts.

Corn Laws. Nineteenth-century British laws that set duties on grain imported from outside the British Empire. Farmers in colonial Canada benefited from preferential duties until the repeal of the Corn Laws in the 1840s.

coureurs de bois. French fur traders in New France who lived on the frontier rather than in formal settlements, they were the middlemen in the fur trade between French merchants and First Nations trappers.

Crown corporations.* Corporations in which the government, be it at the national or provincial level, has total or majority ownership. Organized on the pattern of private enterprises, they have a mandate to provide specific goods and/or services.

Crown land.* Land belonging to the government, whether in the national or provincial jurisdiction.

culture. The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

death rate. The number of deaths per thousand people in one year.

deforestation. The destruction and removal of a forest and its undergrowth by natural or human means.

democracy. A form of government in which laws are made by a direct vote of the citizens (direct democracy) or by representatives on their behalf (indirect democracy). In an indirect, or representative, democracy such as Canada, elected representatives vote on behalf of their constituents.

demographics. Statistics describing the characteristics of an area's population, including those relating to age, sex, income, and education.

desertification. The process by which arable land becomes desert, as a result of factors such as a decline in average rainfall over time, deforestation, and/or poor agricultural practices.

digital footprint. A trail of information a person leaves when using digital devices. It enables third parties to access data such as an individual's Internet Protocol (IP) address, the Internet sites that person has visited, and comments he or she has made.

digital representations. Computer-based representations of the world in which spatial characteristics are represented in either 2D or 3D format. These representations can be accessed and applied using online mapping software or interactive atlases.

disparity. The unequal distribution of funds, food, or other commodities or resources among groups, regions, or nations. Indicators of economic wealth are often used when assessing disparity.

diversity. The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

doubling time. The length of time it takes for a given population to double. It is often used to measure a country's population growth rate.

drainage basin. The area drained by a river system.

ecological footprint. The impact of human activities on the environment, measured in terms of biologically productive land and water that is used to produce the goods people consume and to assimilate the waste they generate. An ecological footprint can be calculated at the individual, community, national, or global level.

economic indicator. A statistical measure that gives an indication of the performance of and trends in an economy.

economic sector. A segment of the economy that is characterized by similar types of activities, products, and/or services (e.g., by resource extraction, manufacturing, etc.). *See also* **knowledge-based industries; manufacturing sector; primary industries; service-based industries.**

economic system. The way in which a particular society produces, distributes, and consumes various goods and services. *See also* **command economy; market economy; mixed economy; traditional economy.**

economy. The system of production and consumption of various commodities and services in a community, region, or country, or globally.

ecosystem. A self-regulating system, created by the interaction between living organisms and their environment, through which energy and materials are transferred.

ecotourism. Travel to fragile or pristine areas, often seen as low impact and as an alternative to standard commercial travel.

ecumene. A space on Earth's surface that is occupied by permanent human settlement.

Elder. A man or woman whose wisdom about spirituality, culture, and life is recognized and affirmed by the community. Not all Elders are "old". The Aboriginal community and individuals will normally seek the advice and assistance of Elders on various traditional, as well as contemporary, issues.

elevation. The height of something above a reference level, especially above sea level.

emigration. The act of leaving one country or region to settle in another.

enemy aliens. People residing in one country who are citizens of another state that is at war with their country of residence. In Canada, the majority of people classified as enemy aliens during World War I were of Ukrainian descent; they were either interned or forced to carry identity papers and report regularly to the police. In World War II, the majority of people classified as enemy aliens were of Japanese descent; many Japanese Canadians were rounded up and sent to camps and had their property confiscated.

entrepreneur. A person who organizes, operates, and assumes the risk for a business venture.

environment. Everything, both natural and human-made, that surrounds us.

equality. A condition in which all people are treated the same way, regardless of individual differences. *See also* **equity.**

equator. Latitude zero degrees; an imaginary line running east and west around the globe and dividing it into two equal parts.

equity. Fair, inclusive, and respectful treatment of all people. Equity does not mean treating all people the same, without regard for individual differences. *See also* **equality**.

erosion. The wearing down and carrying away of material from exposed surfaces by water, wind, or ice.

ethnicity. The shared national, ethnocultural, racial, linguistic, and/or religious heritage or background of a group of people, whether or not they live in their country of origin.

evidence, law of. The body of regulations governing statements and other information intended to prove or disprove an alleged fact before a court. In Canada, the law of evidence falls under both federal and provincial legislation and is also affected by common law decisions.

executive branch.* The branch of government that carries out the law; the cabinet and ruling government that sit in the elected chamber (House of Commons/Legislature). Also referred to as “the Queen in Council”. *See also* **branches of government; judicial branch; legislative branch**.

factors of production. Economic inputs – land, labour, capital, and entrepreneurship – utilized in the production process.

fair trade. An approach to international trade, with the goal of social and environmental sustainability and fair compensation to producers.

federal legislation/federal statutes. Laws (acts) that are created and passed by the Parliament of Canada. Provincial legislation/statutes are created and passed by provincial legislatures.

federal system. A system of government in which several political jurisdictions form a unity but retain autonomy in defined areas. The central or national government is called the federal government. Canada has a federal system of government.

