

UNICEF and Global Education (Inc. Environmental) Curriculum Connections for Ontario
SECONDARY: Social Studies and Humanities
(Updated July 2007)

Grade Level	Course	Strand/Learning Expectations
9	Geography CGC 1D	<p>Geographic Foundations: Space and Time</p> <ul style="list-style-type: none"> • Identify and describe examples of Canadian art (e.g., in dance, drama , literature, music, visual arts) that reflect natural or cultural landscapes); <p>Human-Environment Interactions</p> <ul style="list-style-type: none"> • Explain how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect, or are affected by, the environment; • Describe how natural systems (e.g., climate, soils, landforms, natural vegetation, wild-life) influence cultural and economic activities (e.g., recreation, transportation, employment opportunities); • Describe the regional distribution of Canada’s energy sources and the relative importance of each source; • Identify the role of government in managing resources and protecting the environment; • Explain the ways in which the traditional ecological knowledge of Aboriginal peoples, including their concepts of place, wilderness and boundaries, influences how they interact with their environment. • Assess the value of Canada’s key natural resources, including agricultural lands and wilderness; • Assess the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) to implement conservation strategies; • Evaluate differing viewpoints on the benefits and disadvantages of selected resource mega projects (e.g., James Bay hydro complex, Hibernia offshore oilfields, Athabasca oil sands, diamond mines in the Northwest Territories, Mackenzie Valley oil/gas pipeline); • Asses show the effects of urban growth (e.g., development on former farm lands, destruction of wildlife habitats, draining of marshes) alter the natural environment); • Present findings from research on ways of improving the balance between human and natural systems (e.g., recycling, river clean-ups, ecological restoration of local woodlots or schoolyards, industrial initiatives to reduce pollution); • Analyse and evaluate the success, in environmental and economic terms, of local waste management methods; • Evaluate solutions to environmental problems proposed by various groups (e.g., by government, industry, environmentalists, community members) and make recommendations for sustainable resource use; • Recommend ways in which individuals can contribute to the quality of life in their home, local ecozone, province, nation, and the world; <p>Global Connections</p> <ul style="list-style-type: none"> • Explain the role of selected international organizations and agreements and why Canada participates in them (e.g., United Nations, Commonwealth of Nations, World Health Organization, North Atlantic Treaty Organization, etc.); • Compare Canada’s approaches to specific concerns (e.g., species loss, deforestation, pesticide use, cross-border pollution movement of people, trade) with the approaches of other nations); • Evaluate Canada’s participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights); • Summarize ways in which the economies of Canada and the rest of the world are interdependent; • Compare, in terms of resource use and consumption, the “ecological footprint” of an average Canadian with that of an aver citizen in a

		<p>developing country;</p> <ul style="list-style-type: none"> • Produce a set of guidelines for developing a solution to a global geographic or environmental issue; <p>Understanding and Managing Change</p> <ul style="list-style-type: none"> • Recognize the similarities among cultures and the need to respect cultural differences; • Explain how selected factors cause change in human and natural systems (e.g., technological developments, corporate and government policies, zoning by-laws, natural hazards, global warming); • Analyse different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view; • Predict the consequences of human activities (e.g., agriculture, recreation) on natural systems (e.g., soil depletion, climate change); • Analyse the positive and negative effects on people and the environment of the manufacture, transportation to market, and consumption of selected products (e.g., cars, clothing, tropical food products); • Predict various global environmental changes (e.g., global warming) and the impact they may have in the future on the occupations of Canadians (e.g., wheat farming in the Arctic) in various sectors of the economy);
<p>9</p>	<p>Geography CGC 1P</p>	<p>Geographic Foundations: Space and Systems</p> <ul style="list-style-type: none"> • Describe how natural and human systems interacts within selected Canadian ecozones; • Evaluate how well Canadian natural systems are protected (e.g., by means of conservation areas, provincial parks, national parks, World Heritage Sites); <p>Human-Environment Interactions</p> <ul style="list-style-type: none"> • Describe the role of key stakeholders (e.g., governments, non-governmental organizations [NGOs], the private sector, cultural and community groups, individuals) in protecting the environment (e.g., through emissions testing, air-quality regulations, environmental assessments, water-quality testing); • Identify ways in which the traditional ecological knowledge and perspective of Aboriginal peoples influence how they interact with their environments today (e.g., Aboriginal view of hot springs as traditional sacred sites, not tourist attractions); • Use selected criteria (e.g., costs, capacity, availability, sustainability, application, local attitudes) to evaluate alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and conservation strategies; • Compare the benefits and costs (e.g., social, economical, environmental) of selected resource mega projects (e.g., James Bay hydro complex, Athabasca oil sands, Hibernia offshore oilfields, diamond mines in the Northwest Territories, Mackenzie Valley pipeline); • Describe the views of key stakeholders on a local environmental issue (e.g., urban sprawl, highway expansion, waste management, resource extraction, recreational development, changing land use, residential infilling); • Describe the collective and individual/personal methods use in the community to reduce waste and conserve energy and water; • Create a visual (e.g., poster, cartoon, multi-media presentation) to address and environmental sustainability issue or promote environmental awareness; • Compare Canada’s quality of life with that of other countries (e.g., by constructing a rating scale, by studying the UN Human Development Index); <p>Global Connections</p> <ul style="list-style-type: none"> • Describe Canada’s participation in major international organizations (e.g., United Nations, World Health Organization, Asia-Pacific Economic Co-Operation) and agreements (e.g., North American Free Trade Agreement, Kyoto Protocol); • Compare Canadian and global trends in resource consumption and pollution (e.g., level of development versus rate of resource use, GDP versus pollution levels); • Evaluate Canada’s effectiveness and commitment in responding to global challenges (e.g., climate change, depletion of ocean resources, terrorism) and promoting international well-being (e.g., humanitarian aid, human rights advocacy, peacekeeping); • Analyse the potential impact on the global community of their personal choices (e.g., in music, clothes, food, work, recreation);

		<ul style="list-style-type: none"> • Describe the effect on Canadian society of the cultural influences of the “global village” (e.g., in music, dance, fashion, food, media); • Compare the “ecological footprint” of a typical Canadian with those of people from other countries; <p>Understanding and Managing Change</p> <ul style="list-style-type: none"> • Describe the calculations and criteria use to determine their “ecological footprint”; • Explain the relationship between stewardship, sustainability, and change in Canada’s consumption of energy (e.g., use of conventional versus alternative sources) and other resource-use practices (e.g., “consume and discard” versus “reduce, reuse, recycle”); • Evaluate different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view; • Identify the costs and benefits (e.g., income, resource protection, cultural self-determination to selected groups in Canada of recent Aboriginal land claims); • Assess Canada’s environmental stewardship and sustainability based on the average Canadian’s “ecological footprint”; • Predict the impact of selected technological changes (e.g., in communications and information technology, renewable energy technology) on the future quality of life for Canadians (e.g., working conditions, air and water quality, education, transportation);
<p>9</p>	<p>History CHC 2D</p>	<p>Communities: Local, National, and Global</p> <ul style="list-style-type: none"> • Identify contributions to Canada’s multicultural society by regional, linguistic, ethno cultural, and religious communities (e.g., Aboriginal peoples, Franco-Ontarians, Métis, Black Canadians, Doukhobors, Mennonites, local immigrant communities); • Explain how participation in international events, institutions, and agreements has contributed to Canada’s evolving identity (e.g., peacekeeping operations, United Nations agencies, Kyoto Protocol on Climate Change); • Explain the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policy dealing with hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world after World War II; participation in International War Crimes tribunal); <p>Change and Continuity</p> <ul style="list-style-type: none"> • Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate); • Analyse the significance of Canada’s contribution to the United Nations and other international organizations, such as the Commonwealth of Nations and la Francophonie (e.g., Universal Declaration of Human Rights, peacekeeping forces, Convention on the Rights of the Child, development assistance, International Campaign to Ban Landmines); • Analyse Canada’s responses to some of the major human tragedies since World War I (e.g., genocide in Ukraine; the Holocaust; Japanese atrocities prior to and during World War II; famine in Africa; genocide in Somalia; civil war in Bosnia; the AIDS crisis in Africa; September 11); • Assess the development of Canada’s role as a world leader in defending human rights since World War II (e.g., drafting the Universal Declaration of Human Rights for the United Nations; introduction of Ontario Human Rights Code, 1962, and Canadian Human Rights Act, 1977; the work of Louise Arbour in Bosnia); <p>Citizenship and Heritage</p> <ul style="list-style-type: none"> • Analyse the impact of the women’s movement in Canada since 1914 (e.g., suffrage, the Famous Five, broadening access to employment, Royal Commission on the Status of Women, enshrining gender equality in the Charter of Rights and Freedoms, combating violence against women, equal pay for equal value); • Explain how pacifist groups, human rights organizations, and the civil rights movement have influenced Canadian society (e.g., Hutterites, Mennonites, Canadian Civil Liberties Association, Canadian Association of Elizabeth Fry Societies, Amnesty International, Black United Front); • Describe the achievements of Aboriginal organizations (e.g., Inuit Tapiriit Kanatami, Assembly of First Nations, National Aboriginal Veterans Association, Union of Ontario Indians) in gaining recognition of the rights of Aboriginal peoples in Canada; <p>Methods of Historical Inquiry and Communication</p>

		<ul style="list-style-type: none"> Evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudice, and bias); Identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion;
9, 10, open	Food and Nutrition HFN10 HFN20	<p>Self and Others</p> <ul style="list-style-type: none"> Describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life; Categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social); <p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> Present the results of an investigation into the foods, traditions, and religious laws of different cultures, including types of foods eaten and characteristic flavours; Determine the contribution of cultural and regional foods in the development of our Canadian food heritage and culture; Explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions can affect our world); Identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger; Determine how food-production methods can contribute to satisfying global food needs; Differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security; <p>Social Science Skills</p> <ul style="list-style-type: none"> Write a report or an essay analyzing a food issues, such as food security;