Fenians. Irish Americans who were part of a secret revolutionary organization, formed in 1857, dedicated to the overthrow of British rule in Ireland. They conducted a series of raids from the United States into Canada between 1866 and 1870.

fertility rate. The average number of live births for a woman in her childbearing years in the population of a specific area.

feudalism. A political and economic system under which the monarch grants land (a fief) to the nobility (lords) in exchange for homage and military service; serfs (tenant farmers) are obliged to work the land in exchange for military protection, providing the lord with homage, services, and a portion of the harvest. In the Middle Ages, many countries in Europe and Asia were feudal societies. *See also* **seigneurial system**.

field study. A hands-on learning experience in the outdoors. Field studies can be open ended or organized for a specific purpose or inquiry.

Filles du Roi. About 800 women sent to the colony of New France by the French government in the latter half of the seventeenth century, to provide wives for male settlers, thus helping to ensure the permanence and stability of the colony.

firm. Any business, including sole proprietorships, partnerships, or corporations.

First Nations. The term used to refer to the original inhabitants of Canada, except the Inuit. A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities. *See also* **band**.

first past the post. *See* **single member plurality**.

flow map. A map that shows the movement of objects or people from one location to another. *See also* **map**.

flow resource. A resource that is neither renewable nor non-renewable, but must be used when and where it occurs (e.g., running water, wind, sunlight).

forensic evidence. Scientific evidence, such as the result of blood tests, DNA analysis, or ballistic analysis, that can be used in court.

fossil fuel. A non-renewable energy source that is formed from the remains of ancient plants and animals (e.g., coal, natural gas, petroleum). *See also* **non-renewable resource**.

free trade. Trade, including international and interprovincial trade, where tariffs are not applied to imports, and exports are not subsidized.

Fujita scale. Also known as the Fujita-Pearson scale or the F-scale, a scale used to measure the intensity of a tornado based on the amount of damage it has caused. The scale ranges from an F0, the lowest intensity, to F5, the highest.

genocide. The planned, systematic destruction of a national, racial, political, religious, or ethnic group.

geodetic datum/geodetic system. A coordinate system and a set of reference points used to locate places on Earth.

geographic information system (GIS). A technological system that allows for the digital manipulation of spatial data, such as those relating to land use, physical features, and the impact of disasters. Users of GIS can input data and create and analyse tables, maps, and graphs in order to solve problems relating to a specific area of land and/or water. *See also* **spatial technologies**.

global commons. Earth's resources, such as the oceans or the atmosphere, that have no political boundaries because they are part of systems that circulate throughout the world.

globalization. A process, accelerated by modern communications technology, that multiplies and strengthens the economic, cultural, and financial interconnections among many regions of the world.

global positioning system (GPS). A navigation and positioning system that uses satellites and receivers to provide highly accurate location coordinates for positions on or above Earth's surface. *See also* **spatial technologies**.

governor general.* The personal representative of the Queen, who acts on her behalf in performing certain duties and responsibilities in the federal jurisdiction.

Great Lakes–St. Lawrence Lowlands. The area that surrounds the lower Great Lakes and the St. Lawrence River, including the most densely populated portions of Ontario and Quebec. This area of gently rolling hills and flat plains provides an excellent physical base for agriculture and settlement and is often described as the country's heartland.

grey market. Trade in goods and/or services that is legal but occurs outside of authorized or official trading channels.

grid. A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns. The term also refers to a coordinate plane that contains an x-axis (horizontal) and a y-axis (vertical) and is used to describe the location of a point.

gross domestic product (GDP). The value of all the goods and services produced in a country in one year.

groundwater. Water below the surface of the land. Often an aquifer, groundwater can also take the form of underground streams or lakes or be held in pores in the soil. Groundwater is constantly in motion as part of the hydrological cycle. *See also* **aquifer**.

habitant. A French colonist in New France, particularly a rural settler or peasant.

habitat. The place where an organism lives and that provides it with the food, water, shelter, and space it needs to survive.

heritage. The legacy passed down from previous generations, including cultural traditions, art, literature, and buildings.

hierarchy. A system in which groups or individuals are ranked above or below one another.

historiography. The study of historical methodologies and the schools of thought within the discipline of history; the history of historical writing on a specific topic.

Holocaust. The systematic, state-sponsored persecution and annihilation of European Jewry by the Nazis and their collaborators between 1933 and 1945.

Holodomor. A famine in Ukraine in 1932–33, engineered by the Soviet government under Stalin, during which millions of Ukrainians starved to death.

House of Commons. See **legislature**; **Parliament of Canada**.

Human Development Index. The results of an annual ranking of countries with respect to life expectancy, educational achievement, standard of living, and other measures of development.

human environment. The built features of an area and the interactions among these features and/or between these features and the natural environment. See also **built environment**.

human rights. Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other similar factors.

hydrosphere. The collective mass of water found on, under, and over the surface of the earth.

I=PAT. A formula used to measure the impact (I) on the environment of three factors – population (P), affluence (A), and technology (T).

identity. How one sees oneself within various communities, local to global.

identity theft. The criminal act of obtaining and using the personal and financial information of another person without his or her consent.

ideology. A set of related beliefs, ideas, and attitudes that characterizes the thinking of a particular group or society.

immigration. The act of coming to a different country or region in order to take up permanent residence.

imperialism. The policy of extending the authority of one country over others by territorial acquisition or by establishing economic and political control over the other nations.

Indian. Under the Indian Act, “a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian”. Outside this specific legal meaning, the term is often seen as outdated and offensive, and the term “First Nation” is preferred. See also **First Nations**.

Indian Act. Federal legislation that regulates Indians and reserves and sets out certain federal government powers and responsibilities towards First Nations and their reserved lands. The first Indian Act was passed in 1876. Since then, the act has undergone numerous amendments, revisions, and re-enactments. See also **Indian**.

indigenous species. A native species – one that originates or naturally occurs in an area.

industrialization. The development of industry, primarily manufacturing, on a very wide scale.

industrial society. A society whose economy is based predominantly on large-scale production using technology and power-driven machinery and that is characterized by broad divisions of labour.

infant mortality rate. The death rate of children between birth and one year of age in a given area, expressed per 1,000 live births.

infographic. A graphic visual representation of information and/or data. It is usually an image with accompanying information or data.

infrastructure. The networks of transportation, communications, education, and other public services that are required to sustain economic and societal activities.

interest group. *See stakeholder.*

intergovernmental organization. An agency established by a formal agreement between member national governments (e.g., the United Nations, the Commonwealth).

intermediate directions. *See cardinal directions.*

International Court of Justice (ICJ). Established under the United Nations Charter in 1945, the ICJ is the primary judicial organ of the UN. It settles disputes brought to it by states and gives opinions on legal questions submitted to it by UN or other agencies.

International Criminal Court (ICC). A permanent, treaty-based, international criminal court established in 2002 to help end impunity for the perpetrators of the most serious crimes of concern to the international community, including war crimes and genocide. Unlike the ICJ, the ICC is not part of the United Nations system.

internment. In the context of Canadian history, the detention, confinement, or incarceration of people, often enemy aliens, under the federal War Measures Act. *See also enemy aliens; War Measures Act.*

Inuit. Aboriginal people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

invasive species. An organism, plant, animal, fungus, or bacterium that is not native to a region and has negative effects on the new environment.

issue. A topic or question of concern on which people may take different points of view.

judicial branch.* The branch of government that interprets the law – in other words, the courts. Also referred to as “the Queen in Banco” or “the Queen on the Bench”. *See also branches of government; executive branch; legislative branch.*

judicial discretion. The power the law gives a court or a judge to choose between two or more lawful alternatives or to make decisions based on fairness or a weighing of the facts and circumstances.

judicial independence. The concept that the judicial branch must decide cases based on their merits, free from interference from other sources, including other branches of government. In Canada, judicial independence is entrenched in the Constitution.

knowledge-based industries. The part of the economy that is knowledge-based, such as government, scientific research, education, and information technology. Also referred to as the quaternary sector. *See also economic sector.*

Komagata Maru. A ship that arrived in Vancouver in May 1914 carrying 376 Indian citizens, all of whom were British subjects, seeking entry into Canada. The passengers were met with hostility, and most were not permitted to disembark. After attempts to challenge Canada’s exclusionist immigration policy proved unsuccessful, the ship and its passengers, which had been detained in port for two months, were sent back to India.