9,10, open	Individual and Family Living HIF10 HIF 20	<p>Personal and Social Responsibilities</p> <ul style="list-style-type: none"> Demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships; <p>Social Challenges</p> <ul style="list-style-type: none"> Describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions; <p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> Analyze the impact of gender roles within families; Compare various personal, societal, and cultural beliefs about individuals and the functions of families; Compare family forms, relationship patterns, child-rearing patterns, and division of labour in several cultures, and historical periods using information sources;
10	History CHC 2P	<p>Communities: Local, National, and Global</p> <ul style="list-style-type: none"> Identify the contributions made by selected regional, provincial, linguistic, ethnic, and/or religious communities to Canada’s multicultural society (e.g., Atlantic Canada, Quebec, Franco-Ontarians, Aboriginal nations, Métis, Inuit, Black Canadians, local immigrant groups, Doukhobours, Hutterites, Mennonites); Describe how Canada’s participation in selected world events and contributions to international organizations and agreements (e.g., the United Nations and the Universal Declaration of Human Rights; peacekeeping; International Campaign to Ban Landmines) have contributed to an evolving sense of national identity; Describe some aspects of the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policies relating to hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world since World War II; participation in International War Crimes tribunal); <p>Change and Continuity</p> <ul style="list-style-type: none"> Identify changes in Canada’s international status since World War I (e.g., increasing independence from Britain; membership in international organizations such as the League of Nations, the United Nations, the G*, the Commonwealth of Nations, la Francophonie); Describe Canada’s responses to some of the major human tragedies that have occurred since World War I (e.g., genocide Ukraine; the Holocaust; the Nanking massacre; genocide in Somalia and Rwanda; civil war in Bosnia; the AIDS crisis in Africa; September 11th);

		<ul style="list-style-type: none"> Describe the development of Canada’s role as a world leader in defending human rights since World War II (e.g., drafting the Universal Declaration of Human Rights for the United Nations; introduction of Ontario Human Rights Code, 1962; and Canada Human Rights Act, 1977; the work of Louise Arbour in Bosnia); <p>Citizenship and Heritage</p> <ul style="list-style-type: none"> Summarize the key contributions of women’s movements in Canada since 1914 (e.g., suffrage; access to employment, including non-traditional occupations; maternity leave; equal pay for work of equal value; child care); Describe how the world of selected artists (e.g., Ozias Leduc, the Group of Seven, Gabrielle Roy, Farley Mowat, Joy Kogawa, Oscar Peterson, Chief Dan George, the Guess Who, Toller Cranston, Karen Kain, Michael Ondaatje, Drew Hayden Taylor, Susan Aglukark) has reflected Canadian identity; <p>Social, Economic, and Political Structures</p> <ul style="list-style-type: none"> Identify some of the major effects of, and concerns arising with, freer trade and globalization (e.g., creation of the North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]; changing role of marketing boards; problems relating to trade of genetically modified organisms; reactions to fear of spreading disease, such as mad cow disease; effects on working conditions), focusing on at least two groups (e.g., farmers, businesses, workers, consumers, the poor); <p>Methods of Historical Inquiry and Communication</p> <ul style="list-style-type: none"> Evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotyping, prejudice, and bias); Identify different viewpoints and explicit biases when interpreting information for a research project or when participating in a discussion;
10	Civics CHV20	<p>Informed Citizenship</p> <ul style="list-style-type: none"> Explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts (e.g., by ensuring that individual and community needs are met, by developing strategies for adapting to change); Identify similarities and differences in the ways power is distributed in groups, institutions, and communities (e.g., in families, classrooms, municipalities) to meet human needs and resolve conflicts; Identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in schools, communities, and the nation; Explain how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary); Analyse contemporary crises or issues of international significant (e.g., health and welfare, disasters, human rights, economic development, environmental quality, terrorism); Summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989); Evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Émile Léger, Jean Vanier, Nelson Mandela etc.); <p>Purposeful Citizenship</p> <ul style="list-style-type: none"> Describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others); Explain how democratic beliefs and values are reflected in citizen actions (e.g., Remembrance Day services, Montreal unity rally, National Aboriginal Day, December 6 commemorations of the Montreal Massacre, White Ribbon campaign); Compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos); Explain how different groups (e.g., special interest groups, ethno cultural groups) define their citizenship, and identify the beliefs and

		<p>values reflected in these definitions);</p> <ul style="list-style-type: none"> • Describe how their own and others’ beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for education or community service programs; support for religious or ethnic charitable organizations); • Demonstrate an understanding of a citizen’s role in responding to non-democratic movements and groups (e.g., fascism, Stalinism; supremacist and racist organizations) through personal and group actions (e.g., the actions of individual such as Medgar Evers, Emily Murphy, Norman Bethune, Alexander Solzhenitsyn, Simon Wiesenthal, and those granted the title “Righteous Among the Nations”; of groups such as the Canadian Civil Liberties Association); • Describe examples of human rights violations (e.g., Nuremberg laws, hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based discrimination) and assess the effectiveness of responses to such violations (e.g., media scrutiny, political responses, military intervention, international tribunals, pressure from non-governmental organizations); • Analyse the evolution of Canada’s participation in international tribunals (e.g., the Nuremberg trails after World War II; the International Court of Justice’s prosecution of war crimes; formation of the International Criminal Court); <p>Active Citizenship</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic department; by writing letters or e-mails to the media; by organizing petitions; by voting); • Compare the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada; • Demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills relations to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities);
<p>11</p>	<p>The Individual and the Economy C1E 3M</p>	<p>Economic Stakeholders</p> <ul style="list-style-type: none"> • Assess how government policies (e.g., with respect to user fees, taxation, rent controls, resource development) affect various socio-economic groups • Describe the economic rights guaranteed to Canadian citizens by law (e.g., eligibility for welfare-state benefits, mobility rights, equality of economic opportunity); • Describe the economic responsibilities of Canadian citizens (e.g., respect for laws against pollution, vandalism, etc.; awareness of the economic implications of public issues); <p>Self-Interest and Interdependence</p> <ul style="list-style-type: none"> • Describe how events in the United States and other parts of the world affect Canada’s economy and well-being of different groups of Canadian stakeholders (e.g., the Asian market crises in 1997 and 1998; the September 11 attacks on the United States in 2001, fluctuations in the U.S. economy); <p>Economic Institutions</p> <ul style="list-style-type: none"> • Describe the various forms of organized labour (e.g., unions, professional associations, workers’ cooperatives) and the needs they satisfy; <p>Methods of Economic Inquiry and Communication</p> <ul style="list-style-type: none"> • Use methods of economic inquiry (e.g., cost-benefit analysis)to evaluate an economic choice from the perspective of the affected stakeholders; • Describe economic and social indicators that contribute to our understanding of the economic well-being of Canadian and world citizens (e.g., real gross domestic product, real gross domestic product per capita, United Nation human-development index);

<p>11</p>	<p>Making Economic Choices C1C 3E</p>	<p>Economic Stakeholders</p> <ul style="list-style-type: none"> Analyse the involvement of indigenous people in the economy; <p>Self Interest and Interdependence</p> <ul style="list-style-type: none"> Identify factors that contribute to the existence of poverty in Canada (e.g., low level of education, high housing costs, low wages, existence of single-parent families) and suggest ways to reduce poverty; <p>Economic Institutions</p> <ul style="list-style-type: none"> Identify measure used by organizations such as the United Nations to measure a country’s economic well-being (e.g., social indicators such as literacy and longevity); Produce a report, using various statistical measures, to compare Canada’s economic well-being with that of other countries; Describe the causes and effects of environmental degradation in specific areas of the Americas (e.g., the Amazon or the Arctic); Analyse the short-term and long-term social, environmental, and economic effects of natural hazards on selected regions in the Americas (e.g., earthquakes in Central America, hurricanes in the Caribbean and southern United States); Compare the ways in which selected groups of indigenous peoples in the Americas have responded to the challenges and opportunities of their environments (e.g., in house design, resource management, transportation, ecotourism); Analyse how human migrations have affected selected natural and human environments in the Americas (e.g., settlers in the Amazon Basin, squatters in Caracas or Rio de Janeiro); Predict the direction of future economic development in the Americas and its impact on the environment; Conduct a geographic inquiry (e.g., a case study) that demonstrates how various regions in the Americas (e.g., central Mexico, south=west United States) are affected by and deal with water scarcity; Describe the long-term local and global effects of the destruction of major forest regions in the Americas (e.g., boreal forest, tropical rainforest); Analyse how the production and transportation to market of selected resources (e.g., bananas, coffee, minerals, forest products) affect natural ecosystems and human societies in the Americas; <p>Global Connections</p> <ul style="list-style-type: none"> Describe how disparities between rich and poor nations in the Americas affect interactions between them (e.g., transborder resource needs, trade, migrations); Explain the significance of the Americas in the global economy with respect to the trade in selected products 9e.g., wheat, coffee, citrus fruits, bauxite); Describe various ways in which individuals, multinational corporations, and governments participate in the international relations of the countries of the Americas (e.g., through trade missions, cultural exchanges, environmental movements, sanctions, foreign aid); Describe Canada’s responsibilities to the rest of the countries of the Americas (e.g., to provide humanitarian assistance, engage in political dialogue, promote economic cooperation); Evaluate the effects on Central and South America of world demand for the regions’ products and resources (e.g., the local impacts of operations of multinational companies); Explain the economic, social, and environmental impact of the global economy on the people and environments of selected countries in the America, including Canada; Analyse selected examples of relationships that have developed between regions in the Americas because of environmental problems (e.g., oil spills, ozone depletion), resource needs (e.g., energy exchanges, water transfers), and border conflicts); Analyse examples of Canadian foreign investment in selected countries of the Americas and explain the advantages and disadvantages of such investment for both the investing and the receiving countries; Evaluate the role played by a selected transnational corporation in the economic development or underdevelopment of a region in the Americas; <p>Understanding and Managing Change</p>