Kyoto Protocol. An international agreement created under the United Nations Framework Convention on Climate Change (UNFCCC) in Kyoto, Japan, in 1997, this protocol committed major industrial nations to reducing their annual carbon emissions to below 1990 levels, while providing financial supports to developing nations to encourage them to eventually follow suit. Canada ratified the accord in 2002 but announce its withdrawal from it in 2011.

labour union. A group of workers who have come together to pursue common goals, such as better working conditions. Union leaders bargain with employers and negotiate labour contracts.

land claims. A First Nation, Métis, or Inuit assertion of rights over lands and resources, and of self-government, which can also concern Aboriginal and treaty title and rights. When resolved, the final agreements often outline rights, responsibilities, and/or benefits.

landfill. A method of waste disposal, in which solid waste is collected and transferred to a set location, where it is buried. In Canada, there are provincial regulations governing landfill sites, with the goal of minimizing their impact on health and the environment.

landform. A natural physical feature of a land surface (e.g., a mountain, plateau, valley, plain).

land grant. Land that is given to individuals or groups by a government or other governing body.

land reclamation. The creation of “new” land from existing riverbeds or seas. Also, the reclamation or rehabilitation of land that was previously disturbed, often by resource extraction. *See also* **rehabilitation**.

land use. Ways in which land is used by people (e.g., for commercial, industrial, residential, transportation, or recreational purposes). In mapping, different land uses are conventionally represented by specific colours.

latitude. The distance north and south of the equator, measured in degrees. *See also* **equator**.

laws. Formal rules and regulations governing a community’s affairs that are enforced by a political authority and judicial decisions.

League of Indians of Canada. An organization established in 1919 to lobby for First Nations rights in Canada.

legend. An explanatory description or key to features on a map or chart.

legislative branch.* The branch of government that makes the laws – the Parliament of Canada and provincial and territorial legislatures. Also referred to as “the Queen in Parliament”. *See also* **branches of government; executive branch; judicial branch**.

legislature.* The federal legislature (Parliament of Canada) consists of the Queen, the Senate, and the House of Commons. The provincial legislatures consist of the lieutenant governor and the elected house. *See also* **Parliament of Canada**.

LGBT. The initialism used to refer to lesbian, gay, bisexual, and transgender people. A broader range of identities is also sometimes implied by this initialism, or they may be represented more explicitly by LGBTTIQ, which stands for *lesbian, gay, bisexual, transgender, transsexual or two-spirited, intersex, and queer or questioning*.

life expectancy. The average number of years that a person is expected to live. Life expectancy varies by historical period, gender, region, and other factors.

linear settlement pattern. A narrow grouping of houses or settlements whose placement is determined by features such as a river, road, or valley.

lines (mapping). Lines are used in mapping, including GIS, to represent linear features such as roads, railways, rivers, shipping lines, flight paths, and topography.

liquefaction. A natural phenomenon that occurs when soil particles that are partially saturated lose their strength and flows like liquid, usually as a result of shaking during an earthquake. Liquefaction is responsible for a great deal of the damage that has been caused by earthquakes around the world.

literacy rate. The percentage of the adult population who can read and write.

lithosphere. The solid upper layer of Earth, consisting of the crust and upper mantle.

longitude. The distance east and west of the prime meridian, measured in degrees. *See also* **prime meridian**.

Loyalists. Those people in the American colonies who declared their loyalty to Britain before the conclusion of the American Revolution (1775–83) and emigrated elsewhere, the Maritimes and present-day Ontario and Quebec being common destinations.

macroeconomics. The branch of economics that focuses on the structure, behaviour, and performance of the economy as a whole (e.g., gross domestic product, economic growth, rates of unemployment).

Magna Carta. The Magna Carta (the Great Charter), which became law in 1215, is considered to be the foundation for British common law. With its establishment of the rule of law and guarantee of due process, it has guided the fundamental principles of common law around the world, including Canada and the United States.

Manifest Destiny. The nineteenth-century doctrine that the United States had the right and duty to expand throughout North America.

manufacturing. The process of making goods, either by machine or by hand.

manufacturing sector. Industries that convert raw materials into finished industrial products (e.g., the auto industry). Also referred to as the secondary sector or secondary industries. *See also* **economic sector**.

map. A visual representation of natural and/or human characteristics. Maps can be used in various forms – print, digital, and online interactive – and may be annotated with textboxes to provide more information. *See also* **annotated map; choropleth map; flow map; thematic map; topographic map**.

market economy. An economic system in which privately owned corporations control the production and distribution of most goods and services. *See also* **economic system**.

matriarchy. A social system in which women are the heads of families and descent is traced through the maternal line; also, a society that is governed by women or in which women have the greatest political power.

medieval. The historical period from roughly the fifth to the fourteenth century; the Middle Ages.

megaproject. A large-scale investment project, usually costing more than \$1 billion.

Métis. People of mixed First Nations and European ancestry. Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

microeconomics. The branch of economics that focuses on the economic decisions of individuals and businesses (e.g., with respect to setting prices or allocating resources).

migration. The permanent shift of people from one country, region, or place to another for economic, political, environmental, religious, or other reasons. Also, the movement, often seasonal, of animals from one area to another (e.g., for food or breeding or because of loss of habitat).

mixed economy. An economic system in which both the private sector and the government have control of and a say in the economy. It is a combination of command and market economic systems.

Montreal Protocol. The Montreal Protocol on Substances That Deplete the Ozone Layer, which came into force in 1989, was designed to reduce the production and consumption of ozone-depleting substances in order to protect Earth's ozone layer.

multiculturalism. The acceptance of cultural pluralism as a positive and distinctive feature of society. In Canada, multiculturalism is government policy, and includes initiatives at all levels of government to support cultural pluralism.

multinational corporation/transnational corporation. A corporation that has its headquarters in one country and manages production or delivers services in other countries.

municipal government. In Canada, one of the levels of government below that of the provinces. The constitution gives the provinces jurisdiction over municipal affairs.

municipal region. A local area that has been incorporated for the purpose of self-government.

NAFTA. See **North American Free Trade Agreement.**

National Aboriginal Day. A day, June 21, proclaimed by the federal government in recognition of the contributions of First Nations, Métis, and Inuit to the development of Canada.

nationalism. The ideology that promotes devotion to the collective interests and cultural identity of a nation.

National Policy. When capitalized, the term refers to the economic policy of John A. Macdonald's government, which in 1879 implemented tariffs to protect Canadian manufacturing. In a more general sense (i.e., when the term is lower cased), it refers not only to tariffs but also to the goals of fostering western settlement and building the transcontinental railway.

NATO. See **North Atlantic Treaty Organization.**

natural disaster. A catastrophic event caused by Earth's physical processes that affects human settlement. Examples include the North American ice storm of 1998, the Indian Ocean tsunami of 2004, and Hurricane Sandy in 2012. See also **natural hazard.**

natural hazard. A natural event or feature, created by Earth's natural processes, that poses a threat to human safety. Examples of natural hazards include blizzards and ice storms; earthquakes; floods; landslides; tornadoes, cyclones, and hurricanes; tsunamis; icebergs; and volcanoes. See also **natural disaster.**

natural phenomena. Physical processes and events pertaining to things such as weather, wave action, soil build-up, or plant growth.

natural resource. Something found in nature that people find useful or valuable. See also **flow resource; non-renewable resource; renewable resource.**

non-governmental organization (NGO). An organization that operates independently of governments, typically providing a social or public service (e.g., Doctors without Borders, Free the Children, Nature Conservancy).

non-renewable resource. A resource that is limited and cannot be replaced once it is used up (e.g., coal, oil, natural gas).

NORAD. See **North American Air Defense Command.**

North American Air Defense Command (NORAD). A joint Canadian-American organization established in 1958 to monitor and defend airspace and to issue warnings regarding threats to North America from missiles and other aerospace weapons. Later renamed the North American Aerospace Defense Command.

North American Free Trade Agreement (NAFTA). A trade agreement between Canada, the United States, and Mexico that became law in 1993. The main purpose of NAFTA is to facilitate and increase trade among the three countries.

North Atlantic Treaty Organization (NATO). A political and military alliance among 28 European and North American nations, including Canada, whose primary goal is the collective defence of its members and peace in the North Atlantic region.

opinion. A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

opportunity cost. Benefits that a person loses as a result of choosing one alternative over another (e.g., staying in school versus taking a job). Opportunity costs are often, but not always, economic.

Parliament of Canada.* The supreme legislature of Canada, consisting of the Queen (represented by the Governor General), the Senate, and the House of Commons.

parliamentary democracy.* A British system of government in which the executive (prime minister/premier and cabinet) sit in the elected chamber (House of Commons/Legislature) and are accountable to the elected representatives of the people. Canada is a parliamentary democracy.

peacekeeping. Intervention, often by international forces (military, police, and/or civilian) in countries or regions that are experiencing conflict, with the goal of maintaining peace and security and helping create a social and political environment that leads to lasting peace. International peacekeeping missions are generally conducted under the auspices of the United Nations.

per capita income. The average amount of money earned per person per year in a country or region.

physical feature. An aspect of a place or area that derives from the physical environment (e.g., water bodies – lakes, rivers, oceans, seas, swamps; landforms – mountains, valleys, hills, plateaus; soil types; vegetation).

physical region. A geographic area characterized by similar landforms, climate, soil, and vegetation.

plate tectonics. The movement of the thin outer layer of Earth's crust on which the oceans and continents rest. This movement, which is driven mainly by convection currents in material beneath the crust, by gravity, and by Earth's rotation, results in the buckling (fold mountains), tearing (earthquakes), and erupting (volcanoes) of Earth's surface. *See also* **tectonic forces.**

points (mapping). Individual marks on a map, including GIS maps, that provide the location of geographic features that can be represented by a single point (e.g., a mountain peak, a city on a map of the world, washrooms on a trail, point of interest on a road).

political region. A geographical area that shares a government and has its own leaders and sets of laws.

polygons (mapping). Irregular 2D shapes used in mapping, including GIS maps, to represent the boundaries of geographical features that cover a particular area of Earth's surface (e.g., lakes, national park boundaries, buildings, or land uses). Polygons can show perimeters and area.

population density. The average number of people in a particular area, calculated by dividing the number of people by a unit of space (e.g., per square kilometre).

population distribution. The way in which a population is spread across a geographical area.

population pyramid. A horizontal bar graph that indicates the number of people in different age groups and the balance between males and females in the population. These graphs can be used for a city, country, or other political region.

powwow. A spiritual and social gathering that takes place among First Nations and includes songs, dances, rituals, ceremonies, and/or competitions. In Canada, powwows were outlawed by the federal government from the late nineteenth century until the 1950s.

premier. The head of a provincial or territorial government in Canada.

primary industries/primary sector. Industries that harvest or extract raw materials or natural resources (e.g., agriculture, ranching, forestry, fishing, mining). *See also* **economic sector.**

prime meridian. Longitude zero degrees; an imaginary line running north and south, which by international agreement runs through the Royal Observatory at Greenwich, England. *See also* **longitude.**

prime minister. The head of the government in a parliamentary democracy, including Canada. The prime minister is the leader of the party that is in power and that normally has the largest number of the seats in parliament.

proportional representation. A voting system in which the number of seats held by each party is in proportion to the number of votes each party received, rather than, as in a single member plurality, the number of ridings won by each party. *See also* **single member plurality; voting system.**

pull factors. In migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous locations.

push factors. In migration theory, the social, political, economic, and environmental forces that drive people from their previous locations to search for new ones.

quality of life. Human well-being, as measured by social indicators, including education, environmental well-being, health, and living standards. *See also* **Human Development Index.**

quaternary sector. *See* **knowledge-based industries.**

Quebec Act (1774). A British act that extended the rights of the French in Quebec, recognizing the Roman Catholic religion and reinstating French civil law in the British colony.

Quiet Revolution. A period of rapid change that occurred in Quebec in the 1960s. During these years the church-based education system was reformed, hydroelectric utilities were nationalized, the Quebec Pension Plan was created, and new ministries for cultural affairs and federal/provincial relations were formed.

raster. A spatial data model in which pixels that contain an attribute value and location coordinates are organized on a grid. Examples of raster data include digital aerial photographs, imagery from satellites, digital pictures, and scanned maps.

rebellion. Armed resistance against an established government.

reciprocity. In Canadian and American history, reciprocity refers to free trade between Canada and the United States, including the Reciprocity Treaty, signed in the 1850s.

refugee. A person who is forced to flee for safety from political upheaval or war to a foreign country.

region. An area of Earth having some characteristic or characteristics that distinguish it from other areas.

rehabilitation. A process in which people attempt to restore land damaged by a natural event or by human activity, such as primary industry, back to its natural state (e.g., an old quarry being turned into a park).

remote sensing. The gathering of information about Earth from a distance (e.g., through aerial photographs or data collected by instruments aboard satellites or aircraft).

renewable resource. A resource that can be regenerated if used carefully (e.g., fish, timber).

reserves. Lands set aside by the federal government for the use and benefit of a specific band or First Nation. The Indian Act provides that this land cannot be owned by individual band or First Nation members.

residential schools. In Canada, federally funded, church-run educational institutions for First Nations, Inuit, and Métis children. These schools were particularly numerous in the first half of the twentieth century, although some continued into the 1990s. Aboriginal children were removed from their families and sent to boarding (residential) schools as part of a government policy of assimilation. Other countries, such as Australia and the United States, also subjected Aboriginal children to residential schools.

resource recovery. The extraction of resources from materials that have been discarded (e.g., from recycled materials or mine tailings).

resources. The machines, workers, money, land, raw materials, and other things that can be used to produce goods and services.

responsible government.* A government that is responsible to the people, based on the principle that governments must be responsible to the representatives of the people. Responsible government was a key demand in the British North American colonies in the early nineteenth century.

revolution. The forcible overthrow of a political regime or social order.

Richter scale. A scale used to measure the magnitude of – that is, the amount of energy released by – an earthquake, based on information gathered by a seismograph. The Richter scale is logarithmic, so that each whole number jumps signifies a tenfold increase. So a level 5 earthquake is ten times greater than a level 4 earthquake.

rights. Entitlements recognized and protected by law.

ring of fire. In Ontario, an area north of Thunder Bay that contains large deposits of chromite and other valuable minerals. There is some controversy as to how best to develop the deposits, with issues related to First Nations rights and economic development as well as the environment needing to be resolved.

Royal Proclamation of 1763. Issued to establish the boundaries of and administration in British North America following the Seven Years' War, when New France and other French territory was ceded to Britain. It established the constitutional framework for the negotiation of treaties with the Aboriginal inhabitants of large sections of Canada. It also promoted the assimilation of the French in Quebec.

rule of law. The fundamental constitutional principle that no governments or persons are above the law and that society is governed by laws that apply fairly to all persons.

Saffir-Simpson scale. A scale used to measure the sustained wind speed of a hurricane and to estimate its potential damage. The scale runs from category 1 to category 5, with category 5 hurricanes being the strongest.

scale. On a map, the measurement that represents an actual distance on Earth's surface. Scale can be indicated on a map by a ratio, a linear representation, or a statement.

scarcity. A fundamental concept in economics, the issue of scarcity arises because resources are limited but people's wants and needs are potentially unlimited. All economic decisions need to take the scarcity of resources into account.

scattered settlement pattern. Settlement mainly in rural areas where houses are scattered in no apparent pattern. The amount of space between dwellings depends on the amount of land that is required to grow enough food for the family living in each dwelling.

scatter graph. A graph in which data pairs are plotted on a coordinate plane or grid as unconnected points. A scatter graph is useful for showing correlation (i.e., the extent to which one variable is related to another). *See also* **grid**.

secondary sector. *See* **manufacturing sector**.

seigneurial system. A system in New France in which land (seigneuries) was granted to nobles, the church, and military and civil officers, and was farmed by tenants (*censitaires*). The seigneurial system was based on the old feudal system. *See also* **feudalism**.

Senate. *See* **legislature; Parliament of Canada**.

senator. In federal politics, a member of the Canadian Senate. Also, **Senator:** A part of the governance structure of the Métis Nation of Ontario, within which Senators are elected by Métis communities. Highly respected for their knowledge, values, and experience, Senators provide an Elder's presence at community events and meetings, and help keep Métis culture alive by sharing Métis traditions and ways of life.

service-based industries. That part of the economy that provides services (e.g., banking, retailing, education) rather than products. Also referred to as the tertiary sector. *See also* **economic sector.**

settlement pattern. The distribution and arrangement of individual buildings or of rural and urban centres (e.g., clustered, linear, scattered).

Seven Years' War. The war fought between imperial rivals France and Great Britain in 1756–63, which arose from conflict in North America two years earlier. The war ended with the Treaty of Paris, in which New France was ceded to Great Britain.

single member plurality: A voting system in which a country, province, or other entity is divided into electoral districts (ridings), and the person with the most votes in a district wins the seat for his or her political party. Canada has a single member plurality system. *See also* **proportional representation; voting system.**

social enterprises. For-profit companies or not-for-profit organizations that generate funds by selling goods and/or services in order to support social, cultural, and/or environmental goals.

social gospel. A movement, dating from the end of the nineteenth century, in which Christian ethics and ideas were applied to address social problems related to industrialization, including poverty, inequality, urban slums, and harsh working conditions. Social gospellers in Canada advocated temperance and child welfare, among other social reforms.

social justice. A concept based on the belief that each individual and group within a given society has a right to equal opportunity and civil liberties, and to exercise the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

social organization. The structures, roles, and relationships in a given society, such as class, political and economic systems, and gender roles.

social welfare programs. Government programs designed to help meet the personal, economic, emotional, and/or physical needs of citizens.

sovereignty. Independent control or authority over a particular area or territory.

spatial technologies. Technologies that support the use of geographic data. The data can be represented in various forms, such as maps, graphs, or photographs of a site. Examples of spatial technologies include geographic information systems (GIS), the global positioning system (GPS), and remote sensing. *See also* **geographic information system; global positioning system; remote sensing.**

stakeholder. A person, group, or organization that has an interest in or concern about something.

status Indian. *See* **Indian.**

stewardship. The concept that people's decisions, choices, and actions can have a positive impact, supporting a healthy environment that is essential for all life. A healthy environment supports sustainable relationships among all of Earth's living and non-living things.

subsistence farming. A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

suffragist. A person who campaigns for the extension of the right to vote (suffrage); a member of the suffrage movement, particularly the women's suffrage movement.

sustainability. Living within the limits of available resources. These resources may include Earth's natural resources and/or the economic and human resources of a society. Sustainability also implies equitable distribution of resources and benefits, which requires an understanding of the interrelationships between natural environments, societies, and economies.

sustained yield. Harvesting of a resource in which the amount extracted is managed so that the resource has time to regenerate itself.

system. Something made up of interconnected elements and processes that contribute to the whole (e.g., political systems, economic systems, natural systems).

tailings. Waste material left after a resource has been extracted during the mining process (e.g., the extraction of minerals from rocks, oil from the oil sands). Tailings are often toxic because of the processes used to separate the valuable materials from the waste.

tectonic forces. Forces caused by movements within or beneath Earth's crust that can produce earthquakes and volcanic eruptions. These forces result in the building up and tearing down of Earth's physical features (e.g., mountains, valleys, trenches). *See also* **plate tectonics**.

TEK. *See* **traditional ecological knowledge**.

temperance movement. The movement to control or ban alcoholic beverages. Although it was active in Canada, the temperance movement was particularly successful in the United States: in 1920, a constitutional amendment went into effect banning the sale of alcoholic beverages in that country, bringing about the period known as Prohibition.

terrace farming. A farming method in which fields are cut into hillsides to produce a series of steps or terraces. Walls are often used to hold soil in place.

tertiary industries. *See* **service-based industries**.

thematic map. A map depicting specific characteristics for a given area (e.g., a political map of the world, a natural resource map of Ontario, a map showing the destination of immigrants in early twentieth-century Canada). *See also* **map**.

topographic map. A map whose primary purpose is to show the relief of the land through the use of contour lines. It also uses symbols and colour to show a variety of built features. *See also* **map**.

traditional ecological knowledge (TEK).

Knowledge, practices, and beliefs relating to the environment that have been built up by First Nations, Métis, and Inuit peoples over generations through experience, observation, and close contact with nature.

traditional economy. An economic system in which decisions are made on the basis of customs, beliefs, religion, and habit. Traditional economies are often based on hunting, fishing, and/or subsistence agriculture. *See also* **economic system**.

transnational corporation. *See* **multinational corporation**.

Treaties of Peace and Friendship. A series of treaties negotiated throughout the eighteenth century between First Nations and imperial powers in North America. The first, the Great Peace of Montreal (1701), ended conflict between New France and the Haudenosaunee Nation. It was followed by a series of treaties between the British Crown and First Nations in the Maritimes. Unlike later treaties signed in other parts of Canada, the Peace and Friendship Treaties did not involve First Nations' surrendering rights to the resources they had traditionally used or the lands they had traditionally occupied.

treaty. A formal agreement between two or more parties. In Canada, treaties are often formal historical agreements between the Crown and Aboriginal peoples; these treaties are often interpreted differently by federal, provincial, and Aboriginal governments.

Treaty of Paris (1763). The treaty that formally ended the Seven Years' War. Among its provisions, France ceded New France to Britain, which renamed the territory Quebec.

treaty rights. Rights specified in a treaty. In Canada, the rights of Aboriginal people to hunt and fish in traditional territory and to use and occupy reserves are typical treaty rights. This concept can have different meanings depending on context and the perspective of the user.

United Nations. An intergovernmental organization formed in 1945 to promote peace and economic development.

Universal Declaration of Human Rights. A document adopted by the United Nations in 1948 setting out the basic rights and freedoms of all people.

Universal Transverse Mercator (UTM) coordinate system. An international locational reference system that depicts Earth's three-dimensional surface in a relatively accurate two-dimensional way. Due to extreme projection distortions at the poles, the UTM coordinate system does not include areas north of 84° north latitude or 80° south latitude.

urban heat island. A term used to describe the air mass over a large city that has a slightly higher average temperature than that of the surrounding air.

urbanization. A process in which there is an increase in the percentage of people living and/or working in urban places.

urban sprawl. The spread of a city over a relatively large area of land. The term has a negative connotation as a result of the stress on infrastructure and the environment associated with such expansion.

values. Personal or societal beliefs that govern a person's behaviours and choices.

vector. A coordinate-based data model that represents geographic features as points, lines, and polygons. Different geographical features are expressed by different shapes. *See also* **lines; points; polygons.**

voting. The act of expressing an opinion by a show of hands or ballot, usually with the intent of electing a candidate to office or passing a resolution.

voting system. The rules and processes by which governments are elected. Canada has a single member plurality system. *See also* **proportional representation; single member plurality.**

War Measures Act. An act, passed by the Canadian Parliament during World War I, that gives the federal cabinet emergency powers, permitting them to govern by decree when they believe that Canada and Canadians are under threat from war, invasion, or insurrection.

waste management. The handling (e.g., collection, disposal, reuse) of the waste products from human activity (e.g., sewage, garbage, e-waste).

weather. The conditions of the atmosphere, including temperature, precipitation, wind, humidity, and cloud cover, at a specific place and time. *See also* **climate.**

whistleblower. A person who witnesses or is told about illegal activities in a company or other organization and reports publicly on the illegal activities.

Youth Criminal Justice Act (Canada). A federal act, coming into force in 2003, that governs Canada's youth justice system. It applies to youth between the ages of 12 and 18 who are alleged to have committed criminal offences. In 2012 Parliament adopted amendments that were aimed at strengthening the ways in which the youth justice system deals with repeat and violent offenders.

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