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<p>11</p>	<p>Geographic Patterns and Issues CGD 3M</p>	<p>Geographic Foundations: Space and Systems</p> <ul style="list-style-type: none"> Identify how colonizing countries have influenced people and the environment in selected regions of the Americas; Compare the standards of living of various groups (e.g., social classes, cultural groups) within selected countries or regions of the Americas; Analyse economic and quality-of-life data (e.g., infant mortality rates, gender inequality at work, life expectancy, per capita income) to identify patterns of socio-economic inequality within the Americas; Evaluate the effects of contact with other cultures on indigenous peoples in selected regions of the Americas; <p>Human –Environment Interactions</p> <ul style="list-style-type: none"> Describe the causes and effects of environmental degradation in specific areas of the Americas (e.g., the Amazon or the Artic); Analyse the short-term and long-term social, environmental, and economic effects of natural hazards on selected regions in the Americas (e.g., earthquakes in Central America, hurricanes in the Caribbean and southern United States); Compare the ways in which selected groups of indigenous peoples in the Americas have responded to the challenges and opportunities of their environments (e.g., in house design, resource management, transportation, ecotourism); Analyse how human migrations have affected selected natural and human environments in the Americas (e.g., settlers in the Amazon Basin, squatters in Caracas or Rio de Janeiro); Predict the direction of future economic development in the Americas and its impact on the environment; Conduct a geographic inquiry (e.g., a case study) that demonstrates how various regions in the Americas (e.g., central Mexico, south=west United States) are affected by and deal with water scarcity; Describe the long-term local and global effects of the destruction of major forest regions in the Americas (e.g., boreal forest, tropical rainforest); Analyse how the production and transportation to market of selected resources (e.g., bananas, coffee, minerals, forest products) affect natural ecosystems and human societies in the Americas;
<p>11</p>	<p>Physical Geography: Patterns, Processes, and Interactions CGF 3M</p>	<p>Geographic Foundations: Space and Systems</p> <ul style="list-style-type: none"> Identify the interconnections among natural systems (e.g., natural vegetation, climate, wildlife) within selected ecosystems; <p>Human-Environment Interactions</p> <ul style="list-style-type: none"> Describe the effects of human activities (e.g., urban expansion, resource exploitation) on various aspects of the environment; Describe the importance of using sustainable practices in resource-based industries (e.g., forestry, mining, fishing, agriculture); Analyse ways in which human activities may increase or decrease the risks from natural hazards (e.g., floods, avalanches, tornados); Evaluate the impact on a selected region of human-caused changes in atmospheric conditions (e.g., acid precipitation, smog, ozone depletion);

		<ul style="list-style-type: none"> Evaluate the impact of human activities (e.g., deforestation, the burning of fossil fuels, fertilizer use) on natural cycles (e.g., the carbon, nitrogen, or phosphorus cycles); Analyse how selected human activities affect a local environment (e.g., farming and soil erosion, vehicle use and air pollution); Illustrate (e.g., in a case study) how the concept of sustainability is applied in a local environment (e.g., through watershed management, wildlife management, forestry or fishery management); <p>Global Connections</p> <ul style="list-style-type: none"> Analyse the effects of human activities (e.g., urbanization, industrialization, recreation, deforestation) on water resources; Analyse the effects that human activities and/or natural events in a region or country can have on another part of the world (e.g., downstream impacts of dams, climatic effects of volcanic eruptions, acid precipitation or ozone layer depletion from the burning of fossil fuels); <p>Understanding and Managing Change</p> <ul style="list-style-type: none"> Describe the potential effects of climate change on the sustainability of resource-based industries (e.g., agriculture, forestry, offshore oil extraction, fishing); Explain the correlation between changes in population density, changes in human activities, and changes in the “ecological footprint” of our species; Describe the difficulties involved in predicting climate change; Analyse the long-term effects of human use of distinctive ecosystem (e.g., desert, tundra, tropical rainforest); Analyse changes in the physical geography and land use in their local area over time to determine how these changes have affected the population and the environment; Evaluate the role of technology in changing relationships between humans and the environment;
<p>11</p>	<p>Living and Working with Children HPW3C</p>	<p>Growth and Development</p> <ul style="list-style-type: none"> Demonstrate an understanding of the many aspects of child development and describe strategies used to enhance development in these areas, from conception to adolescence; Propose solutions to problems that are detrimental to the healthy development of children; Explain how development from conception through the first years of life affects subsequent human development;
<p>11</p>	<p>The Geographer’s Toolkit CGT 3E</p>	<p>Human-Environment Interactions</p> <ul style="list-style-type: none"> Explain the role of geotechnologies in addressing environmental problems resulting from human action (e.g., pollution, deforestation, species extinction); Explain the role of geotechnologies in addressing First Nation issues (e.g., land claims, reserve management, resource inventories); Interpret remotely sensed images to obtain a synoptic view of major issues affecting the environment (e.g., deforestation, desertification, urbanization); Use geotechnologies to investigate a topic related to the environment (e.g., acid precipitation); Describe ways of using geotechnologies to improve the local environment (e.g., to create tree planting areas or walking trails; for waste collection; to reduce pollution); Plan a hypothetical local development (e.g., a recreational facility, a commercial outlet, an institution) with the aid of geotechnologies, and describe the environmental impact it would have; <p>Global Connections</p> <ul style="list-style-type: none"> Explain a global phenomenon (e.g., rainforest destruction, desertification, globalization) incorporating geotechnologies (e.g., use ArcView to illustrate epicenters and magnitudes of seismic activity).

11	Travel and Tourism: A Regional Geographic Perspective CGG 30	<p>Human-Environment Interactions</p> <ul style="list-style-type: none"> • Compare the positive and negative effects of tourism on people and the environment in selected sites or regions (e.g., Banff, Niagara Falls, the Pyramids, Antarctica); • Analyse specific examples of how tourist activities can threaten fragile environments or species (e.g., big game safaris and wildlife, diving and coral reefs, whale watching and whale behaviour, golf courses and wetlands); • Produce a set of criteria or “code of behaviour” for tourists traveling in fragile environments (e.g., criteria for ecotourists, adventure tourists); • Describe UNESCO’s role and challenges it faces in protecting significant natural and cultural heritage sites (e.g., Machu Picchu, L’Anse aux Meadows, The Great Barrier Reef); • Assess the need for sustainable development and protection of the resources on which tourism is based in selected sites or regions (e.g., Point Pelee National Park, Algonquin Provincial Park, the Three Gorges Dam, the Aswan High Dam); • Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia); <p>Global Connections</p> <ul style="list-style-type: none"> • Explain why it is important for tourists to respect the cultural and religious traditions of others; • Describe the types of cultural conflicts that tourists may experience in selected world regions and the regions for these conflicts; • Describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g., Olympics, World Cup soccer, world’s fairs, World Youth Day); • Report on the role played by international organizations in encouraging interaction among peoples of the world (e.g., World Tourism Organization [WTO], International Olympic Committee [IOC]); <p>Understanding and Managing Change</p> <ul style="list-style-type: none"> • Identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism) and their effects on natural systems and the environment); • Identify the economic, cultural, political and environmental components of selected issues related to travel and tourism; • Explain how various factors contribute to the growth or decline of tourism around the world (e.g., transportation costs; government initiatives; HIV/AIDS, SARS, or other diseases); • Analyse the impact of adventure travel and ecotourism on the indigenous people of a region; • Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns (e.g., visas, tax incentives, currency fluctuations, conflict among cultures, activities of transnational corporations, volcanic activity); • Analyse the effects of an increase in tourism on the natural and human systems of a selected region (e.g., Banff National Park, Antarctica, the Himalayas); • Explain how tourist activities may contribute to the exploitation of people;
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11	Living and Working with Children HPW3C <i>(continued)</i>	<p>Socialization of Children</p> <ul style="list-style-type: none"> • Compare positive conflict-management strategies and negative conflict-management strategies used by adults and children; • Evaluate the effectiveness of a variety of conflict-management models in various circumstances; • Identify how expectations related to child behaviour vary across time and across cultures (e.g., those related to child labour); • Demonstrate an understanding of global variations in family form and of the diversity of family and societal beliefs concerning child-rearing practices around the world; • Explain the influence of war, famine, overcrowding, poverty, child labour, and malnutrition on the lives of children; <p>Social Challenges</p> <ul style="list-style-type: none"> • Identify the roles played by various social agencies that are in place to support parents, families, care-givers, and those involved with organizations that focus on children; • Demonstrate an understanding of the universal rights of children (e.g., the right to food, shelter, safety, a peaceful existence); • Demonstrate an understanding of circumstances that lead to patterns of violence towards children; <p>Research and Inquiry Skills</p> <ul style="list-style-type: none"> • Summarize and interpret information found in research materials on children’s behaviour, development, and well-being;
11	Managing Personal and Family Resources H1R3C	<p>Self and Others</p> <ul style="list-style-type: none"> • Demonstrate an understanding and correct use of techniques for dealing with conflict; <p>Preparing for the Challenges of the Future</p> <ul style="list-style-type: none"> • Identify resources that influence the wealth or poverty of communities and nations (e.g., natural resources, agricultural yield, education); • Explain the impact that the availability of these resources has on family life;
11	Managing Personal Resources H1P3E	<p>Preparing for the Challenges of the Future</p> <ul style="list-style-type: none"> • Describe how cultural diversity and individual differences can be advantageous (e.g., by providing access to a variety of perspectives, experiences, and communities); • Identify healthy ways of dealing with stress and anger at work (e.g., by using conflict-resolution techniques);
11	Fashion and Creative Expression HNC3O	<p>Functions of Clothing</p> <ul style="list-style-type: none"> • Describe different cultures’ approaches to clothing, distinguishing functional uses from those associated with pageantry and ceremony, and explain what particular items of clothing communicate; <p>The Apparel Industry</p> <ul style="list-style-type: none"> • Evaluate the impact on Canadian society of issues relating to the apparel industry such as the redistribution of jobs brought about by computerization and new technologies, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry, and the hiring of skilled and unskilled immigrant labour;
11	Living Spaces and Shelter HLS3O	<p>Shelter for Everyone</p> <ul style="list-style-type: none"> • Describe the consequences of unsolved housing problems (e.g., poor plumbing, inadequate heating and insulation);
11	Parenting HPC3O	<p>Self and Others</p> <ul style="list-style-type: none"> • Explain how development from conception to three years of age affects and is crucial for development later in life; • Analyze behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect); <p>Diversity and Universal Concerns</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the universal belief in the importance of play in the lives of children based in part on observations and interactions in practical settings; • Compare and contrast cultural expectations for male and female children;

		<p>Social and Legal Challenges of Parenthood</p> <ul style="list-style-type: none"> • Describe the legal and social responsibilities of parents and guardians; • Describe the skills and attitudes that can be developed to secure a safe and peaceful family, community, and social environment; • Explain the social importance of laws related to child abuse and children’s rights (e.g., responsibility of community for children’s welfare, reporting child abuse); • Identify community social programs and agencies that provide family support and identify some of the barriers parents face in accessing that support;
11	<p>Introduction Anthropology Psychology, and Sociology HSP3M</p>	<p>Social Structures and Institutions</p> <ul style="list-style-type: none"> • Analyse the psychological and sociological impact of changes in education on individuals, groups, and communities; <p>Social Organization</p> <ul style="list-style-type: none"> • Demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology; • Identify examples of bureaucratic organizations and describe their characteristics.
11	<p>World Religions HRF3O</p>	<p>Religion and Daily Life</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the concepts of prejudice, bias, and discrimination, and identify examples associated with various religious beliefs, and practices; • Explain the effect of prejudice and discrimination on relationships between persons of different faiths, and apply problem-solving strategies to case studies of interreligious conflict; <p>Exploring Festivals, Celebrations, and Memorializations</p> <ul style="list-style-type: none"> • Identify and describe the observances associated with the major festivals, commemorations, and celebrations of various religions (e.g., the Tuvan “fire feast”); • Demonstrate an understanding of the terminology associated with celebration, commemoration, and festivals in various religions (e.g., the K’Uraka among the Yatiris of Bolivia); <p>Exploring the Milestones of Life</p> <ul style="list-style-type: none"> • Identify the main stages of individual human development as perceived in various cultures and religious traditions (e.g., birth, rites of passage, marriage, death, afterlife); • Describe the connection between systems of belief and the celebrations associated with various rites of passage (e.g., circumcision, baptism, moksha, bar-and bat-mitzvah, bhakti, caste, confirmation, ashrama, Pillars of Islam, Kesh, Sacred Thesad Ceremony, vision question); <p>Research and Inquiry Skills</p> <ul style="list-style-type: none"> • Formulate appropriate research questions relating to the beliefs or practices of various religions;
12	<p>Analysing Current Economic Issues CIA 4U</p>	<p>Economic Decision Making</p> <ul style="list-style-type: none"> • Evaluate proposals (e.g., for regulation, market incentives) to reduce the negative consequences of growth (e.g., pollution, resource depletion); <p>Economic Stakeholders</p> <ul style="list-style-type: none"> • Compare the individual’s economic rights as defined by the Universal Declaration of Human Rights with those protected by law in Canada (e.g., private property rights, intellectual property rights); • Explain the concept of stewardship as it applies to specific examples of economic responsibility and choice (e.g., pollution, income distribution, use of resources and energy); • Analyse the economic and social/cultural impact of resource development on traditional lands of First Nation peoples (e.g., logging or commercial fishing in British Colombia, pipeline construction or mining in the North, gaming in Ontario); <p>Self Interest and Interdependence</p> <ul style="list-style-type: none"> • Illustrate, using specific examples, how events in another part of the world can affect the Canadian economy and groups of

		<p>Canadian stakeholders;</p> <p>Methods of Economic Inquiry and Communication</p> <ul style="list-style-type: none"> Define and calculate the following statistical measures: economic output (gross domestic product [GDP], economic growth (changes in real GDP over time), standard of living (real GDP per capita), balance of trade (exports versus imports), and productivity (output per worker);
<p>12</p> <p>12</p>	<p>Canadian and World Issues: A Geographic Analysis CGW 4U</p> <p>Issues in Human Growth and Development HHG4M</p>	<p>Geographic Foundations: Space and Systems</p> <ul style="list-style-type: none"> Explain how point of view influences on individual’s perceptions of a place (e.g., a developer and an environmentalist differ on the best use of a wetland; indigenous peoples differ with other groups on what constitutes a wilderness); Identify different methods of grouping countries (e.g., by level of development, political or economic affiliation, cultural characteristics) and evaluate the implications of categorizing countries in these ways; Identify ways in which countries and regions of the world are becoming increasingly interdependent; Identify the social, economic, cultural, political, or ecological components of selected geographic issues; Compare the economic and political aspirations of selected regional or cultural groups within different countries; Explain why it is important to understand the cultural and religious traditions of others (e.g., roles and status of men and women in different parts of the world); Evaluate the significance of a variety of movements to protect resources and environments (e.g., Chipko women’s movement in India, protests against clear cutting in Canada); <p>Human Development</p> <ul style="list-style-type: none"> Analyse and evaluate factors that contribute to the emotional and physical well-being of a newborn (e.g., nurturing, breast-feeding, security, trust); Explain the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three; Demonstrate an understanding of the concept of “environmental deprivation” (e.g., to language, minimal physical contact); Investigate the long-term effects of inadequate nurturing and environmental deprivation (e.g., behavioural problems, criminal behaviour), and summarize their findings; Explain and evaluate how play-based problem-solving activities can facilitate brain development in children; Evaluate the effectiveness of an enriching play-based activity of their own design, implemented in a real-life setting; <p>Self and Others</p> <ul style="list-style-type: none"> Apply communication and conflict-resolution skills to work effectively as part of a team in a real-life setting; <p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> Demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development; Identify and evaluate ways to prevent these factors from negatively affecting human growth and development; Demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well-being of a nation; Identify various human-development initiatives that will assist countries in preparing themselves to meet new global challenges; <p>Research and Inquiry Skills</p> <ul style="list-style-type: none"> Organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development;

12	Food and Nutrition Sciences HFA4M	<p>Self and Others</p> <ul style="list-style-type: none"> Describe economic factors that have an impact on the food choices of individuals and families; Identify the ways in which physical factors influence food choices (e.g., geographical location, regional growing seasons, availability of food markets, home story capacity); <p>Personal and Social Responsibilities</p> <ul style="list-style-type: none"> Identify the social conditions that contribute to the incidence of illness and disease (e.g., improper nutrition, the pressure of daily living, stress); Use a variety of print and electronic sources and telecommunications tools to investigate a current nutritional issue of their choice; <p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> Describe the effects of various economic factors on food production and supply (e.g., standards of living, poverty, personal and family incomes, employment and unemployment); Investigate the impact of a variety of political factors on food quality, production, and supply (e.g., international food policies, national and provincial food policies, food marketing boards), and present the results of their investigation; Identify current food crises (e.g., contamination, crop failures), the factors causing each of them (e.g., production increases, unfavorable global weather changes), and their impact on the availability and cost of food; Investigate the extent of hunger in the world today and present the results of their investigation; Describe micro-nutrient deficiencies (e.g., iron, iodine, vitamin A) prevalent in Canada and throughout the world; Summarize the causes of food insecurity (e.g., an emphasis on cash-cropping and large-scale food production, globalization, urbanization, continued feminization of poverty); Identify economic and social policies that influence food security (e.g., debt restructuring, the operations of the World Bank); Identify the ways in which the local community is responding to hunger and food security (e.g., with food banks, community gardens); Describe policies necessary to protect the health and safety of food producers (e.g., against the risk of contaminants), and to protect land and water quality, and biodiversity;
12	Parenting and Human Development HPD4E	<p>Personal and Social Responsibilities</p> <ul style="list-style-type: none"> Explain the impact of inadequate nutrition on student learning, growth, and development (e.g., diminished concentration); <p>Social Structures and Social Challenges</p> <ul style="list-style-type: none"> Demonstrate an understanding of individual and family concerns (e.g., violence, poverty, family breakdown, addiction, death of a family member) that are addressed by agencies in society;
12	Challenge and Change in Society HSB 4M	<p>Social Change</p> <ul style="list-style-type: none"> Demonstrate an understanding of how social change is influence by poverty and affluence (e.g., consequences of unequal access to personal computer or higher education); <p>Social Trends</p> <ul style="list-style-type: none"> Evaluate the influence of education, career choice, and medical advances on decisions about childbearing (e.g., age of parents at first pregnancy, having children later in life); <p>Social Challenges</p> <ul style="list-style-type: none"> Discuss cultural, psychological, and sociological barriers to accessing health care; Assess the role of stereotyping as a barrier to full participation in society; Analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies); <p>Research and Inquiry Skills</p> <ul style="list-style-type: none"> Using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social

		<p>issue of importance to anthropology, psychology, or sociology;</p>
<p>12</p>	<p>Individuals and Families in a Diverse Society HHS4M</p>	<p>Personal and Social Responsibilities</p> <ul style="list-style-type: none"> • Summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating); <p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> • Analyse changes in labour-force participation, taking into consideration male and female participation rates, child labour, retirement, and the impact of work on socialization; • Analyze the roles of children in the family and society in various cultures and historical periods, taking into consideration expectations for pace of development, rites of passage, participation in education or labour, and the nature of parent- child relationships; <p>Social Challenges and Social Structures</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the effect of various aspects of social systems on individual development (e.g., legal requirements, such as age restrictions; economic factors; education opportunities; employment trends; availability of social support); • Describe current perceptions, opinions, and demographic trends relating to child-bearing and childrearing (e.g., birth rate, age at childbearing, number of children, age at leaving home), and speculate on the significance of these trends for parent-child relationships; • Summarize the impact of economic and political instability (including war) and migration on child development and socialization; <p>Research and Inquiry Skills</p> <ul style="list-style-type: none"> • Evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence.