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REVISED

The Ontario Curriculum
Grades 11 and 12

Canadian and World Studies



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Introduction

This document replaces *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2000*. Beginning in September 2005, all Grade 11 and 12 Canadian and world studies courses will be based on the expectations outlined in this document.

The Place of Canadian and World Studies in the Curriculum

The Canadian and world studies program encompasses five subjects: economics, geography, history, law, and politics. In studying these subjects, students learn how people interact with and within their social and physical environments today, and how they did so in the past.

The main goals of the Canadian and world studies program in Grades 11 and 12 are to help students to:

- gain an understanding of the basic concepts of the subjects taught at this level, as a foundation for further studies in the discipline;
- develop the knowledge and values they need to become responsible, active, and informed Canadian citizens in the twenty-first century;
- develop practical skills (such as critical-thinking, research, and communication skills), some of which are particular to a given subject in Canadian and world studies and some of which are common to all the subjects in the discipline;
- apply the knowledge and skills they acquire in Canadian and world studies courses to better understand their interactions with the natural environment; the political, economic, and cultural interactions among groups of people; the relationship between technology and society; and the factors contributing to society's continual evolution.

These goals are all of equal importance. They can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research, communication, and map and graphic representation skills.

Students' learning in the various courses in this discipline will contribute significantly to their understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its place and role in the world community.

Students and teachers need to be aware that success in these courses is not measured simply in terms of how well students memorize a series of facts. Rather, these courses teach students to assess how events, ideas, and values affect them individually and their society as a whole. Courses in Canadian and world studies actively involve students in research, critical thinking, problem solving, and decision making. They also help students develop a variety of communication skills, as well as the ability to use information technology to collect, organize, interpret, and present information. Students can apply these skills and understandings in other secondary school subjects, in their future studies, and in today's rapidly changing workplace.

The five subjects in Canadian and world studies are fundamentally connected to one another and can easily be linked to other secondary school curriculum areas as well. For example, history has close ties with arts, languages, and social sciences and humanities; economics with mathematics and business; geography with science and technology; law with politics and business; and politics with law, history, geography, business, and social sciences and humanities. Subject matter from any course in Canadian and world studies can be combined with material from courses in other disciplines to make a single-credit interdisciplinary course. As well, single- or half-credit Canadian and world studies courses can be used as part of interdisciplinary packages of courses. The policies and procedures regarding the development of interdisciplinary courses are outlined in the policy document *The Ontario Curriculum, Grades 11 and 12: Interdisciplinary Studies, 2002*.

The Canadian and world studies program offers courses in all five of its component subjects, starting in Grade 11. These courses build on the compulsory courses offered in Grade 9 (Geography of Canada) and Grade 10 (Canadian History Since World War I and the half-credit course in civics). Students entering Grade 11 will be able to apply their knowledge of the basic concepts and skills associated with geography, history, and civics to further studies in the particular subject or subjects that interest them most, selected from this broader range of options. The Grade 11 and 12 courses are designed to expand students' knowledge and refine their skills, and to help them focus their interests. These courses will prepare students for further studies at the postsecondary level, as well as for responsible and informed participation in their communities.

Concepts Underlying the Canadian and World Studies Curriculum

The curriculum in Canadian and world studies is built around a set of fundamental concepts: *systems and structures; interactions and interdependence; environment; change and continuity; culture; and power and governance*. Economics, geography, history, law, and politics offer different perspectives on these concepts. In history, for example, *change and continuity* may be applicable to the relatively short period covered by the story of a country or a person. In geography, on the other hand, this same concept may be applicable over much longer time periods covering the slow, almost imperceptible, changes in certain physical features.

Although the specific content of programs changes from grade to grade, the conceptual framework within which topics are presented remains consistent throughout the curriculum, from Grades 1 to 12, and gives continuity to students' learning. As students progress through the curriculum, they extend and deepen their understanding of these concepts and learn to apply this understanding with increasing sophistication.

Understanding relationships among concepts is also an important part of student learning. Each of the fundamental concepts listed in the left-hand column of the chart (opposite) can be linked with a number of related concepts (in the right-hand column) that help to explain the concept further.

Fundamental concepts	Related concepts	
<i>Systems and Structures:</i> The ways humans and nature are organized. Humans have created systems and structures to allow societies to function; natural systems and structures have developed in response to a variety of natural factors.	<ul style="list-style-type: none"> • human patterns • community • cooperation • governance 	<ul style="list-style-type: none"> • causation/cause and effect • natural patterns • environment
<i>Interactions and Interdependence:</i> The influences shaping relationships within and among human and natural systems and structures. Human and natural processes and components connect with, adapt to, and have an impact on one another.	<ul style="list-style-type: none"> • causation/cause and effect • human and natural patterns • trade/exchanges • globalization 	<ul style="list-style-type: none"> • community • relationships • civic rights and responsibilities • environment • ecology
<i>Environment:</i> The natural and built elements of which the earth is composed, and the complex web they form.	<ul style="list-style-type: none"> • human and natural systems • human and natural patterns • exploitation and utilization of resources 	<ul style="list-style-type: none"> • regions • ecosystems • urbanization
<i>Change and Continuity:</i> The fundamental criteria for assessing the development of human and natural systems and structures. Change is manifested by differences over time, and is recognized by comparing phenomena and contexts as they exist at different times. Continuity represents consistency and connectedness over time, and is recognized by exploring the forces within nature and human societies that create stability and link the past with the present.	<ul style="list-style-type: none"> • causation/cause and effect • human and natural systems • human and natural patterns 	<ul style="list-style-type: none"> • time • sustainability • tradition • conflict and cooperation
<i>Culture:</i> Expressions of humanity learned and shared within a specified population, influenced by the physical environment. Culture provides a conceptual framework for interpreting the world, and influences the perception of time, place, identity, significance, and change.	<ul style="list-style-type: none"> • spirituality/religion • ideology • economic, political, and legal systems • communication and language 	<ul style="list-style-type: none"> • familial and community structures • education • migration • diversity
<i>Power and Governance:</i> The means and supporting structures whereby laws and rules are enforced in a society and in the global community.	<ul style="list-style-type: none"> • democracy • justice • security • rights and responsibilities 	<ul style="list-style-type: none"> • conflict and cooperation • power relations • government

Roles and Responsibilities in Canadian and World Studies Programs

Students. Students have many responsibilities with regard to their learning in school. Students who are willing to make the effort required and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, taking responsibility for one's progress and learning is an important part of education for all students, regardless of their circumstances.

Successful mastery of concepts and skills in Canadian and world studies requires a sincere commitment to work, study, and the development or strengthening of appropriate skills. As well, students should be encouraged to actively pursue opportunities outside the classroom to extend and enrich their understanding of these subjects. For example, it is recommended that they create their own files on current events that relate to their areas of study, or that they explore subject-related volunteer opportunities, recreational reading materials, movies or documentaries, or public affairs programs on television.

Parents. Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what students are expected to learn. This awareness will enhance parents' ability to discuss schoolwork with their children, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers' comments on student progress and to work with teachers to improve student learning.

The Canadian and world studies curriculum promotes lifelong learning not only for students but also for their parents and all those with an interest in education. In addition to supporting regular school activities, parents can help their sons and daughters by encouraging them to take an active interest in current events and issues and offering them opportunities to question and reflect on what is happening in the world. Other examples of effective ways to support student learning include attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging students to complete their assignments at home.

Teachers. Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations in their courses, as well as for developing appropriate methods for assessing and evaluating student learning. Teachers also support students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop skills of inquiry and communication, as well as map and graphic representation skills, while discovering and learning fundamental concepts. The

activities offered should enable students to connect and apply these skills and concepts to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts – to the goals and concerns of the world in which they live – will motivate students to learn and to become lifelong learners.

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 participation in professional development. 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.

The Program in Canadian and World Studies

Overview of the Program

In Grades 11 and 12, five types of courses are offered: university preparation, university/college preparation, college preparation, workplace preparation, and open. Students choose between course types on the basis of their interests, achievement, 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 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 certain apprenticeship or other training programs.
- **Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to 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.

Before they can proceed to a Grade 11 course in geography, students must successfully complete either the academic or the applied Grade 9 geography course; before they can proceed to a Grade 11 course in economics, history, law, or politics, students must successfully complete either the academic or the applied Grade 10 history course. (The Grade 10 half-credit open course in civics is compulsory.)

School boards may develop locally and offer a Grade 10 course in Canadian history that can be counted as a student's compulsory credit in Canadian history (see Program/Policy Memorandum No. 134, which outlines a revision to section 7.1.2, "Locally Developed Courses", of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* [OSS]). Whether it is counted as the compulsory credit or not, this course may be developed to prepare students for success in any of the Grade 11 workplace preparation courses in economics, history, or law. Ministry approval of the locally developed course authorizes the school board to use it as the prerequisite for any of those courses.

Although Grade 11 and 12 courses in Canadian and world studies are optional, students should keep in mind that, to meet the requirements for the secondary school diploma, they must earn at least one senior-level credit in their choice of Canadian and world studies, English, social sciences and humanities, or a third language. Any Grade 11 or 12 course in the program will allow students to fulfil this requirement.

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	Grade 10 Canadian History Since World War I, Academic or Applied
11	Making Economic Choices	Workplace	CIC3E	Grade 10 Canadian History Since World War I, 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
Geography				
11	The Americas: Geographic Patterns and Issues	University/College	CGD3M	Grade 9 Geography of Canada, Academic or Applied
11	Physical Geography: Patterns, Processes, and Interactions	University/College	CGF3M	Grade 9 Geography of Canada, Academic or Applied
11	Geographics: The Geographer's Toolkit	Workplace	CGT3E	Grade 9 Geography of Canada, Academic or Applied
11	Travel and Tourism: A Regional Geographic Perspective	Open	CGG3O	Grade 9 Geography of Canada, Academic or Applied
12	Canadian and 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: Human Patterns and Interactions	University	CGU4U	Any university or university/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	Geomatics: Geotechnologies 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 Geography: Urban Patterns and Interactions	College	CGU4C	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	Workplace	CGR4E	Grade 9 Geography of Canada, Academic or Applied

* With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.

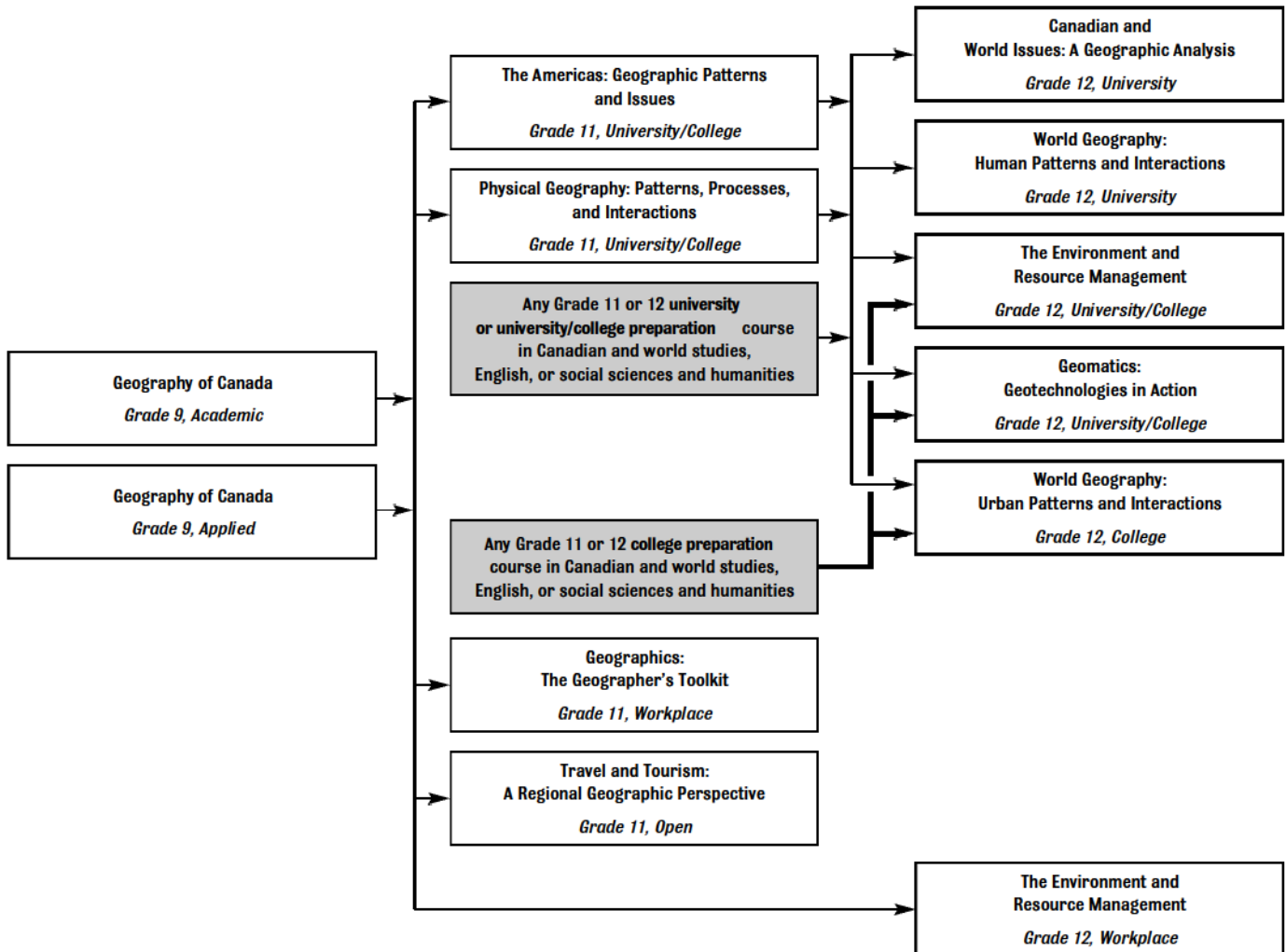
Grade	Course Name	Course Type	Course Code	Prerequisite
History				
11	American History	University	CHA3U	Grade 10 Canadian History Since World War I, Academic or Applied
11	World History to the Sixteenth Century	University/College	CHW3M	Grade 10 Canadian History Since World War I, Academic or Applied
11	Canadian History and Politics Since 1945	College	CHH3C	Grade 10 Canadian History Since World War I, Academic or Applied
11	Canadian History and Politics Since 1945	Workplace	CHH3E	Grade 10 Canadian History Since World War I, Academic or Applied*
11	World History Since 1900: Global and Regional Perspectives	Open	CHT3O	Grade 10 Canadian History Since World War I, Academic or Applied
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: The West and the World	University	CHY4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World History: The West and the World	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	Grade 10 Canadian History Since World War I, Academic or Applied*
Law				
11	Understanding Canadian Law	University/College	CLU3M	Grade 10 Canadian History Since World War I, Academic or Applied
11	Understanding Canadian Law	Workplace	CLU3E	Grade 10 Canadian History Since World War I, Academic or Applied*
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
Politics				
11	Canadian Politics and Citizenship	Open	CPC3O	Grade 10 Canadian History Since World War I, Academic or Applied
12	Canadian and World Politics	University	CPW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

* With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.

Note: Each of the courses listed in this chart is worth one credit.

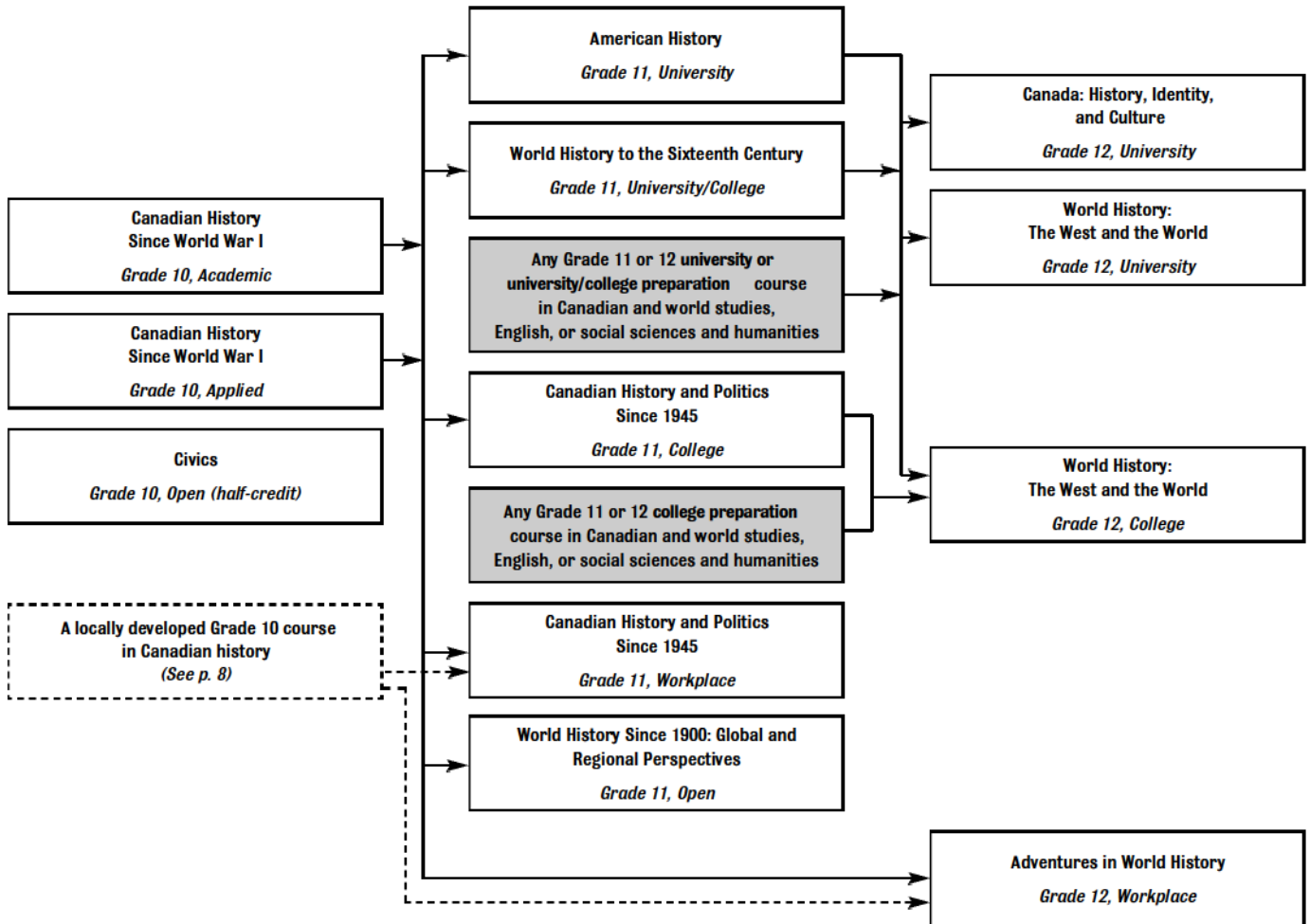
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – Geography

This chart maps out all the courses in the discipline 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.



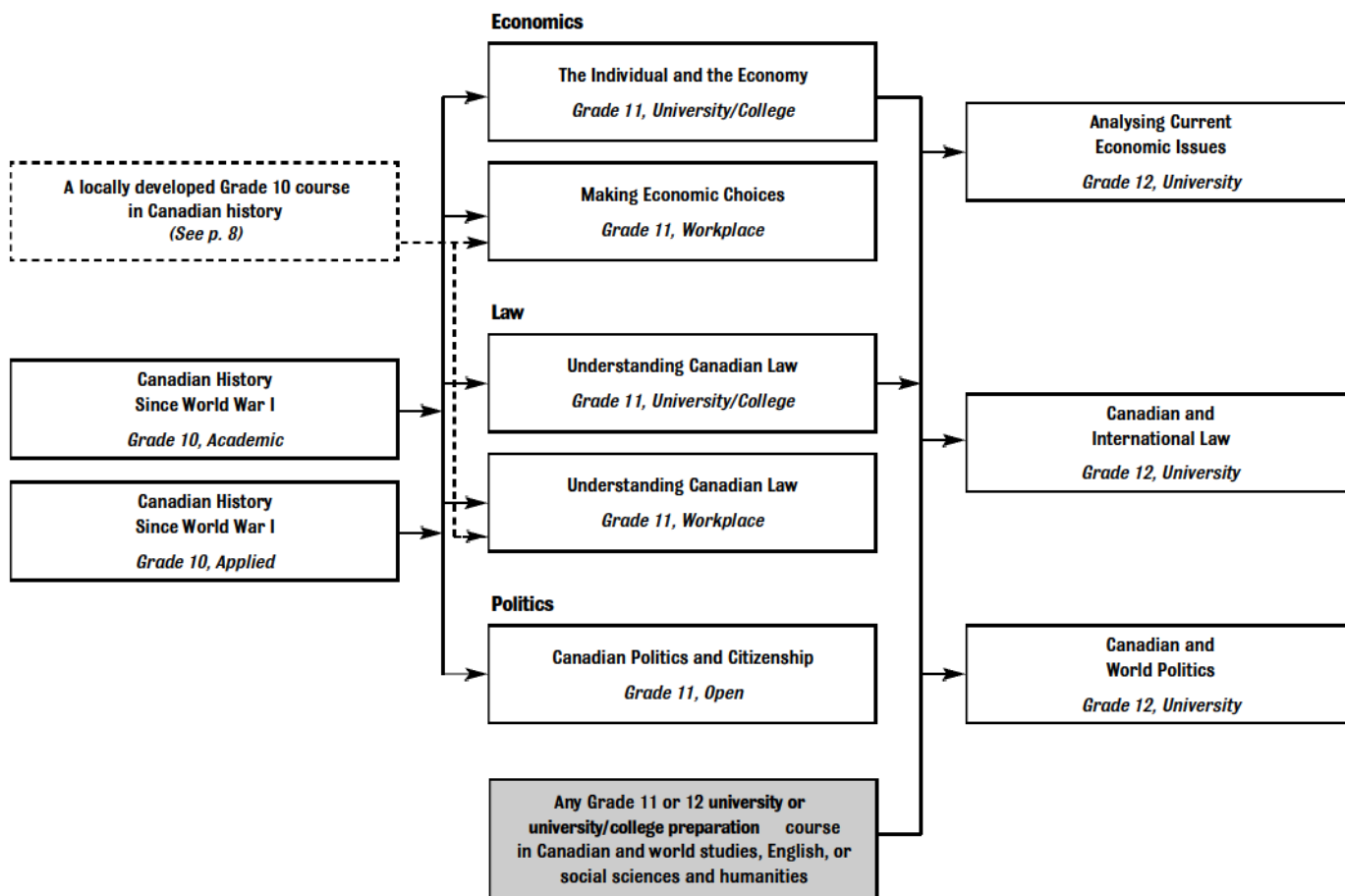
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – History

This chart maps out all the courses in the discipline 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 the discipline 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 this document are designed to be offered as full-credit courses. However, *with the exception of Grade 12 university preparation and Grade 12 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, must 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 the two half-credit courses 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 acquire, demonstrate, and apply in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course.

- 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 arranged under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students.

The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop and present various lessons and learning activities for their students. The concepts, content, and skills identified in the different strands of each course should, wherever appropriate, be integrated in instruction throughout the course. (Note, however, that the expectations in the strand entitled “Methods of Inquiry and Communication” in every course can be achieved only in connection with expectations from the other strands of the course.)

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list. Teachers do not have to address the full list of examples but might select two or three areas of focus from that list or might choose areas of focus that are not included in the list.

Assessment and Evaluation of Student Achievement

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 18–19;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year or semester and at other appropriate points throughout the year.

All curriculum expectations must be accounted for in instruction, 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 covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 18–19) for level 3 represent the “provincial standard” for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in Canadian and world studies can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed “70–79% (Level 3)”. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Ministry of Education provides teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels.

The Achievement Chart for Canadian and World Studies

The achievement chart that follows identifies four categories of knowledge and skills in Canadian and world studies. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a framework that encompasses all curriculum expectations for all courses in all grades and subjects represented in this document;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

Categories of knowledge and skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

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

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, gathering information, organizing an inquiry)
- processing skills (e.g., analysing, evaluating, synthesizing)
- critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)

Communication. The conveying of meaning through various forms, as follows:

- oral (e.g., story, role play, song, debate)
- written (e.g., report, letter, diary)
- visual (e.g., model, map, chart, movement, video, computer graphics)

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

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria. Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are “knowledge of content (e.g., facts, terms, definitions)” and “understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)”. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors. A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion 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. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers. A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with *considerable* effectiveness”.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates <i>limited</i> knowledge of content	– demonstrates <i>some</i> knowledge of content	– demonstrates <i>considerable</i> knowledge of content	– demonstrates <i>thorough</i> knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates <i>limited</i> understanding of content	– demonstrates <i>some</i> understanding of content	– demonstrates <i>considerable</i> understanding of content	– demonstrates <i>thorough</i> understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with <i>limited</i> effectiveness	– uses planning skills with <i>some</i> effectiveness	– uses planning skills with <i>considerable</i> effectiveness	– uses planning skills with a <i>high degree</i> of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with <i>limited</i> effectiveness	– uses processing skills with <i>some</i> effectiveness	– uses processing skills with <i>considerable</i> effectiveness	– uses processing skills with a <i>high degree</i> of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with <i>limited</i> effectiveness	– uses critical/creative thinking processes with <i>some</i> effectiveness	– uses critical/creative thinking processes with <i>considerable</i> effectiveness	– uses critical/creative thinking processes with a <i>high degree</i> of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms	– expresses and organizes ideas and information with <i>limited</i> effectiveness	– expresses and organizes ideas and information with <i>some</i> effectiveness	– expresses and organizes ideas and information with <i>considerable</i> effectiveness	– expresses and organizes ideas and information with a <i>high degree</i> of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms	– communicates for different audiences and purposes with <i>limited</i> effectiveness	– communicates for different audiences and purposes with <i>some</i> effectiveness	– communicates for different audiences and purposes with <i>considerable</i> effectiveness	– communicates for different audiences and purposes with a <i>high degree</i> of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	– uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with <i>limited</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>some</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>considerable</i> effectiveness	– applies knowledge and skills in familiar contexts with a <i>high degree</i> of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with <i>limited</i> effectiveness	– transfers knowledge and skills to new contexts with <i>some</i> effectiveness	– transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness	– transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with <i>limited</i> effectiveness	– makes connections within and between various contexts with <i>some</i> effectiveness	– makes connections within and between various contexts with <i>considerable</i> effectiveness	– makes connections within and between various contexts with a <i>high degree</i> of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Evaluation and Reporting of Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Some Considerations for Program Planning in Canadian and World Studies

Teachers who are planning a program in Canadian and world studies must take into account considerations in a number of important areas, including those discussed below.

Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Canadian and world studies courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and make decisions about significant human concerns. When students are engaged in such active learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in Canadian and world studies are fieldwork (including data collection), cooperative small-group learning, role playing, simulations, brainstorming, mind mapping, creating scenarios for decision making, independent research, personal reflection, seminar presentations, Socratic lessons, and constructive or creative dialogue. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become life-long learners.

Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and problems in the world outside – for example, to the challenges associated with sustainable development, or the advantages and disadvantages of various economic associations, or present-day trends in employment and the workplace. It is essential to emphasize the relationship of Canadian and world studies to the world outside school so that students recognize that these areas of study are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.

Students' attitudes towards Canadian and world studies can have a significant effect on their achievement of expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively.

In all courses, consideration should be given to including visits from guest speakers and trips to local museums, archaeological digs, geographic features (e.g., land formations, rivers), art galleries, and festivals. Students develop a better understanding of various aspects of Canadian and world studies when they experience them at first hand – for example, by visiting the stock exchange, touring government buildings and observing a session of Parliament, or attending trial procedures at a local courthouse (e.g., as part of the “Courtrooms & Classrooms” program). Such experiences also give students a better appreciation of the unique features and people of the community in which they live.

The Importance of the Study of Current Events

The study of current events forms an integral component of the Canadian and world studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion of current events not only stimulates student interest and curiosity but also helps students to connect what they are learning in class with past and present-day world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an integral extension of the expectations found in the curriculum.

Planning Canadian and World Studies Programs for Exceptional Students

In planning Canadian and world studies courses for exceptional students, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations* or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations

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). 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). More detailed information about planning programs for exceptional students can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004*. (Both documents are available at <http://www.edu.gov.on.ca>.)

Students Requiring Accommodations Only. With the aid of accommodations alone, some exceptional students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see IEP Standards, 2000, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

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. *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 14 of IEP Standards, 2000, 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 appropriate course curriculum expectations and the achievement levels outlined in this document.

* "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Modified Expectations. Some exceptional students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, 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.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (IEP Standards, 2000, pages 10 and 11). Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. 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, page 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. 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 the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) 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.

English As a Second Language and English Literacy Development (ESL/ELD)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Students who come to Ontario from other countries will find the study of the subjects within Canadian and world studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

Teachers of Canadian and world studies must incorporate appropriate strategies for instruction and assessment to facilitate the success of the ESL and ELD students in their classrooms. These strategies include:

- modification of some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, 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 culturally diverse materials);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL and ELD are modified, or accommodations to the learning environment are made, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See *Guide to the Provincial Report Card, Grades 9–12, 1999*.)

For further information on supporting ESL and ELD students, refer to *The Ontario Curriculum, Grades 9 to 12: English As a Second Language and English Literacy Development, 1999*.

Antidiscrimination Education in Canadian and World Studies

The Canadian and world studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

In Canadian and world studies, students learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada and the world. The critical thinking and research skills acquired in Canadian and world studies courses will strengthen students' ability to recognize bias and stereotypes in contemporary as well as historical portrayals, viewpoints, representations, and images. Learning activities and resources used to implement the curriculum should be inclusive in nature, reflecting diverse points of view and experiences, including Aboriginal perspectives. They should enable students to become more sensitive to the experiences and perceptions of others.

Literacy, Numeracy, and Inquiry/Research Skills

Success in Canadian and world studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in Canadian and world studies courses involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal

contexts, and to present their findings in oral presentations and written reports. The language of Canadian and world studies courses includes special terms associated with the subjects that the program encompasses. The study of these subjects will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively. The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in Canadian and world studies courses may be found in the resource document *Thinking Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*.

The Canadian and world studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication may involve the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information.

In all courses in Canadian and world studies, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations; they also need to know which methods to use in a particular inquiry. Students will learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, climate maps, aerial photographs and satellite images, diagrams and charts, and electronic sources. As they advance through the grades, students will be expected to use these sources with increasing sophistication. They will also be expected to distinguish between primary and secondary sources, to determine their validity and relevance, and to use them in appropriate ways.

The Role of Technology in Canadian and World Studies

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in Canadian and world studies. These tools include simulations, multimedia resources, databases, and computer-assisted learning modules. Teachers can use ICT tools and resources both for whole class instruction and for the design of curriculum to meet diverse student needs.

ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access primary resources held in museums, libraries, archives, and public institutions across the country and around the world. ICT resources allow secondary students to conduct more far-ranging and authentic research than ever before.

Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. The technology also makes possible simulations of complex systems that are useful for problem-solving purposes or when field studies on a particular topic are not feasible. Students are able to develop job-related computer skills through the use of industry applications such as geographic information systems (GIS) and the global positioning system (GPS).

Career Education in Canadian and World Studies

The knowledge and skills students acquire in Canadian and world studies courses will be useful in a variety of careers. For example, the study of economics increases students' awareness of the ways in which local and global events and trends affect not only the economy but also their own career opportunities. A background in geography, history, politics, or law can lead to employment in fields such as law, politics, resource management, information technology, teaching, recreation, hospitality and tourism, and journalism. Students should be made aware of these possibilities and encouraged to explore areas of interest to them.

Health and Safety in Canadian and World Studies

Although health and safety issues are not normally associated with Canadian and world studies, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. It also takes the teacher and students out of the predictable classroom environment into unfamiliar settings. Teachers must preview and plan activities and expeditions carefully to protect students' health and safety.

Economics

Overview

Although our resources, as individuals and as a society, are limited – or “scarce”, in the terminology of economics – our needs and wants are virtually unlimited, and so we must constantly make choices. The concepts, models, and methods of inquiry of economics can help us make good decisions about how resources should be used.

By studying economics, students will develop an understanding of different economic systems and institutions and will be able to assess the degree to which these systems and institutions help satisfy people’s needs and wants. In particular, economics examines how markets, prices, and governments influence economic decision making. A knowledge of economics will help students assess when markets are best able to serve the public interest and when collective or government action is necessary. It will also help them make better choices as consumers of goods and services, as contributors to the economy, and as economic citizens.

Strands

Economic Decision Making. Economics is the study of how decisions are made about the best way to allocate scarce resources in order to satisfy people’s needs and wants. Choices always involve trade-offs and the ability to rank priorities. By understanding how to carry out a disciplined and thoughtful economic analysis of problems and options, one that takes into account economic, environmental, and social implications, students learn how to make appropriate and meaningful choices that enhance economic well-being.

Economic Stakeholders. Individuals and groups engage in economic activity for a variety of reasons. *Consumers* seek to satisfy their needs and wants. *Contributors* provide the economic resources required to produce goods and services. *Citizens* are concerned with how public institutions monitor and regulate markets for the good of the public. Students need an understanding of these perspectives so that they can analyse economic activity and economic options in order to make choices that are consistent with their values and priorities.

Self-Interest and Interdependence. The market relies on individuals to make decisions that are in their own best interest. The choices individuals make often lead to the specialization of labour and production that makes them more dependent on others. At the same time, their choices may result in unintended costs to others and to themselves. An appreciation of the relationship between the individual’s self-interest and economic interdependence will help students assess the performance of economic institutions and improve their ability to make sound economic choices as consumers, contributors, and citizens.

Economic Institutions. People depend both on private economic institutions (e.g., those in the marketplace) and on public economic institutions (e.g., government agencies) to represent and further their interests. Students need to be able to identify Canada’s economic institutions, recognize the roles they play, analyse and evaluate their effectiveness, and determine the balance of public and private sector activity that makes the most efficient use of scarce resources.

Methods of Economic Inquiry and Communication. Students studying economic concepts and issues need to use a variety of methods of economic inquiry in order to explain past events and to forecast trends. They also must use a range of skills and information technologies to formulate questions for research; to locate and organize information; and to evaluate the validity of measurements of economic change, as well as the ways in which those measurements define and influence economic well-being. Finally, students must communicate economic information and ideas in a variety of written, oral, or visual forms and forecast their own economic needs as they plan for the future.

The Individual and the Economy,
Grade 11, University/College Preparation

(CIE3M)

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

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

Economic Decision Making

Overall Expectations

By the end of this course, students will:

- explain how the scarcity of economic resources requires individuals and societies to make economic choices;
- explain the principles of sound personal financial planning;
- analyse trends in labour markets.

Specific Expectations

Scarcity and Choice

By the end of this course, students will:

- explain, using specific examples, the economic problem of scarcity and the choices and trade-offs that individuals and societies must make;
- explain the three basic types of economic choices (i.e., what, how, and for whom to produce);
- describe the costs of an economic choice, using the model of the production-possibility boundary and the concepts of explicit costs (i.e., money) and implicit costs (i.e., non-monetary costs and opportunity cost);
- distinguish between economic resources (i.e., labour, land, and capital) and economic outputs (i.e., goods and services).
- evaluate, using financial criteria (e.g., yield, rate of return, liquidity, risk), the appropriateness of different types of financial assets at different stages of life;
- describe how saving benefits the individual and the economy;
- describe different forms of savings income (e.g., interest, dividends, capital gains, rent) and how they benefit the individual and the economy.

Employment Trends

By the end of this course, students will:

- describe how changes in the labour force and in the participation rate affect rates of employment;
- explain the factors that cause the patterns of labour supply and demand to change (e.g., demographic trends, advances in technology);
- analyse the causes of specific types of unemployment (e.g., frictional, seasonal, structural, cyclical) and their impact on career choices.

Personal Financial Planning

By the end of this course, students will:

- identify the financial planning principles that people follow when they budget, invest, and save (e.g., start saving early, take advantage of compound interest, recognize the value of diversification);
- identify the factors that affect the value of different types of financial assets (e.g., stocks, bonds, mutual funds, real estate) and the benefits and risks associated with each;

Economic Stakeholders

Overall Expectations

By the end of this course, students will:

- analyse the factors that influence consumer demand and satisfaction in the marketplace;
- explain a variety of ways in which individuals (“producers”) contribute to the economy;
- analyse the factors that affect the socio-economic position of people in Canada;
- describe the economic rights and responsibilities of citizens.

Specific Expectations

Consumers

By the end of this course, students will:

- distinguish among wants, needs, and consumer demand (i.e., the willingness and ability to pay for goods and services);
- identify the factors that influence consumer demand (e.g., expectations, the availability of substitutes, taste, income);
- evaluate the sources and quality of information available to consumers about the products they wish to purchase;
- analyse choices and determine the best method of payment (e.g., cash, credit, loan, rent, lease) for major consumer purchases (e.g., cars, accommodation).

Producers

By the end of this course, students will:

- explain the connection between the income and the productivity of different types of “producers”, or contributors to the economy (e.g., workers, investors, entrepreneurs);
- describe the traits, skills, and economic contributions that distinguish entrepreneurs from others such as inventors, employees, and managers;
- explain how and why some individuals contribute to the production of goods and services without financial remuneration (e.g., as volunteers, by bartering, as home-makers).

Socio-economic Groups

By the end of this course, students will:

- identify socio-economic groups using numerical data (e.g., quintiles, various poverty lines) and income determinants (e.g., place of residence, education, birth);
- assess how government policies (e.g., with respect to user fees, taxation, rent controls, resource development) affect various socio-economic groups;
- analyse how various socio-economic groups are affected by changes in prices, in incomes, and in their own needs at different life stages.

Economic Citizens

By the end of this course, students will:

- 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);
- analyse a current issue (e.g., pollution), identifying how the economic rights of individuals must be balanced by economic responsibility and public accountability.

Self-Interest and Interdependence

Overall Expectations

By the end of this course, students will:

- explain how self-interest in a market makes consumers and producers interdependent;
- describe ways in which governments in Canada intervene in the economy to balance the competing self-interests of stakeholders;
- assess the extent, nature, and impact of Canada's economic interdependence with other nations.

Specific Expectations

Self-Interest and Interdependence

By the end of this course, students will:

- explain why self-interest leads to the specialization of labour and the need to rely on others (i.e., interdependence);
- describe the criteria that consumers and producers each use to determine which of several choices is in their own best interest;
- explain how the interdependence of consumers and producers in a market determines an equilibrium price that maximizes the self-interest of all stakeholders in that market;
- describe the nature of economic interdependence in consumer markets (e.g., substitution effect) and in labour markets (e.g., derived and interdependent demand).

Conflicting Self-Interests

By the end of this course, students will:

- describe examples of how the self-interest of different stakeholder groups may conflict (e.g., consumers and producers, workers and management/shareholders);
- describe ways in which government intervenes in the economy to mediate the conflicting self-interests of stakeholders, and assess the effectiveness of such interventions (e.g., minimum wage laws, competition policy, health and safety regulations, environmental protection regulations).

International Economic Interdependence

By the end of this course, students will:

- identify the value and significance of trade to Canada's economy;
- describe how events in the United States and other parts of the world affect Canada's economy and the 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);
- describe the nature of Canada's foreign trade by interpreting trade data (e.g., current and capital accounts);
- assess the benefits and disadvantages to trading partners of international specialization and trade arising from comparative advantage (e.g., the comparative advantage between Canada and Mexico in the production of wheat and radios).

Economic Institutions

Overall Expectations

By the end of this course, students will:

- identify the distinguishing characteristics of Canada's economic system;
- explain the functions of markets, profits, and the process of economic decision making in the private sector;
- analyse the role and impact of government in the Canadian economy;
- analyse the role and impact of organized labour in the Canadian economy.

Specific Expectations

Canada's Economic System

By the end of this course, students will:

- describe the distinguishing characteristics of the private, public, and non-profit (e.g., volunteer) sectors of the Canadian economy;
- describe the uses of money (e.g., as a medium of exchange, measure of value) in a mixed economy;
- determine the contributions made by the private, public, non-profit, and international (i.e., export and import) sectors of the economy;
- compare Canada's mixed economy with the economies of other countries in terms of the ownership of goods, services, and resources (i.e., public and private) and methods of economic decision making (i.e., market, central authority, or corporatism).

The Private Sector

By the end of this course, students will:

- describe how the prices established in input markets (i.e., of labour, land, and capital) and in consumer markets (i.e., of final goods and services) determine what, how, and for whom goods and services are produced;

- explain the importance of profit in the private sector and the factors that determine the profitability of a business (e.g., demand, production costs, amount of competition);
- explain how producers determine the most efficient way to use resources and how much to produce;
- compare the characteristics of the different structures of business organizations (i.e., sole proprietorship, partnership, corporation, cooperative);
- compare the characteristics of firms and of competition in perfectly and imperfectly competitive markets (e.g., monopoly and oligopoly).

The Public Sector

By the end of this course, students will:

- identify the economic responsibilities of each level of government in Canada;
- describe specific taxes paid by different stakeholders (e.g., income tax, sales tax, property tax, corporate tax, capital gains tax, excise tax) and classify them by type (e.g., progressive, regressive, and proportional; direct and indirect);
- analyse government tax data and spending data to identify trends.

Organized Labour

By the end of this course, students will:

- describe various forms of organized labour (e.g., unions, professional associations, workers' cooperatives) and the needs they satisfy;
- explain how organized labour can affect supply in labour markets;
- compare the incomes, benefits, and working conditions of organized and unorganized workers;
- evaluate the effectiveness of the collective bargaining process and other ways of resolving labour-management issues in terms of their benefits and costs to different groups of stakeholders.

Methods of Economic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of economic inquiry to locate, gather, evaluate, and organize information from a variety of sources;
- analyse specific economic situations, using appropriate economic concepts, models, and methods of economic inquiry;
- communicate the results of economic inquiries, using appropriate economic terms and concepts and a variety of forms.

Specific Expectations

Research

By the end of this course, students will:

- identify different types of economic information (e.g., statistics, forecasts, analysis, opinion) from a variety of sources (e.g., government, academic institutions, businesses, interest groups, the media, the Internet);
- evaluate the usefulness of economic information by considering the reliability of its source (e.g., authority, expertise, impartiality) and the quality of its content (e.g., use of logical arguments supported by evidence, absence of bias, avoidance of unsubstantiated assumptions);
- analyse different forms of economic information (e.g., reports, graphs, charts, tables) to determine their relevance, to accurately identify their main ideas and significant details, and to distinguish between fact and opinion;
- identify various career opportunities that require an understanding of economics (e.g., manager of a small business, business administrator, government policy analyst, stockbroker) and relate them to their own interests, abilities, and expectations.

Analysis and Interpretation

By the end of this course, students will:

- interpret current financial information from various sources (e.g., information from banks or stock markets that incorporates statistics and forecasts);
- use economic concepts (e.g., supply and demand) to analyse and describe an economic reality or choice;
- use economic models (e.g., competitive market) to analyse economic relationships and to forecast outcomes (e.g., how changes in supply and demand will affect price and output);
- use methods of economic inquiry (e.g., cost-benefit analysis) to evaluate an economic choice from the perspective of the affected stakeholders;
- describe the construction and use of a price index (e.g., Consumer Price Index [CPI], gross domestic product [GDP], price deflator, Toronto Stock Exchange [TSX] 300);
- interpret price and income data from different time periods to determine trends in average price level, real incomes, and purchasing power;

- 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 Nations human-development index);
- analyse an example of a current change in a particular market, explaining the causes of the change, identifying the stakeholders involved, and forecasting how the stakeholders will be affected;
- explain how an understanding of markets is in the interest of consumers, producers, and other stakeholders.

Communication

By the end of this course, students will:

- communicate the results of inquiries, using a variety of styles and forms (e.g., reports, essays, discussions, presentations), as well as visual supports (e.g., charts, graphs, computer presentations);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- use appropriate terminology to communicate economic concepts;
- produce a report, based on analysis of the various measures of economic well-being, comparing the performance of the Canadian economy with that of other developed countries.

Making Economic Choices, Grade 11, Workplace Preparation

(CIC3E)

This course encourages students to examine the economic choices they make as consumers and contributors in a mixed economy. Students will become familiar with sources of economic information and indicators of economic performance, such as rates of inflation, interest, and unemployment. Students will gain practical experience of how to apply their knowledge to make informed economic decisions and improve their economic well-being.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied. (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.)

Economic Decision Making

Overall Expectations

By the end of this course, students will:

- identify the economic choices that individuals, organizations, and societies must make because resources are scarce;
- explain how changes in prices, incomes, and the cost of living affect the decisions that are made by consumers;
- compare the different forms of saving and personal investment and the criteria to be considered when selecting them;
- identify trends in labour markets.

Specific Expectations

Scarcity and Choice

By the end of this course, students will:

- distinguish between an economic choice (i.e., one that involves the use of a scarce resource) and other types of choices (e.g., moral, ethical, political);
- describe economic choices they have made and will have to make as consumers and contributors and the trade-offs involved in those choices;
- distinguish between the economic resources (i.e., labour, capital, land) that go into an economy and the products (i.e., the goods and services) that result.

Prices and Incomes

By the end of this course, students will:

- describe how average prices and incomes have changed over the last decade;
- identify the factors (e.g., wage rates, inflation, taxation, exchange rates) that affect an individual's purchasing power and standard of living;
- explain how the factors affecting purchasing power influence the choices that consumers make when deciding what goods and services to buy.

Saving and Financial Planning

By the end of this course, students will:

- identify the benefits of acquiring different forms of financial assets (e.g., savings accounts, stocks, bonds, mutual funds, RRSPs);
- describe the savings and investment services offered by different types of financial institutions (e.g., banks, brokerage companies, insurance companies);
- explain the principles of sound financial planning (e.g., start saving early, diversify investments) and the criteria (e.g., liquidity, risk, rate of return) used to determine the most appropriate form of saving for an individual.

Employment Trends

By the end of this course, students will:

- explain the factors that influence the demand for and supply of labour (e.g., productivity, mobility, general economic conditions, demographics);
- describe the knowledge, skills, and attitudes most valued by employers.

Economic Stakeholders

Overall Expectations

By the end of this course, students will:

- describe the economic roles that an individual plays;
- identify the factors that influence consumer demand and the skills used by consumers to maximize their satisfaction in the marketplace;
- explain how markets determine the economic value of the individual as a contributor to the production process.

Specific Expectations

Stakeholders and Their Needs

By the end of this course, students will:

- identify those who compose the stakeholder groups of “consumer” (e.g., purchasers of goods and services and economic resources) and “producer” (e.g., suppliers of labour, capital, and other resources);
- identify the criteria (e.g., salary levels, interest rates) that different stakeholders use to make economic decisions as consumers, workers, and investors;
- identify the factors influencing personal economic choices (e.g., one’s needs, tasks, and preferences; the price of a product; the availability of substitute products or complementary products).

Consumers

By the end of this course, students will:

- identify the rights (e.g., to fair treatment, honest advertising) and responsibilities (e.g., contractual obligations) of consumers;
- differentiate between consumer wants and needs and consumer demand (e.g., consumers’ willingness and ability to pay for goods and services);
- explain the factors that influence consumers’ ability to pay for goods and services (e.g., their income, assets, and credit-worthiness);

- follow the appropriate steps in analysing a specific consumer choice (e.g., a car purchase, continuing education) and method of payment (e.g., cash, instalments, credit).

Producers

By the end of this course, students will:

- identify the rights (e.g., to fair competition, fair hiring and firing practices) and responsibilities (e.g., observing safety regulations) of owners/managers and/or workers;
- identify the different ways in which individuals contribute to the economy (e.g., as workers, entrepreneurs, investors of capital) and how they earn income (e.g., wages, salaries, interest, dividends, rents, profits);
- explain the factors that determine the value of an individual in the employment market (e.g., talent, skills, education, productivity, supply and demand);
- compare the economic roles, skills, and contributions of entrepreneurs, managers, and employees;
- analyse the involvement of indigenous people in the economy.

Self-Interest and Interdependence

Overall Expectations

By the end of this course, students will:

- explain how self-interest motivates both consumers and producers in a market and creates interdependence;
- explain why markets sometimes fail to resolve conflicting self-interests;
- describe the extent and nature of Canada's economic interdependence with other nations and the significance of this interdependence to Canadian stakeholders.

Specific Expectations

Markets, Self-Interest, and Interdependence

By the end of this course, students will:

- describe how consumers and producers each determine what is in their own best interest (e.g., satisfaction of needs and wants, profitability);
- describe (e.g., using graphs and tables) how consumers (i.e., demand) and producers (i.e., supply) together determine the equilibrium price and the quantity sold in a market;
- explain the importance of competition and profit in a market.

Conflicting Self-Interests

By the end of this course, students will:

- explain how and why competition in a market may diminish (e.g., from the merging of companies) and describe how reduced competition affects economic stakeholders;
- explain the negative impacts of market forces (e.g., pollution, high prices for scarce commodities) for individuals who receive no benefit from production;

- 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.

International Economic Interdependence

By the end of this course, students will:

- describe the benefits and disadvantages to trading partners of specialization and trade;
- assess the importance of international trade (i.e., its overall value and relative significance) in providing income, goods, and services to Canadians;
- explain how a change in the exchange rate affects consumers, workers, and producers.

Economic Institutions

Overall Expectations

By the end of this course, students will:

- describe the characteristics of Canada's economic system;
- describe the roles played by private sector businesses in the Canadian economy;
- describe the role of government in the Canadian economy;
- assess the role and impact of organized labour in the Canadian economy.

Specific Expectations

Canada's Economic System

By the end of this course, students will:

- compare the characteristics of a mixed economy with those of a market economy and a command economy;
- compare the public and private sectors of the economy with respect to the goods and services produced and the numbers of people employed;
- identify examples of goods and services that are not accounted for in public or private sector statistics (e.g., volunteer activity, housework, bartered and illegal goods and services) and explain how recording them would change the picture of Canada's economic activity.

Business Organizations

By the end of this course, students will:

- describe the factors that distinguish a successful from an unsuccessful private business (e.g., competitiveness, efficiency, entrepreneurial skills, managerial skills);
- explain ways in which firms compete with each other (e.g., non-price competition, pricing);
- identify the factors that determine which form of business organization (e.g., sole proprietorship, partnership, corporation, cooperative) a private sector producer establishes.

The Role of Government

By the end of this course, students will:

- describe specific examples of the ways in which government is involved in the Canadian economy (e.g., consumer, regulator, producer, distributor of income, tariff collector, quota setter);
- describe the types of taxes in the Canadian economy (e.g., income tax, PST, GST, property tax, excise tax) and the level of government that collects each type;
- describe the major expenditures of each level of government and the public goods, services, or transfers of income each provides.

Organized Labour

By the end of this course, students will:

- describe the functions of a union and the rights and responsibilities of a union member;
- describe the purpose of collective bargaining and the steps in the collective bargaining process;
- describe the advantages and disadvantages of different types of organized labour (e.g., unions, professional associations, worker-run collectives) from the point of view of workers, employers, and consumers, and the impact that each type has on the Canadian economy.

Methods of Economic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of economic inquiry to locate, gather, evaluate, and organize information from a variety of sources;
- analyse specific economic situations, using appropriate economic concepts, models, and methods of economic inquiry;
- communicate the results of economic inquiries, using appropriate economic terms and concepts and a variety of forms.

Specific Expectations

Research

By the end of this course, students will:

- identify the main ideas and significant details in various kinds of economic information (e.g., statistics, forecasts, analyses, opinions) from a variety of sources (e.g., electronic and print media, government agencies, producers, interest groups);
- evaluate the usefulness of economic information by considering the reliability of its source (e.g., objectivity, authority, expertise) and the quality of its content (e.g., relevance, absence of bias, expression of fact or opinion);
- identify various career opportunities that require an understanding of economics (e.g., manager of a small business, bank teller, entrepreneur) and relate them to their own interests, abilities, and expectations.

Analysis and Interpretation

By the end of this course, students will:

- describe (e.g., using graphs, tables, and statistics) what happens to equilibrium price and quantity purchased when demand or supply changes in a market;
- use market analysis methods to forecast how a market change (e.g., the effects of an early frost on the apple market) will affect the demand or supply, the price, and the quantity sold of a product or service;
- produce an analysis of how individual stakeholders (e.g., consumers, producers, investors) are affected by a specific economic change;
- apply economic concepts (e.g., opportunity cost, demand, supply) to identify and describe economic choices (e.g., to spend or to save) that consumers face;
- apply economic concepts and models (e.g., market analysis) to analyse the causes or forecast the effects of a change (e.g., in price);
- apply a cost-benefit analysis to define a problem and to identify and evaluate choices from the point of view of different stakeholders;
- identify economic indicators (e.g., productivity, unit labour cost, profit, price indices, gross domestic product, the poverty line, employment rate) that are used to measure economic well-being or to help make economic choices;
- identify measures 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).

Communication

By the end of this course, students will:

- communicate the results of inquiries, using a variety of styles and forms (e.g., reports, discussions, presentations), as well as visual supports (e.g., charts, graphs, computer presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- use appropriate terminology to communicate economic concepts;
- produce a report, using various statistical measures, to compare Canada's economic well-being with that of other countries.

Analysing Current Economic Issues, Grade 12, University Preparation

(CIA4U)

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

Economic Decision Making

Overall Expectations

By the end of this course, students will:

- explain the cause and nature of the three types of choices that all economic systems must make;
- explain the nature of Canada's economic growth and determine whether and/or how this growth furthers the economic goal of efficiency;
- analyse the changing importance of the public and private sectors of the economy and what this means for the achievement of the macroeconomic goals of freedom and equity;
- analyse the causes and consequences of economic instability and the effectiveness of stabilization policies designed to help Canadians achieve an appropriate level of economic security.

Specific Expectations

Scarcity and Choice

By the end of this course, students will:

- identify specific examples of economic choices – both individual (e.g., for whom to work) and collective (e.g., what level of government spending is needed or appropriate) – that Canadians must make because economic resources are scarce;
- identify options and the explicit and implicit (e.g., opportunity) costs associated with each option when making an economic choice;
- classify economic resources (e.g., labour, capital, and land/natural resources) and outputs (e.g., goods, services) by type and by ownership (e.g., public, private);
- compare the ways in which different types of economic systems (i.e., market, command, and mixed economies) make choices about what, how, and for whom to produce;
- identify economic choices that must be made at both the microeconomic and the macroeconomic level.

Economic Growth and Efficiency

By the end of this course, students will:

- compare the performance of the Canadian economy at different times, including the present, with the performance of other economies;
- explain the benefits and the costs of economic growth and of the efficient use of economic resources;
- evaluate proposals (e.g., for regulation, market incentives) to reduce the negative consequences of growth (e.g., pollution, resource depletion);
- explain how the current trend towards corporate concentration (e.g., mergers) may threaten or promote economic growth and efficiency.

Economic Freedom and Equity

By the end of this course, students will:

- describe the effects of changes in the economic influence of markets and the public sector (e.g., a reduced level of public services, deregulation, privatization);

- evaluate how economic trends (e.g., deficits, debt, globalization) have influenced decisions made by markets in the public and private sectors (e.g., restructuring, downsizing, privatization, deregulation);
- analyse whether and to what extent decisions made by markets in the public and private sectors promote achievement of the macroeconomic goals of equity and freedom.

Economic Stability

By the end of this course, students will:

- describe the characteristics (e.g., inflation, deflation, unemployment) and causes of economic instability in each phase of the business cycle;
- explain how government fiscal policy (e.g., government spending and/or taxation) and monetary policy (e.g., increasing or decreasing interest rates and the money supply) can help stabilize the business cycle and prices and lower the unemployment rate;
- evaluate how well current fiscal and monetary policies are achieving the goal of economic stability;
- evaluate the effectiveness of government legislation (e.g., related to employment standards/health and safety legislation) and programs (e.g., education, health care, employment insurance, pensions, welfare) designed to enhance the economic security of Canadians.

Economic Stakeholders

Overall Expectations

By the end of this course, students will:

- describe economic stakeholder groups and the criteria each uses to make economic decisions;
- explain the economic rights and responsibilities of “the economic citizen”;
- compare the ways and the degree to which different types of economic systems satisfy the needs of stakeholders.

Specific Expectations

Stakeholders and Their Needs

By the end of this course, students will:

- identify the major stakeholder groups in the Canadian economy (e.g., consumers, contributors, socio-economic groups, citizens);
- identify the criteria used by different groups of economic stakeholders to make economic decisions (e.g., consumers might use utility, while owners might use profit);
- explain the concept of the poverty line and the characteristics of the groups of stakeholders that fall below it;
- analyse the costs and benefits of an economic choice or change (e.g., a rise in interest rates) for different stakeholder groups (e.g., consumers, importers, workers, exporters).

The Economic Citizen

By the end of this course, students will:

- 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);

- compare markets and governments with regard to their ability to respect and protect the individual’s and the community’s economic rights and to promote the objectives of economic stewardship and responsible decision making.

Stakeholder Needs and Economic Systems

By the end of this course, students will:

- analyse the power of different stakeholder groups to make economic decisions in each type of economic system (i.e., market, command, mixed);
- compare the economies of different nations (e.g., Canada, United States, Japan, China, Sweden) with respect to ownership of resources, goods, and services (e.g., public or private) and method of decision making (e.g., by individuals in markets or by a central authority);
- 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 Columbia, pipeline construction or mining in the North, gaming in Ontario).

Self-Interest and Interdependence

Overall Expectations

By the end of this course, students will:

- explain how stakeholders use self-interest to make choices that maximize economic well-being;
- describe how groups of stakeholders and markets within an economy are interdependent and may be affected simultaneously by a change;
- assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;
- analyse examples of conflicts of self-interest that prevent the achievement of economic goals.

Specific Expectations

Stakeholder Self-Interest

By the end of this course, students will:

- explain why an understanding of market activity is in the self-interest of stakeholders (e.g., because it permits them to forecast change);
- explain, using concepts of marginal analysis (e.g., marginal cost, marginal revenue, economies of scale, law of diminishing returns), how different stakeholders determine which economic choice is in their own best interest;
- describe how the self-interest of buyers and sellers affects markets (e.g., by increasing competition, promoting the efficient use of scarce resources and the satisfaction of stakeholders).

Economic Interdependence

By the end of this course, students will:

- explain how specialization benefits stakeholders (e.g., through increased productivity) and creates interdependence (e.g., between consumers and producers);
- illustrate how the principles of supply and demand (e.g., market equilibrium, elasticity) affect the self-interest and interdependence of buyers and sellers in the marketplace;

- describe why and how one change (e.g., a change in interest rates) can affect an entire economy (e.g., employment levels, prices, total output).

International Economic Interdependence

By the end of this course, students will:

- explain, using the concepts of absolute and comparative advantage, the benefits of specialization and international trade;
- analyse data on Canada's balance of payments to establish the importance of trade to Canada's economy and to identify historical and evolving patterns of trade both in goods and services and in capital flows;
- analyse the factors that influence the exchange rate of the Canadian dollar and the ways in which changes in the dollar's value affect the economy (e.g., output, employment, prices);
- illustrate, using specific examples, how events in another part of the world can affect the Canadian economy and groups of Canadian stakeholders.

Conflicting Self-Interests

By the end of this course, students will:

- analyse the costs and benefits of different types of economic market structures (e.g., perfect/imperfect competition) from the point of view of different stakeholders and the achievement of economic goals;
- evaluate the quality of the information that sellers in a market provide to help buyers make choices and the importance of this information to the achievement of economic goals;
- explain how externalities (e.g., third-party costs) result in conflicts in individual stakeholder goals and may prevent the achievement of economic goals.

Economic Institutions

Overall Expectations

By the end of this course, students will:

- describe the nature and functions of Canada’s private economic institutions;
- describe the nature and functions of Canada’s public economic institutions;
- analyse the nature and functions of international economic institutions and their impact on the Canadian economy.

Specific Expectations

The Private Sector

By the end of this course, students will:

- identify ways in which different forms of privately owned, profit-making institutions differ from collective (e.g., cooperatives) and non-profit or charitable institutions in the private sector;
- describe the nature, causes, and consequences of economic institutions and activities that are part of the “hidden” economy;
- describe the role of different types of financial institutions in Canada (e.g., banking system, stock and bond markets) as financial intermediaries in capital markets;
- analyse the advantages and disadvantages, for the overall economy and various stakeholder groups, of privatization compared to the public provision of a specific good or service (e.g., private versus public education, private versus government-controlled liquor sales).

The Public Sector

By the end of this course, students will:

- describe how government is involved in the economy (e.g., as a provider of public goods and services such as defence, supplier of infrastructure, employer of resources, regulator of competition and of aggregate demand, redistributor of income);

- analyse how and for what purposes fiscal policy tools (e.g., taxation and spending) are applied at each level of government (i.e., federal, provincial, and local);
- explain the difference between, and the recent trends in, the debts and deficits of the three levels of government and the overall impact of these trends on the Canadian economy;
- describe the forms and functions of money in Canada’s economy, the ways in which the Bank of Canada controls the money supply, and how monetary policy influences the Canadian economy.

International Economic Institutions

By the end of this course, students will:

- describe the nature and role of international economic agreements and institutions (e.g., North American Free Trade Agreement, Kyoto Protocol, World Trade Organization, International Monetary Fund, Organization for Economic Cooperation and Development);
- analyse the growth of private-sector multinational corporations and their impact on the Canadian economy;
- analyse the costs and benefits to Canadian stakeholders of the trend towards freer international trade.

Methods of Economic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of economic inquiry to locate, gather, evaluate, and organize different types of current economic information from a variety of sources;
- analyse various economic choices, using the concepts, models, and processes of economic inquiry;
- communicate the results of economic inquiries, using appropriate economic terms, concepts, and models, and a variety of forms.

Specific Expectations

Research

By the end of this course, students will:

- conduct research to locate reliable information from a variety of different media (e.g., newspapers, Internet sites), institutions (e.g., government agencies), businesses, interest groups (e.g., Canadian Centre for Policy Alternatives, Fraser Institute), and other sources;
- analyse different types of economic information (e.g., statistical data, charts, graphs, tables, commentaries) to determine main ideas and supporting factual details, identify assumptions, and evaluate the logical consistency, relevance, and validity of the opinions expressed;
- identify various career opportunities in the field of economics (e.g., market analysis; policy analysis; careers in financial, academic, and government institutions) and relate them to their own interests, abilities, and expectations.

Analysis and Interpretation

By the end of this course, students will:

- use different types of economic information (e.g., statistical data, charts, graphs, tables, linear equations) to analyse and describe key economic concepts (e.g., the effect of economic change);
- 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);
- evaluate the validity of the most commonly used measures of economic well-being (e.g., growth, standard of living, inflation, unemployment, poverty);
- describe measures of economic well-being and performance other than those based on the System of National Accounts (e.g., human-development index);
- evaluate the truth of conclusions by applying the appropriate method of inquiry (e.g., positive compared with normative economics);
- explain the major theories of prominent economists (e.g., Adam Smith, David Ricardo, Thomas Malthus, Karl Marx, John Maynard Keynes) in the context of the economic issues and challenges of their times;
- apply economic concepts (e.g., opportunity cost, demand, absolute advantage) and models (e.g., production-possibility boundary, the market, circular flow) to identify and analyse choices, forecast economic change, and define a reality, problem, or issue;

- apply the cost-benefit method of inquiry to current economic issues to evaluate choices, using stakeholder criteria and economic goals.

Communication

By the end of this course, students will:

- communicate the results of inquiries, using a variety of styles and forms (e.g., reports, essays, discussions, presentations), as well as visual supports (e.g., charts, graphs, computer presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- communicate economic information in different ways, as appropriate to the context (e.g., derive the linear equation for a demand and supply curve, translate tables into graphs), and use appropriate terminology in discussing economic concepts;
- produce a report analysing the current economic situation, the trends in the economy, and the strengths and weaknesses of the economy.

Geography

Overview

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or political events or processes occur helps students gain a spatial perspective on them. Understanding the processes that shape the earth and knowing how life forms interact with the environment allow them to view events from an ecological perspective. Historical and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying geography, students receive practical guidance for decision making and problem solving in geographic planning, economic development, and environmental and resource management.

As the world's economies become increasingly interdependent, as pressures on the world's resources mount, and as concerns about issues such as global warming, urbanization, and population growth escalate, people need to become geographically literate and able to make informed judgements about environmental and social issues. The Grade 11 and 12 geography courses will help students develop a more sophisticated understanding of this essential area of learning.

Strands

The following are the five strands into which the geography courses are organized.

Geographic Foundations: Space and Systems. When geographers study the earth's surface, they work with spatial measurements such as elevation, distance, area, direction, and scale, as well as with complex ideas such as place, region, distribution, and pattern. Geography also includes the study of physical, economic, cultural, and political systems. By learning about the structure, evolution, and interaction of these systems, students gain insight into the interconnectedness of the physical and human worlds.

Human-Environment Interactions. People are an integral part of the natural environment. The natural environment affects people's lives in many fundamental ways, and people in turn affect the environment through their policies and activities. A similar relationship exists between people and their urban, cultural, and economic environments. Students need to understand these relationships in order to analyse the human consequences of natural events and the effects of human decisions on the environment.

Global Connections. Geography requires that students assume a global perspective on events and processes in any part of the world. Geographers study the special characteristics of different parts of the world and the connections between them. They consider issues that affect local communities and those that affect the whole world. Since the world's economies are becoming increasingly interconnected, and the flow of people, products, money, information, and ideas around the world is accelerating, a global perspective is particularly important for today's students.

Understanding and Managing Change. As the world undergoes continual change, students need many different kinds of knowledge and skills to be successful. Geographers use both local and global perspectives to identify trends, analyse the factors that cause change, and forecast the effects of change in the relationships between the earth's natural and human systems. These kinds of knowledge and skills are invaluable in problem solving and planning.

Methods of Geographic Inquiry and Communication. Geographers use a wide array of approaches and tools in their work. Some of these, such as fieldwork and computer analysis, are used in various disciplines; others are more specific to geographic studies. The latter include mapping, interpretation of aerial photographs, remote sensing, and image analysis using the global positioning system (GPS) and geographic information systems (GIS). The study of geography is especially relevant to contemporary students because, in addition to teaching them to view the world from both spatial and ecological perspectives, it familiarizes them with this broad range of new and traditional techniques and approaches.

**The Americas: Geographic Patterns and Issues,
Grade 11, University/College Preparation**

(CGD3M)

This course investigates the geographic systems and patterns of the Americas, focusing on questions arising from the growing interdependence of the countries in the region. Students will examine diverse environmental, economic, and cultural factors influencing the different countries and their peoples, and the interactions among them. Students will use a variety of geotechnologies and inquiry and communication methods to investigate trends and issues and communicate their findings.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- describe and compare the natural characteristics of the equatorial, midlatitude, and polar regions of the Americas;
- compare the diverse human systems and cultural realms of the Americas;
- analyse the political, economic, and social factors that contribute to disparities in economic development within the Americas.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the patterns of natural characteristics in the Americas (e.g., landforms, vegetation, climate, soils, water bodies);
- describe the cultural realms (e.g., Anglo-American, Francophone, Lusophone, Latin American, Caribbean, indigenous) and other major human patterns (e.g., economic activities, standards of living, demographics) of the Americas;
- identify how colonizing countries have influenced people and the environment in selected regions of the Americas;
- explain the relationships among patterns of settlement, resource distribution, development, and migration in selected regions of the Americas;
- describe trade patterns within and between selected economic regions of the Americas and analyse the factors that have shaped them.

Developing and Practising Skills

By the end of this course, students will:

- compare the major characteristics of selected ecosystems in the Americas (e.g., tropical rainforest, tundra, boreal forest, grassland, alpine region);

- analyse the factors affecting the economic development of different regions in the Americas;
- compare the standards of living of various groups (e.g., social classes, cultural groups) within selected countries or regions of the Americas.

Learning Through Application

By the end of this course, students will:

- 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;
- analyse development patterns in selected regions of the Americas (e.g., Bolivia, north-eastern Brazil, the Caribbean, the Arctic) and identify the benefits and disadvantages of development for each region chosen.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- analyse the causes and effects of human–environment interactions in various ecological zones of the Americas;
- evaluate the environmental and economic consequences for the Americas of natural hazards and climatic variations;
- analyse the linkages between population shifts and changes in physical and human environments in the Americas.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the causes and effects of environmental degradation in specific areas of the Americas (e.g., the Amazon or the Arctic);
- describe the natural characteristics of selected regions that have led to the development of primary industry (e.g., agriculture, forestry, mining);
- analyse the regional distribution of different types of natural disasters and climatic variations that affect the Americas (e.g., volcanoes, earthquakes, tornadoes, El Niños) and describe their consequences;
- analyse the effects of rural-to-urban population shifts on mega-cities of the Americas (e.g., Mexico City, São Paulo, Toronto, New York City).

Developing and Practising Skills

By the end of this course, students will:

- 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.

Learning Through Application

By the end of this course, students will:

- 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.

Global Connections

Overall Expectations

By the end of this course, students will:

- evaluate the impact of the global economy on the environment and peoples of the Americas;
- analyse how the nations of the Americas interact to promote or defend their political, economic, environmental, and social interests;
- assess the roles of current and emerging major powers in the Americas.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe how disparities between rich and poor nations in the Americas affect interactions between them (e.g., transborder resource needs, trade, migrations);
- describe various organizations and groupings in the Americas (e.g., NAFTA, OAS, Mercosur, Caricom) and the economic, political, or military purposes for which they have been formed;
- explain the significance of the Americas in the global economy with respect to the trade in selected products (e.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);
- explain how their geographic advantages and disadvantages (e.g., location, size, resources, population) affect the economic development of the nations of the Americas.

Developing and Practising Skills

By the end of this course, students will:

- 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 Americas, including Canada;
- identify criteria that can be used to characterize emerging powers in the Americas (e.g., literacy rates, gross national product [GNP] and other social and economic indicators, military strength, population);
- analyse economic data to determine the global ranking, as producers and users of resources, of the Americas as a group and of individual nations of the Americas;
- evaluate the effectiveness of a cooperative approach for resolving economic differences between members of a selected trading bloc within the Americas;
- analyse key aspects of the geopolitical role played by the United States (e.g., in terms of economic power, military strength, political influence, corporate policies) throughout the history of the Americas.

Learning Through Application

By the end of this course, students will:

- 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;
- evaluate the feasibility of expanding current trade alliances (e.g., Free Trade Area of the Americas [FTAA], Mercosur, NAFTA) in the Americas;
- analyse the evolution and evaluate the current international status of a selected emerging power in the Americas (e.g., Brazil, Mexico), using political, military, social, and economic criteria.

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- evaluate the effects of various political, economic, social, and technological changes on physical and human environments in the Americas;
- analyse the problem of underdevelopment in the Americas and explain the difficulties in alleviating it;
- evaluate various aid programs in the Americas and their impact.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe how population distribution in the Americas has changed over the past one hundred years as a result of changes in population growth, the economy, and technology;
- analyse how development projects in a country in the Americas (e.g., James Bay hydroelectric project, water diversion schemes, oil exploration and extraction projects) affect local environments and economies, indigenous peoples, and other countries;
- describe the contributions made by non-governmental organizations (NGOs) (e.g., Amnesty International, World Vision, Greenpeace) to selected countries of the Americas.

Developing and Practising Skills

By the end of this course, students will:

- propose solutions to high population densities in the cities of the Americas;

- analyse the impact of travel and tourism on a selected Caribbean nation (e.g., Barbados, the Bahamas, Cuba, Jamaica);
- analyse the positive and negative effects of international aid on the poorest countries of the Americas (e.g., Dominican Republic, Haiti).

Learning Through Application

By the end of this course, students will:

- compare the problems of living in a large city in North America to those of living in one in South America;
- analyse a development project in the Americas to determine its effect on local environments and economies, including those of indigenous peoples (e.g., mining in the Amazon, rural improvement projects in Central America, mining of the Athabasca oil sands in Alberta);
- evaluate the role of the Canadian International Development Agency (CIDA) in one of the countries of the Americas (e.g., Belize, Honduras, Haiti).

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers that require geographic knowledge and skills.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geotechnologies to interpret, analyse, and synthesize information in connection with a geographic inquiry (e.g., geographic information systems [GIS], global positioning system [GPS], hypermedia);
- use graphic organizers (e.g., semantic webs, cross-classification charts, timelines, Venn diagrams) to clarify and interpret geographic information;
- use different types of maps (e.g., road, topographical, thematic) to identify and interpret geographic relationships;
- use appropriate statistical methods (e.g., calculate averages, medians, correlations) and categories of data (e.g., population distribution, density, migration rates) in geographic analysis, observing accepted conventions;
- develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;

- explain the different points of view on a geographic issue that are, or might be, held by various stakeholders (e.g., individuals, business organizations, governments, special interest groups);
- produce a variety of maps, diagrams, and charts, following accepted conventions, to illustrate geographic patterns and relationships;
- provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions;
- complete an independent inquiry that deals with a topic or issue concerning the Americas and that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology when communicating results of geographic inquiries.

Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation (CGF3M)

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain major theories of the origin and internal structure of the earth;
- analyse the sources and nature of energy flows through the lithosphere, atmosphere, hydrosphere, and biosphere;
- explain the physical processes that create landforms, climate, soils, and vegetation.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how the earth's orbit (e.g., revolution, rotation) and tilt relate to the seasons and annual variations in climate;
- describe the relationship between the moon and the earth and some of its effects (e.g., tides, biodynamic agriculture);
- describe the components of the internal structure of the earth (e.g., core, mantle, crust) and their origins;
- explain why the physical evidence found on the surface of the earth and at the bottom of the oceans supports the theory of plate tectonics;
- identify the principal features of the lithosphere, atmosphere, hydrosphere, and biosphere;
- identify the interconnections among natural systems (e.g., natural vegetation, climate, wildlife) within selected ecosystems;
- describe the origins, distribution, and frequency of different kinds of storms (e.g., frontal depressions, hurricanes, tornadoes, thunderstorms);
- explain the factors determining the rates at which different physical processes occur (e.g., continental erosion, soil formation, tectonic uplift).

Developing and Practising Skills

By the end of this course, students will:

- describe the process of formation and the characteristics of the major rock types (e.g., igneous, sedimentary, metamorphic), using diagrams and drawings;
- describe the effects of convection currents on the motion of the earth's crustal plates;
- analyse and explain (e.g., using maps and diagrams) the global distribution patterns of major physical features (e.g., Ring of Fire, rivers, mountain systems, deserts);
- describe the flow of matter and energy through ecosystems (e.g., hydrologic cycle, carbon cycle) and explain the relationship of these flows to landforms, climate, soils, and vegetation;
- explain how climatic controls act upon the elements of the atmosphere to produce the climatic zones of the earth;
- explain the roles of erosional agents (e.g., water, ice, wind, chemical processes) in shaping physical features (e.g., meanders, valleys, dunes, caves).

Learning Through Application

By the end of this course, students will:

- outline the relationships among mountain ranges, occurrences of earthquakes/volcanoes, and tectonic plate boundaries and explain the processes that are believed to shape those relationships;
- differentiate between continental and oceanic plates and explain the processes at work along their boundaries (e.g., subduction, folding, faulting, sea floor spreading);
- explain the concepts of heat balance and air circulation, using local examples (e.g., driveways, lawns, water bodies);
- analyse the effects of natural variations in climate on the structure and composition of the soils and vegetation of selected regions;
- analyse the relationship between the present characteristics of local landforms and the processes that shaped them.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain how the earth provides both a habitat for life and a resource for society;
- evaluate the impact of natural systems on people and their activities;
- evaluate the impact of human life on the environment;
- explain the importance of stewardship and sustainability as guiding principles for human use of the physical environment.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain the economic importance of certain geological formations (e.g., Sudbury Basin, Pretoria Group);
- describe the trade-offs for humans living in areas that are subject to natural disruptions (e.g., coastal zones, slopes of active volcanoes, regions of tectonic activity such as California and Japan);
- 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).

Developing and Practising Skills

By the end of this course, students will:

- analyse the roles of natural features and processes (e.g., volcanoes, river erosion) in providing economic resources for society (e.g., fertile soils for agriculture);
- analyse how natural hazards (e.g., earthquakes, hurricanes, landslides) affect human activities;
- analyse ways in which human activities may increase or decrease the risks from natural hazards (e.g., floods, avalanches, tornadoes);

- evaluate the impact on a selected region of human-caused changes in atmospheric conditions (e.g., acid precipitation, smog, ozone depletion).

Learning Through Application

By the end of this course, students will:

- use a variety of formats (e.g., maps, photos, diagrams) to describe the post-glacial features in Ontario (e.g., drumlins near Peterborough) and some of the benefits people have derived from these features (e.g., aggregates for construction, recreation areas, groundwater);
- 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).

Global Connections

Overall Expectations

By the end of this course, students will:

- explain the reasons for the global patterns of continents and oceans, landforms, climate, soils, and vegetation;
- explain the importance of water to global systems;
- analyse local, regional, and global issues related to physical geography.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the similarities and differences among global ecosystems (e.g., temperate and tropical rainforests, polar and mid-latitude deserts);
- explain the role that oceans and ocean currents play in moderating climate;
- identify local, regional, and global issues related to physical geography.

Developing and Practising Skills

By the end of this course, students will:

- explain the relationships that link global patterns of landforms, climate, soils, and vegetation to each other;
- describe the distribution of significant ocean currents (e.g., Gulf Stream, Peru Current) and prevailing winds (e.g., North-west Trades, South-west Monsoon) and their relationships to world vegetation and soil patterns.

Learning Through Application

By the end of this course students will:

- compare global distribution patterns of climate, soils, and vegetation with patterns in a local bioregion;
- analyse the effects of human activities (e.g., urbanization, industrialization, recreation, deforestation) on water resources;
- summarize the geopolitical issues facing nations that share various physical regions (e.g., the Great Lakes Basin, the circumpolar regions, the Middle East, the Sahel, the Nile River valley);
- 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).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- analyse the causes and consequences of climate change;
- analyse how changes in natural systems are caused by natural phenomena;
- explain how human uses of the earth, especially uses involving technology, cause changes over time in natural systems.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the potential effects of climate change on the sustainability of resource-based industries (e.g., agriculture, forestry, offshore oil extraction, fishing);
- explain the relationship between natural variations in global climate and glacial movements;
- identify the mechanisms of change within the lithosphere (e.g., mountain building, erosion, landslides), atmosphere (e.g., greenhouse effect), hydrosphere, and biosphere;
- illustrate how short-term and long-term natural processes affect natural systems (e.g., tsunamis, soil formation, erosion, chemical and mechanical weathering).

Developing and Practising Skills

By the end of this course, students will:

- distinguish natural short-term variability from long-term trends in historical climate data;
- explain the potential effects of long-term climate change (e.g., global warming) on different parts of the world, including their local community;
- explain the correlation between changes in population density, changes in human activities, and changes in the “ecological footprint” of our species.

Learning Through Application

By the end of this course, students will:

- describe the difficulties involved in predicting climate change;
- analyse the long-term effects of human use of a 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.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic investigation and inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries and investigations, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research and Investigation

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry or investigation;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;
- identify selected physical features on the earth's surface (e.g., mountains, rivers, deserts) using various sources (e.g., maps, aerial photographs, satellite images, geographic information systems [GIS]);
- use remote-sensing imagery, maps, the global positioning system (GPS), and geographic information systems (GIS) to measure natural conditions (e.g., to predict weather or flooding; to determine the health of vegetation);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);

- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers that require geographic knowledge and skills.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geotechnologies to interpret, analyse, and synthesize information in connection with a geographic inquiry (e.g., geographic information systems [GIS], global positioning system [GPS], hypermedia);
- analyse quantitative and qualitative data collected from field studies (e.g., temperature readings, soil samples, observations recorded in field notes or sketches);
- use different types of maps (e.g., road, topographical, thematic) to interpret geographic relationships;
- use appropriate statistical methods (e.g., calculate averages, medians, correlations) in geographic analysis, observing accepted conventions;

- develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;
- explain the limitations on our ability to make accurate predictions about physical phenomena (e.g., the weather, earthquakes, hurricanes);
- explain the different points of view on a geographic issue that are, or might be, held by various stakeholders (e.g., individuals, business organizations, governments, special interest groups);
- produce a variety of maps, diagrams, and charts, following accepted conventions, to illustrate geographic patterns and relationships;
- provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions.

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries and investigations, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology when communicating results of geographic inquiries and investigations.

**Geographics: The Geographer's Toolkit,
Grade 11, Workplace Preparation**

(CGT3E)

This course focuses on giving students practical experiences with geotechnologies and related skills. Students will engage in image interpretation, desktop mapping, analysis using geographic information systems (GIS), use of the global positioning system (GPS), and data collection and management. Students will conduct fieldwork and explore applications and career opportunities in environmental, economic, and political contexts. Students will use a variety of communication tools and methods to present the results of their investigations.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain basic spatial concepts and processes;
- explain the fundamental concepts and processes of a range of geotechnologies;
- explain how various geotechnologies can be used to support business and government activities;
- use geotechnologies and apply spatial concepts and processes to carry out geographic studies, with an emphasis on the local community.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain the fundamental concepts and processes of a geographic information system (GIS) (e.g., an attribute table, layering, querying), the global positioning system (GPS) (e.g., satellite and receiver, radio waves, triangulation), and remote sensing (e.g., electromagnetic energy, targets, sensors);
- explain the concept of map projections (e.g., Mercator, Peters);
- differentiate between spatial and non-spatial data; point, line, and area data; raster and vector data; and qualitative and quantitative data;
- define the term *business geographics* and outline the range of techniques it encompasses (e.g., marketing and advertising, route planning, site selection, and redistricting);
- explain how government departments (e.g., engineering, planning, health, utilities, police, environment) make use of geotechnologies and spatial data in their operations (e.g., in land use planning, land registration, assessment of land claims, surveying, property assessment, urban planning).

Developing and Practising Skills

By the end of this course, students will:

- use a GIS to carry out spatial processes (e.g., buffering, geocoding, georeferencing) and to perform analytical functions (e.g., querying).

Learning Through Application

By the end of this course, students will:

- differentiate between large-scale and small-scale maps and use scale to calculate distance and area;
- determine absolute location and relative location using a variety of methods and tools (e.g., *for absolute location*: using latitude and longitude, Universal Transverse Mercator system; *for relative location*: using maps, aerial photographs, field observations);
- use GPS to collect location data on selected geographic phenomena in the local community (e.g., a trail, landmarks, property boundaries, hydrologic features);
- produce maps, charts, and graphs, using data illustrating local geographic themes;

- use geotechnologies to analyse selected aspects of physical and human geography (e.g., glacial features, drainage, vegetation, land use, demographics, modes of transportation), preferably of the local area;
- conduct a structured study relating to the actual or potential use of geotechnologies by a local business, government agency, or community group (e.g., GIS use in local businesses, groups, and government departments; resource mapping by conservation authorities).

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain the use of geotechnologies in studying and managing human–environment interactions;
- evaluate the usefulness of geotechnologies for identifying environmental concerns and developing possible solutions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the role of geotechnologies in facilitating the efficient and responsible use of resources (e.g., forests, minerals, fisheries);
- explain the role of geotechnologies in addressing environmental problems resulting from human action (e.g., pollution, deforestation, species extinction);
- describe the role of geotechnologies in addressing human problems resulting from environmental forces (e.g., hurricanes, floods, avalanches);
- describe the role of geotechnologies in outdoor recreation (e.g., hiking, fishing, snowmobiling, canoeing);
- explain the role of geotechnologies in addressing First Nation issues (e.g., land claims, reserve management, resource inventories).

Developing and Practising Skills

By the end of this course, students will:

- use geotechnologies to relate patterns of physical geography (e.g., relief, drainage) to patterns of human geography (e.g., settlements, land subdivision, distribution of Canada’s national parks);
- 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).

Learning Through Application

By the end of this course, students will:

- evaluate the benefits and effectiveness of using geotechnologies in sparsely populated areas (e.g., the use of GPS in search-and-rescue operations, the satellite monitoring of environmental impacts of military activities, the radar imaging of forests);
- use geotechnologies to create a map of an aspect of the local environment (e.g., a nature trail, a river course, a shoreline);
- assess how geotechnologies could have been used to avert famous disasters (e.g., the sinking of the *Titanic* or the *Ocean Ranger* drilling platform, the *Exxon Valdez* oil spill, the Halifax explosion);
- 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.

Global Connections

Overall Expectations

By the end of this course, students will:

- explain the use of geotechnologies in addressing matters of global concern;
- analyse global geographic patterns using spatial concepts and processes;
- use techniques of geographic inquiry to complete an investigation concerning global physical, demographic, or economic patterns.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the role of geotechnologies in addressing issues affecting the world as a whole (e.g., global warming, high population densities);
- explain how satellites support such global activities as communication, navigation, surveying, imaging, and mapping;
- explain the role of geotechnologies in facilitating interaction, cooperation, and communication between peoples.

Developing and Practising Skills

By the end of this course, students will:

- interpret maps and images to learn about areas that cannot be experienced at first hand (e.g., mountains, wetlands);
- compare images of different places to identify similarities and contrasts (e.g., population and relief);
- interpret satellite images to obtain a synoptic view of major world features (e.g., mountain systems, vegetation belts, oceans).

Learning Through Application

By the end of this course, students will:

- assess the role of geotechnologies in various aspects of international affairs (e.g., the use of GIS in disaster relief, GPS in warfare, satellite monitoring in controlling nuclear proliferation);
- explain a global phenomenon (e.g., rain-forest destruction, desertification, globalization) incorporating geotechnology (e.g., use ArcView to illustrate epicentres and magnitudes of seismic activity).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- explain and demonstrate the use of geotechnologies to monitor and predict change in the physical and human environment;
- evaluate the implications for the user of developments in geotechnology.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the role of geotechnologies, especially satellite imaging, in monitoring changing features and phenomena (e.g., sea ice, forests, oil spills);
- describe the role of geotechnologies, especially GIS, in predicting processes and events (e.g., urban sprawl, earthquakes, tsunamis, coastal erosion);
- identify recent advances in the field of geotechnology (e.g., palm GIS, Internet GIS) and predict future changes;
- identify key Canadian contributions to geotechnology (e.g., Radarsat);
- describe the extension of geotechnological applications into new domains (e.g., vehicle navigation, criminology, marketing).

Developing and Practising Skills

By the end of this course, students will:

- describe changes in the local landscape over time by interpreting a temporal sequence of maps and aerial photographs.

Learning Through Application

By the end of this course, students will:

- use geotechnology to illustrate changes in the physical and/or cultural geography of their local community;
- compare the personal geotechnological skill set of students today with their corresponding skill set two years earlier.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- locate and collect information for geographic inquiries from appropriate sources and using appropriate tools and methods;
- demonstrate the understanding and skills required to use a variety of conventional and geotechnological methods and tools in geographic investigations, and to interpret findings;
- communicate the results of geographic inquiries and investigations, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research and Data Collection

By the end of this course, students will:

- locate and gather geographic information (e.g., data and statistics, maps, images) from a variety of sources (e.g., governments, private companies, the Internet);
 - collect raw data, using appropriate observational methods (e.g., personal interview, questionnaire survey, field study, direct measurement);
 - locate and gather information from reliable websites related to geography, geographic information systems (GIS), and other geotechnologies, using appropriate search engines;
 - use an Internet mapping utility to locate addresses and gather information;
 - identify educational requirements, job descriptions, current opportunities, and future prospects for selected careers involving the use of geotechnologies.
- apply basic thematic mapping methods (e.g., choropleth, dot, proportional symbol);
 - select and apply the appropriate map type (e.g., unique value, graduated colour/symbol, chart, dot) and classification methods (e.g., equal interval, natural breaks, quantile), given a variety of spatial data sets;
 - identify the main types of remote sensing images (e.g., aerial photographs, thermograms, radar images);
 - use a global positioning system (GPS) receiver to execute basic survey operations, including the measurement of locations and elevations;
 - perform basic operations on topographic maps (e.g., specify location by six-figure reference; measure distances using scales; read elevations from contours; identify symbols using a legend);
 - perform basic operations on satellite images and aerial photographs (e.g., determine scale by measurement; identify features by interpretation; view the landscape in 3D using a stereoscope);
 - orient a map or aerial photograph in the field and relate the features shown to the surrounding landscape;

Methods and Tools of Geographic Inquiry

By the end of this course, students will:

- identify the conceptual and design criteria that make for a well-designed map or graphic (e.g., good generalization, symbol contrast, balanced layout);
- classify different kinds of maps according to the purpose for which they are used (e.g., topographic, thematic, navigational);

- use graphics software to produce a range of well-designed graphs, charts, and diagrams;
- use mapping software to generate a variety of well-designed maps, including thematic maps based on statistical data;
- create a small computer database relating to their local area, perform maintenance operations, and execute simple queries;
- execute a systematic field survey in their local area and plot the results as a map.
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology when communicating results of geographic inquiries and investigations.

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries and investigations, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);

Travel and Tourism: A Regional Geographic Perspective, (CGG3O)
Grade 11, Open

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain themes and concepts related to regional geography, including region, pattern, movement, and interaction;
- evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
- analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
- explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how natural features (e.g., rivers, mountain ranges) and human criteria (e.g., political boundaries) are used to define regions;
- identify and describe the different types of regions (e.g., homogeneous, functional, multi-factor, city-centred, frontier);
- explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practising Skills

By the end of this course, students will:

- determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- classify different types of travel and tourism (e.g., business travel, adventure tourism, ecotourism);
- analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;

- explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

By the end of this course, students will:

- analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- explain how the characteristics of different tourist regions (e.g., presence of national parks) influence the patterns of tourism within Canada;
- analyse the economy of a local region to determine the multiplier effect of tourism on it;
- identify natural and human features that attract tourists to their local region.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain how environmental factors affect patterns of travel and tourism;
- analyse the impact of different types of travel and tourism on the natural environment;
- evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify the natural resources on which tourism is based and justify the need for sustainable development;
- identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

By the end of this course, students will:

- 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).

Learning Through Application

By the end of this course, students will:

- evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park, World Heritage Site);

- produce a set of criteria or “code of behaviour” for tourists travelling in fragile environments (e.g., criteria for ecotourists, adventure tourists);
- describe UNESCO’s role and the 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).

Global Connections

Overall Expectations

By the end of this course, students will:

- describe global patterns of travel and tourism and the factors that influence them;
- explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
- compare the characteristics of selected tourist regions of the world.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;
- explain why specific countries have favourable (e.g., Spain, Italy) and unfavourable (e.g., Germany, Korea) tourism trade balances;
- 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 reasons for these conflicts.

Developing and Practising Skills

By the end of this course, students will:

- analyse global tourism patterns in a variety of countries and explain the reasons for the observed patterns (e.g., cruising in the Caribbean, ecotourism in Costa Rica, back-country skiing in the Canadian Rockies);
- compare rates of tourism and tourist spending for selected countries;
- 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);

- compare travel and tourism characteristics for two world-class city-centred regions (e.g., Tokyo, Singapore, Cairo, Amsterdam, New York, Rio de Janeiro);
- analyse the causes and effects of economic disparities between selected world tourism regions (e.g., Cuba and Monaco, Hong Kong and Kenya).

Learning Through Application

By the end of this course, students will:

- evaluate the natural and human attributes that contribute to the success of selected globally significant tourist attractions (e.g., Victoria Falls in Zimbabwe, Carnival in Rio de Janeiro);
- 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]);
- explain the relationship between the development of travel and tourism in a developing country and the country's level of economic growth.

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- explain how changes and trends in society have an impact on travel and tourism patterns;
- analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
- evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- 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);
- explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Developing and Practising Skills

By the end of this course, students will:

- show how changes in technology or in its uses alter travel and tourism patterns (e.g., improvements in Scuba tanks; use of helicopters for heli-skiing);

- analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- 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).

Learning Through Application

By the end of this course, students will:

- 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);
- analyse how changes in lifestyles (e.g., in disposable income, amount of leisure time, attitudes) have affected travel and tourism patterns;
- predict (e.g., based on a case study) the future of tourism for a selected region or destination (e.g., the Canadian Arctic, countries in Africa or Asia, outer space);
- explain how tourist activities may contribute to the exploitation of people.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry on a topic or issue in travel and tourism;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a topic or issue related to travel, tourism, or regional geography;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the travel and tourism industry.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geotechnologies to interpret, analyse, and synthesize information related to travel, tourism, and regional geography (e.g., remote sensing, image analysis, geographic information systems [GIS], global positioning system [GPS]);
- use different types of maps (e.g., road, topographical, thematic), graphs, organizers, and diagrams to clarify and interpret geographic information and relationships;
- use appropriate statistical methods (e.g., calculate averages, medians, correlations) in the analysis of travel and tourism patterns, observing accepted conventions;
- develop possible solutions to problems or issues related to travel, tourism, or regional geography (e.g., a plan to protect a fragile ecosystem from the effects of travel and tourism), using appropriate forecasting, decision-making, and/or problem-solving strategies;

- explain the different points of view on an issue related to travel and tourism that are, or might be, held by various stakeholders (e.g., individuals, travel companies, indigenous populations, governments, special interest groups);
- produce a variety of maps, graphs, diagrams, and charts, following accepted conventions, to illustrate patterns and relationships related to travel, tourism, and regional geography;
- provide appropriate and sufficient evidence and well-reasoned arguments to support opinions and conclusions.
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology (e.g., *region*, *pattern*, *spatial interaction*, *multiplier effect*, *demonstration effect*, *regional planning*) when communicating results of geographic inquiries.

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);

Canadian and World Issues: A Geographic Analysis, (CGW4U)
Grade 12, University Preparation

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain how the earth's natural and human systems are interconnected in multiple, complex ways;
- analyse the causes and effects of economic disparities around the world;
- compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the interdependence of ecology and economics;
- explain why places and regions are important to the identities of selected human groups (e.g., Nunavut as an example of Aboriginal self-government; Jerusalem as a holy city for Christians, Jews, and Muslims);
- explain how point of view influences an individual's perceptions of a place (e.g., a developer and an environmentalist differ on the best use for 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).

Developing and Practising Skills

By the end of this course, students will:

- analyse the changing spatial distribution of political systems (e.g., democracy, socialism, communism, military dictatorship) around the world;
- analyse the causes and consequences of recent events involving refugees and evaluate the effectiveness of national and international policies for dealing with refugees;
- 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).

Learning Through Application

By the end of this course, students will:

- describe the distribution of the world's major biomes and compare the productivity and diversity of selected ecosystems (e.g., the low productivity and biodiversity of deserts versus the high productivity and biodiversity of tropical rainforests);

- analyse appropriate statistical indicators (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) to assess the quality of life in a variety of developed and developing countries in different parts of the world;
- analyse the causes of economic disparity in the local or regional community;
- predict geographic consequences (e.g., changes in boundaries, trade flows, economic development, involvement in international organizations, environmental ethic) of separation or independence for a region or cultural group that is now part of a larger country.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- analyse the impact of selected global trends on people and environments at the local, national, and global level;
- analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;
- evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how human-induced changes in natural systems can diminish their capacity for supporting human activity (e.g., over-fishing on Canada's East Coast, desertification in the Sahel region of Africa);
- outline the factors that influence selected world demographic trends;
- explain why people perceive resource use and sustainable development differently at different times and in different places.

Developing and Practising Skills

By the end of this course, students will:

- analyse the impact on natural and human systems of selected human migrations;
- analyse the impact on natural and human systems of past and current trends in agriculture (e.g., Green Revolution, corporate farming, biotechnology, monoculture, organic farming);
- analyse the impact on natural and human systems of some of the side-effects of urbanization and urban growth (e.g., the destruction of wildlife habitat, traffic congestion, land-use conflicts);

- evaluate the economic, social, and ecological impact of current practices used in harvesting or extracting a selected resource (e.g., the clear-cutting of forests, the exporting of fresh water, open-pit mining);
- evaluate the effectiveness of various policies and practices that are used to promote sustainable development (e.g., polluter-pays policies, zero-population-growth policies, local community initiatives) in selected places and regions of the world;
- analyse the effects on the environment of various trade policies or agreements (e.g., fair-trade cooperatives, North American Free Trade Agreement).

Learning Through Application

By the end of this course, students will:

- evaluate the short-term and long-term economic, social, and environmental effects of efforts to increase the productivity of a selected natural environment (e.g., hydroponic farming, wetland reclamation, hillside terracing, aquaculture);

- assess how selected municipal, provincial, and federal government policies contribute to sustainable resource development in Canada;
- produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., oil extraction and logging on Lubicon Cree lands in Alberta, construction of hydroelectric dams in Canada or Asia, mining development in Indonesia, tourism development in Antarctica).

Global Connections

Overall Expectations

By the end of this course, students will:

- analyse the influences that increase the interdependence of countries around the world;
- analyse instances of international cooperation and conflict and explain the factors that contributed to each;
- evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming);
- explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts;
- describe the structure, membership, and activities of various international economic alliances and agreements (e.g., European Union [EU], African Union [AU], Association of Southeast Asian Nations [ASEAN], North American Free Trade Agreement [NAFTA]);
- explain how economies and environments in some places can be affected by decisions made in other places (e.g., the southern Ontario automobile industry is affected by decisions made by parent companies in the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas);

- describe the contributions of individuals who have been influential in addressing global issues and evaluate the impact of their work (e.g., Jody Williams – International Campaign to Ban Landmines; Nelson Mandela – promotion of human rights and a “non-racial” society; Gro Harlem Brundtland – promotion of the concept of sustainable development).

Developing and Practising Skills

By the end of this course, students will:

- analyse the economic and environmental effects of colonialism and neocolonialism on selected countries (e.g., United Kingdom in South Africa);
- analyse geopolitical relationships between selected countries and regions (e.g., between countries sharing the waters of the Nile or countries sharing the Grand Banks fishing grounds);
- analyse the evolving global geopolitical role of a selected region or country (e.g., European Union, Iraq, Asia-Pacific nations) and evaluate how its actions contribute to international cooperation or conflict.

Learning Through Application

By the end of this course, students will:

- assess the relative importance of the various factors that influence the quality of life;
- evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights;
- analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problems (e.g., military spending, natural hazards, the growing of cash crops, foreign monetary intervention);
- explain the relevance to their own lives of the work on poverty, disease, and the environment done by governmental and non-governmental organizations (e.g., United Nations, World Health Organization, Sierra Club, Greenpeace).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- analyse trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how economic and cultural considerations (e.g., availability of resources or workers, cultural or religious beliefs about childbearing) influence a country's population policies (e.g., Canada's immigration policy, China's "one child" policy);
- explain how local participation in the development process (e.g., recycling programs) can help build sustainable communities;
- explain how new technology affects employment (e.g., skill requirements, proportion of workers in different sectors of the economy) and resource management (e.g., rate of resource use, labour requirements).

Developing and Practising Skills

By the end of this course, students will:

- predict future global demographic changes and their economic, environmental, and social implications;
- analyse trends related to the consumption of selected resources to determine the sustainability of the resources;

- evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., Oxfam Canada, the Grameen Bank in Bangladesh) in promoting sustainable development and responsible resource management.

Learning Through Application

By the end of this course, students will:

- identify local awareness levels and viewpoints relating to a current geographic issue (e.g., by conducting a survey in the school or community);
- evaluate the perspectives and arguments of various stakeholders on a current issue (e.g., as presented in a round-table discussion or mock hearing);
- assess the environmental and economic impact of a selected case of environmental deregulation in Canada (e.g., forestry policy changes in British Columbia);
- evaluate the effectiveness of an international agreement (e.g., Kyoto Protocol, Convention on Biological Diversity, Montreal Protocol, Convention on the Law of the Sea) that has been designed to address global issues or protect the global commons (e.g., air, fresh water, oceans, biodiversity).

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers that require geographic knowledge and skills.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geotechnologies to interpret, analyse, and synthesize information in connection with a geographic inquiry (e.g., geographic information systems [GIS], global positioning system [GPS], hypermedia);
- use different kinds of maps and images (e.g., topographic maps, thematic maps, satellite images) to identify, interpret, and analyse geographic relationships, including those that involve the consequences of human activities or environmental phenomena;
- use appropriate statistical analysis techniques (e.g., correlational analysis) in geographic analysis, observing accepted conventions;
- develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;

- explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others;
- explain the different points of view on a geographic issue that are, or might be, held by various stakeholders (e.g., individuals, business organizations, governments, special interest groups);
- produce a variety of maps (e.g., thematic, choropleth), diagrams, and charts, following accepted conventions, to illustrate local or global patterns and relationships;
- draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence;
- complete an independent inquiry into a selected local, national, or global issue that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology (e.g., *region*, *pattern*, *interdependence*, *global perspective*, *global commons*, *disparity*, *equity*, *carrying capacity*, *ethnocentrism*, *anthropocentrism*, *sustainable development*, *human development index*) when communicating results of geographic inquiries.

World Geography: Human Patterns and Interactions, (CGU4U) Grade 12, University Preparation

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography and to identify and explain current trends and patterns, and predict future ones.

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

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- analyse the characteristics of selected ecumenes to explain why they change over space and time;
- apply concepts of spatial interaction to explain the impact of spatial factors on human systems;
- explain the influence of social, political, cultural, economic, and environmental factors on human environments and activities.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- compare the capacity of selected ecumenes to meet human needs in the past, in the present, and in various locations (e.g., evolving characteristics of agriculture in rainforest regions and in Canada's prairies);
- identify boundaries according to type (e.g., natural, artificial, antecedent, subsequent).

Developing and Practising Skills

By the end of this course, students will:

- explain why people living in similar environments may evolve different ways of life (e.g., communities in the Gobi Desert in Mongolia and the Mojave Desert in California);
- use concepts of spatial interaction (e.g., intervening opportunities, complementarity, distance decay) to explain patterns of movement between places (e.g., trade patterns, transportation patterns);
- explain how and why national and regional boundaries evolve (e.g., effect of the end of the Cold War on national boundaries in Eurasia; impact of colonialism on creation of national boundaries in Africa and Asia).

Learning Through Application

By the end of this course, students will:

- analyse a megalopolis (e.g., the Great Lakes region of Canada, the south-eastern region of Honshu, Japan) to determine its major geographic characteristics (e.g., spatial organization, urban systems, demography) and the factors that have shaped its present pattern;
- assess how culture (e.g., religion, gender roles, social values, food preferences) and function (e.g., finance, trade, government, education, manufacturing) affect settlement patterns and human activities;
- use concepts of spatial interaction to explain selected movements of goods and people;
- show how (e.g., by producing a case study) characteristics of their local area have evolved to meet changing human needs;
- propose solutions to selected boundary conflicts and internal disputes.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain how humans have modified the natural environment to create particular landscapes;
- analyse the environments of urban areas to determine the effects on them of large-scale rural-to-urban migration;
- evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify examples from around the world of positive and negative effects of human activities on the natural environment;
- explain why humans have made distinctive alterations to selected physical environments (e.g., terraced hillsides in Thailand, polders in the Netherlands);
- describe how the physical characteristics of a landscape (e.g., landforms, climate, soils, and vegetation) influence settlement patterns;
- explain the locational advantages and disadvantages of different sites for human activities (e.g., proximity to water or to viable agricultural lands).

Developing and Practising Skills

By the end of this course, students will:

- analyse selected physical features (e.g., the Yellow River valley) to identify the advantages and disadvantages of intensive human use;
- analyse selected environments to evaluate the impacts of urbanization on them (e.g., air pollution, slums, counter-urbanization);

- explain the reasons why people leave rural areas and move to cities in large numbers and the consequences of these movements for rural and urban landscapes;
- explain why various environments have differing capacities to support population growth and industrial development.

Learning Through Application

By the end of this course, students will:

- assess the short-term and long-term costs and benefits (e.g., economic, ecological, social) of a national or regional development plan that involves major environmental changes (e.g., China's Three Gorges project);
- analyse how human migration has affected selected ecosystems (e.g., produce a case study of the impact of refugee movements on fragile environments in Africa or Asia);
- explain how natural hazards (e.g., drought, flooding, typhoons, landslides, earthquakes) and environmental problems caused by human activities (e.g., oil spills, acid precipitation) affect development in selected regions.

Global Connections

Overall Expectations

By the end of this course, students will:

- evaluate the effectiveness of international organizations in strengthening the links among world peoples;
- analyse examples of cultural/economic/ecological convergence and divergence to identify their causes;
- evaluate the effects of the information revolution, technological progress, and global trade on selected world regions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how various international organizations (e.g., United Nations, World Bank, World Health Organization, Red Cross and Red Crescent Societies, Amnesty International) work to foster connections among world peoples and countries;
- analyse how cultural characteristics (e.g., religion, language, ethnicity) create or maintain links within and between regions;
- explain how technology contributes to cultural/economic/ecological convergence (e.g., by facilitating cross-cultural contact) and divergence (e.g., by reinforcing nationalism, religious fundamentalism, cultural separation, economic protectionism).

Developing and Practising Skills

By the end of this course, students will:

- analyse examples of the influence of culture on human activities (e.g., pilgrimages, tourism);
- evaluate the impact of technological change (e.g., industrialization, the Internet) in a region of the world;

- analyse examples of international cooperation to explain how people in different countries can work together to solve international problems (e.g., International Campaign to Ban Landmines);
- analyse examples of cultural and economic convergence to explain how social phenomena contribute to convergence (e.g., widespread use of English in business, ethnic quarters in large cities, cultural associations and centres).

Learning Through Application

By the end of this course, students will:

- evaluate the effectiveness of international organizations in maintaining peace between countries (e.g., United Nations, North Atlantic Treaty Organization, Asia-Pacific Economic Cooperation);
- explain the role played by culture and economics in selected instances of conflict or cooperation;
- outline the positive and negative effects on a country's economic, cultural, political, and social life when its economy is based on a single resource (e.g., oil in Nigeria or a Middle Eastern country).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- explain the causes and effects of human migrations;
- analyse various types of regional economies to determine the causes of regional economic disparities;
- assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify different types of migration (e.g., immigration, forced migration, economic migration, seasonal migration) and associated push and pull factors (e.g., political conditions, economic incentives, religious and family ties);
- analyse world regions that have experienced considerable international migration to explain the reasons for these trends (e.g., government policies);
- explain what is meant by regional economic disparities, using examples from different parts of the world;
- explain the challenges (e.g., with respect to imports/exports, sharing of offshore resources) of being a landlocked country (e.g., Switzerland, Bolivia, Afghanistan, Uganda) and describe strategies such countries use to meet these challenges.

Developing and Practising Skills

By the end of this course, students will:

- analyse the causes of selected great migrations of history and explain their effects on settlement patterns;
- evaluate the positive and negative effects of immigration and emigration policies on human movements;

- describe how mass migrations influence the spread of cultures and affect understanding between peoples;
- analyse the causes of selected examples of regional economic disparity (e.g., in Aboriginal communities);
- analyse selected examples to explain the relationship between population movements and regional economic disparities;
- analyse the effects of international aid on developing countries.

Learning Through Application

By the end of this course, students will:

- compare the push and pull factors influencing potential migrants from developing and developed countries;
- evaluate the political, economic, and social impacts of a selected development project on the ability of people to control their land and lifestyles (e.g., Habitat for Humanity International);
- evaluate (e.g., in a case study) a development plan in a region or country (e.g., Community Garden Society of Inuvik, NT; Guatemala Stove Project) to determine whether it will help reduce regional disparities and improve economic and social well-being.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a topic or issue related to human geography;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to human geography.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geographic tools and geotechnologies to interpret, analyse, and synthesize information in connection with an inquiry related to human geography (e.g., maps, remote sensing, geographic information systems [GIS], global positioning system [GPS], hypermedia);
- use sequences of maps, aerial photographs, and satellite images to illustrate global human patterns, describing, comparing, and analysing changes over time and predicting future changes;
- use appropriate statistical analysis techniques (e.g., correlation analysis) and categories of data (e.g., population distribution, density, migration rates) in the analysis of topics and issues in human geography, observing accepted conventions;
- develop possible solutions to problems or issues related to human geography, using appropriate forecasting, decision-making, and/or problem-solving strategies;

- compare and contrast the positions of different groups on selected issues related to human geography;
- produce a variety of maps, diagrams, and charts, following accepted conventions, to illustrate human patterns and relationships;
- provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions;
- complete an independent inquiry that deals with a political, economic, cultural, or social issue related to a selected region or country and that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology when communicating results of inquiries on topics and issues in human geography.

The Environment and Resource Management, (CGR4M)
Grade 12, University/College Preparation

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

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

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- analyse how the earth's major components – the lithosphere, atmosphere, hydrosphere, and biosphere – interact and are interdependent;
- explain how key ecological processes contribute to ecosystem health;
- analyse how the distribution of ecosystems has been and continues to be influenced by natural conditions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe selected relationships among the earth's diverse natural systems (e.g., climate, soils, vegetation, wildlife);
- describe the variety, complexity, and evolutionary characteristics (e.g., primary and secondary succession) of selected ecosystems;
- explain the process of bio-accumulation of chemicals within the food chain;
- identify the factors that contribute to the survival of a species within an ecosystem (e.g., genetic characteristics, availability of habitat, population size).

Developing and Practising Skills

By the end of this course, students will:

- analyse how matter and energy flow (e.g., in nutrient cycles; carbon, nitrogen, and hydrologic cycles; energy transfers) through the lithosphere, atmosphere, hydrosphere, and biosphere;
- explain interactions between producers, consumers, and decomposers within a selected ecosystem;
- analyse how various factors contribute to the fragility and/or resilience of selected ecosystems.

Learning Through Application

By the end of this course, students will:

- demonstrate how the earth is a self-sustaining system (e.g., using the analogy of a spaceship, the Biosphere Project);
- evaluate the contributions to their daily life made by various characteristics of the biosphere, lithosphere, atmosphere, and hydrosphere;
- assess the impact of an introduced species (e.g., zebra mussel, purple loosestrife, Asian long-horned beetle) on an ecosystem;
- analyse how the distinctive natural features (e.g., climate, watershed, plants, animals) of the local ecosystem interact;
- illustrate how a combination of biotic and abiotic factors and processes produces a selected ecosystem (e.g., grassland, forest, desert, wetland).

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain significant short-term and long-term effects of human activity on the natural environment;
- analyse and evaluate interrelationships among the environment, the economy, and society;
- analyse patterns of resource availability and use.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how human well-being and survival depend on complex linkages with other components of the biosphere;
- identify differences in the perceptions of nature and the views on environmental preservation of selected individuals and groups (e.g., indigenous people, corporations, government, recreationists);
- explain the difference between needs (e.g., water, air, food, shelter) and wants (e.g., material goods, luxury items);
- explain the effects on human health and the environment of the use and proliferation of selected chemicals.

Developing and Practising Skills

By the end of this course, students will:

- analyse ways in which selected human activities alter the natural environment (e.g., clear-cutting, pipeline construction, reforestation, wetland restoration);
- explain the impact of selected land use practices (e.g., irrigation, pesticide use, urban sprawl, wetland alteration) on human and natural systems;
- evaluate the environmental, economic, and social implications of resource dependency for various individuals or groups (e.g., indigenous peoples, lumber companies, pharmaceutical companies, farmers, tourists);

- explain how various factors and processes determine the spatial distribution and short-term and long-term availability of a selected resource.

Learning Through Application

By the end of this course, students will:

- illustrate how human systems (e.g., land use, transportation networks, beliefs) and natural systems interact within the local ecosystem;
- evaluate the effects of fossil fuel use (e.g., for transportation, heat, manufacturing) on urban and rural environments;
- illustrate ways in which environmental degradation is related to human health concerns (e.g., smog and respiratory problems);
- predict the social, economic, and environmental effects of the extraction and depletion of selected resources (e.g., overfishing/fish stocks; logging/rainforests; mining/various minerals; pollution of water sources/water supply; urban sprawl/supply of arable land);
- estimate personal and class “ecological footprints” (e.g., based on consumption of resources, production of wastes).

Global Connections

Overall Expectations

By the end of this course, students will:

- analyse environmental and resource management issues and explain their global implications;
- explain how population growth affects the sustainability of global ecosystems;
- evaluate the effectiveness of the efforts of the international community to deal with environmental and resource management issues.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how growth in population and economic activity around the world increases pressure on natural resources and natural systems (e.g., the effects of urbanization and loss of agricultural land on food production);
- summarize the requirements for including natural sites on the list of World Heritage Sites;
- identify ways in which the traditional ecological knowledge and related activities of indigenous peoples around the world affect the environment;
- explain the need for international cooperation in achieving the sustainable use of global resources.

Developing and Practising Skills

By the end of this course, students will:

- analyse how global resource consumption is related to environmental degradation;
- evaluate the effectiveness of the efforts of individuals, groups, organizations, and agreements (e.g., United Nations, Kyoto Protocol) to implement solutions to global environmental concerns;
- evaluate the effectiveness of Canada's participation in selected international organizations and agreements that deal with global environmental concerns;

- explain how human activity in one place may cause changes to the environment in another place (e.g., the Chernobyl nuclear disaster, acid precipitation, atmospheric pollution);
- analyse and assess selected viewpoints regarding a sustainability or resource management issue.

Learning Through Application

By the end of this course, students will:

- compare Canada's efforts to protect endangered spaces and species with those of another country;
- describe the distribution of natural World Heritage Sites in Canada (e.g., Dinosaur Provincial Park, Gros Morne National Park, Nahanni National Park) and explain why the sites were chosen;
- make recommendations for the creation of a new natural World Heritage Site.

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- evaluate the impact of economic, social, political, and technological change on natural and human systems;
- explain the purpose of environmental laws and regulations at the local, provincial, and national levels and evaluate their effectiveness over time;
- evaluate a variety of approaches to resolving environmental and resource management concerns on a local, regional, and national scale.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how environmental policies can affect the economy (e.g., through job creation or reduction, health costs, costs and benefits of research and development);
- explain the purpose and nature of environmental-impact assessments;
- describe the rights and responsibilities of individuals with respect to protecting the environment for future generations;
- analyse the environmental-protection activities of non-governmental organizations (e.g., the Sierra Club, Greenpeace, the World Wildlife Fund).

Developing and Practising Skills

By the end of this course, students will:

- evaluate the environmental implications of developments in selected areas of technology (e.g., renewable-energy technologies, biotechnology, forest-harvesting technologies);
- explain ways in which we can improve our protection of natural systems while continuing to meet human needs (e.g., through organic food production, wetland restoration);

- explain how selected environmental protection principles and initiatives (e.g., voluntary compliance, polluter-pays principle, zero discharge policy, wildlife migration corridors, pollution taxes and credits) could contribute to economic and environmental sustainability;
- compare the economic and environmental implications of various waste management methods (e.g., reduce, reuse, recycle; landfills; incinerators).

Learning Through Application

By the end of this course, students will:

- produce a plan to reduce personal and class “ecological footprints”;
- evaluate the impact on both human and natural systems of a selected environmental or resource management problem (e.g., tropical deforestation, climate change, water scarcity);
- analyse the environmental impact of a particular industry or human system (e.g., tourism, diamond mining, a transportation system, a city) and recommend practices to promote economic and environmental sustainability.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about environmental and resource management issues and concerns;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry on an environmental or resource management issue (e.g., deforestation, depletion of the ozone layer, soil depletion, loss of biodiversity);
- gather geographic information from primary sources (e.g., observations and data gathered through field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research an environmental or resource management topic or issue;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the environment and resource management.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- analyse a variety of media forms (e.g., political cartoons, government reports, advertisements, newspapers, periodicals, news reports) to identify biases with respect to environmental and resource management issues;
- use a variety of geographic tools and geotechnologies (e.g., maps, remote sensing images, aerial photographs, satellite images, geographic information systems [GIS], global positioning system [GPS], hypermedia) to interpret, analyse, and synthesize information related to environmental and resource management topics and issues;
- use graphic organizers (e.g., semantic webs, timelines, Venn diagrams, cross-classification charts) to clarify and interpret information related to environmental and resource management issues;
- use appropriate statistical methods (e.g., calculate averages, medians, correlations) in geographic analysis, observing accepted conventions;

- develop possible solutions to problems or issues related to the environment or resource management (e.g., develop a plan to address a local environmental issue), using appropriate forecasting, decision-making, and/or problem-solving strategies;
- explain the different points of view on an environmental or resource management issue that are, or might be, held by various stakeholders (e.g., individuals, developers, industrial firms, governments, special interest groups);
- produce a variety of maps, sketches, photographs, diagrams, and charts, following appropriate conventions, to illustrate the results of inquiries on environmental and resource management topics and issues;
- provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions;
- complete an independent inquiry on a local, regional, national, or global environmental or resource management topic or issue that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, debates, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, sketches, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology (e.g., *ecology*, *biodiversity*, *carrying capacity*, “*ecological footprint*”, *sustainable development*, *global commons*) when communicating results of inquiries related to the environment and resource management.

**Geomatics: Geotechnologies in Action,
Grade 12, University/College Preparation**

(CGO4M)

This course gives students experience in using geotechnologies to develop solutions to real-world problems involving physical and human geography. Students will extend their knowledge of geomatics in the areas of cartography, geographic information systems (GIS), the global positioning system (GPS), and remote sensing. Students will develop critical-thinking and communication skills as they apply geotechnologies and geographic inquiry methods to devise and present ways of improving conditions for people and the environment.

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

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain mapping principles that influence how the earth is depicted in maps;
- explain basic spatial concepts;
- analyse how geotechnologies are used in studying physical and human systems.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify the concepts associated with elevation (e.g., mean sea level, contour lines, shading, spot heights, digital elevation model);
- differentiate between true, magnetic, and grid directions;
- explain concepts associated with scale (e.g., large and small scale; linear, statement, and representative fraction);
- differentiate between spatial and non-spatial data; point, line, and area data; and qualitative and quantitative data;
- identify the properties and uses of map projections using examples from four broad groups: azimuthal, conical, cylindrical, and miscellaneous.

Developing and Practising Skills

By the end of this course, students will:

- express location by geographic coordinates, grid coordinates, and geocoding (e.g., street address, postal code);
- express directions as bearings (i.e., quadrant method) and azimuths (i.e., whole circle method) and convert from one to another;
- express scale in linear, statement, and representative fraction form and convert from one to another;

- analyse patterns of physical geography (e.g., relief, drainage) and human geography (e.g., settlements, land subdivision) on maps, aerial photographs, and satellite images.

Learning Through Application

By the end of this course, students will:

- calculate relative distance on the earth using the concepts of great circles, small circles, meridians, and parallels;
- utilize geotechnologies in analyses of physical systems (e.g., resource mapping, climate modelling, forest mapping);
- utilize geotechnologies in analyses of human systems (e.g., market analysis, route planning, precision farming, land use planning);
- represent a geographic area using a variety of map projections (e.g., Transverse Mercator and Lambert Conformal) to illustrate its properties and uses.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- analyse how geotechnologies are used in studying and managing human–environment interactions;
- evaluate the effectiveness of geotechnologies in identifying environmental problems and finding solutions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain the role of geotechnologies in facilitating the efficient and responsible use of resources (e.g., forests, minerals, fisheries);
- 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 human problems caused by natural environmental forces (e.g., hurricanes, floods, avalanches).

Developing and Practising Skills

By the end of this course, students will:

- use geographic information systems (GIS) to integrate physical and human factors in geographic inquiries (e.g., to locate new roads through sensitive regions);
- relate patterns of physical geography (e.g., relief, drainage) to patterns of human geography (e.g., settlements, land subdivision) on maps and images;

- assess the role of geotechnologies in addressing environmental issues affecting indigenous peoples (e.g., construction of hydroelectric dams, resource management, construction of oil/gas pipelines, decline of traditional food sources, rainforest development, land claims).

Learning Through Application

By the end of this course, students will:

- incorporate the use of geotechnologies into outdoor recreational activities (e.g., use geotechnologies to locate new bike trails, rank ski runs, compare attendance rates at parks, model terrain along hiking paths);
- assess whether modern geotechnologies could have been used to avert famous disasters (e.g., sinking of the *Titanic*, sinking of the *Ocean Ranger* drilling platform, eruption of Mount St. Helens, Frank Slide);
- use geotechnologies in studying human–environment interactions (e.g., resource management by indigenous peoples, oil-spill monitoring, risk management).

Global Connections

Overall Expectations

By the end of this course, students will:

- explain how geotechnologies are used to learn about people, places, and issues around the world;
- analyse how perceptions of places, situations, and events are affected by maps or other forms of geographic representations;
- evaluate the role of geotechnologies in facilitating global communication and international cooperation.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain the role of geotechnologies in addressing issues affecting the world as a whole (e.g., global warming, high urban densities, warfare);
- describe the use of radar imagery to provide information about the earth's surface (e.g., to “see” through cloud cover, fog, smoke from forest fires);
- explain how map projections (e.g., Mercator and Peters) can misrepresent the relative areas of different parts of the world;
- explain how satellites support global communication, navigation, surveying, imaging, and mapping.

Developing and Practising Skills

By the end of this course, students will:

- interpret maps and images to learn about areas that cannot be experienced at first hand (e.g., mountains, wetlands);
- compare images of different areas to identify similarities and contrasts (e.g., population and relief);

- interpret satellite images to obtain an overview of major world features (e.g., mountain systems, vegetation belts, oceans).

Learning Through Application

By the end of this course, students will:

- explain the implications of cartographic bias (e.g., Eurocentric or Atlantic-centred versus Pacific-centred projections);
- analyse the use of maps for propaganda and explain the types of bias shown in these maps;
- assess the positive and negative effects of the use of geotechnologies in international affairs (e.g., GIS in disaster relief, GPS in military operations, satellites in the monitoring of nuclear sites);
- examine ethical aspects of the use of geotechnologies (e.g., the implications for the rights to privacy and/or self-determination of individuals, marginalized groups, minority cultures, and developing countries).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- explain the use of geotechnologies in monitoring change in dynamic systems;
- evaluate the use of geotechnologies in modelling and predicting future change;
- identify key stages in the evolution of geomatics.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how modern geotechnologies, especially satellite imaging, can be used to monitor changing phenomena (e.g., crop growth, clear-cutting, oil spills, tectonic plate movements);
- describe advances and trends in geomatics;
- identify key Canadian contributions to geomatics (e.g., Radarsat, Canada Geographic Information System);
- analyse how advances in geomatics affect its users (e.g., effects on costs, training requirements, stress levels).

Developing and Practising Skills

By the end of this course, students will:

- analyse the role of geotechnologies in predicting catastrophic events (e.g., hurricanes, tsunamis, avalanches, earthquakes);
- analyse the role of geotechnologies in anticipating long-term change (e.g., desertification, urban sprawl, rise in sea level).

Learning Through Application

By the end of this course, students will:

- illustrate the extension of geomatics applications into non-traditional domains (e.g., criminology, marketing, disease control, recreation);
- describe changes in their local landscape through time by interpreting a temporal sequence of maps or aerial photographs;
- use geotechnologies to predict future change in a physical or human system (e.g., impact of climate change on crop growth, impact of changes in ice sheets and alpine glaciers on water levels).

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- locate and collect information for geographic inquiries from appropriate sources and using appropriate tools and methods;
- demonstrate the understanding and skills required to use a variety of conventional and geotechnological methods and tools in geographic investigations, and to interpret findings;
- communicate the results of geographic inquiries and investigations, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research and Data Collection

By the end of this course, students will:

- locate and gather geographic information (e.g., data and statistics, maps, images) from a variety of sources (e.g., government, private companies, the Internet);
- demonstrate an understanding of the ways in which various geotechnologies (e.g., remote sensing, geographic information systems [GIS], global positioning system [GPS]) are used by business, industry, and government;
- collect raw data, using appropriate observational methods (e.g., personal interview, questionnaire survey, field observation, direct measurement);
- identify the areal units by which data are commonly aggregated (e.g., enumeration areas, census tracts, school districts);
- assess the quality of data in terms of factors such as accuracy, completeness, currency, and cost;
- identify educational requirements, job descriptions, current opportunities, and future prospects for selected careers involving the use of geotechnologies.

Methods and Tools of Geographic Inquiry

By the end of this course, students will:

- explain the four basic mapping transformations: reduction, projection, generalization, and symbolization;
- create well-designed maps or graphics that meet accepted conceptual and artistic design criteria (e.g., good generalization, symbol contrast, balanced layout);
- use the appropriate kind of map (e.g., topographic, thematic, navigational) for a given purpose;
- explain the principles of remote sensing (e.g., electromagnetic spectrum, platform, technology, processes);
- interpret a variety of remote sensing images, from aerial photographs to satellite images, applying the principles of image interpretation (e.g., calculate scale, identify features, perform stereoscopic analysis);
- demonstrate an understanding of geographic information systems (GIS) by identifying the main subsystems of a GIS (i.e., data input, data management, data analysis, data output) and by explaining the concepts and principles (e.g., layering, raster and vector models) and the key analytical operations (e.g., reclassification, overlaying, buffering) associated with such systems;

- use GIS software to perform analytical operations (e.g., overlay analysis, route determination, database querying, simple image analysis);
 - perform GIS analyses to isolate areas that meet specific criteria (e.g., criteria defining suitable locations for a restaurant or landfill or for planting particular crops);
 - critically assess the results of a GIS analysis (e.g., in terms of data quality, cell size, initial assumptions);
 - evaluate the use of GIS and other geotechnologies in comparison with alternative approaches used by geographers (e.g., field observation, library research, scientific experimentation);
 - explain the basic principles of surveying and the main techniques used in it (e.g., use of tapes and compasses, measurement of distances and angles, use of the global positioning system [GPS]);
 - explain the basic principle underlying GPS and the significance of differential GPS;
 - use a GPS receiver to execute survey operations, including the measurement of locations and elevations;
 - execute a systematic field survey in their local area and plot the results as a map.
 - perform basic operations on topographic maps (e.g., specify location by six-figure reference; measure distances using scales; read elevations from contours; identify symbols using the legend);
 - orient a map or aerial photograph in the field and relate the features shown to the surrounding landscape;
 - produce a variety of visual representations (e.g., thematic maps, graphics, charts, multimedia representations), using computer software or other methods, to depict and analyse the earth's geographic patterns (e.g., precipitation, population density, personal income);
 - apply various database functions in the course of conducting geographic inquiries (e.g., querying, sorting, summarizing, ranking);
 - convert analogue data to digital data for computer input (e.g., by scanning or digitizing).
- Communication**
- By the end of this course, students will:
- communicate the results of geographic inquiries and investigations, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
 - use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
 - use appropriate terminology when communicating results of geographic inquiries and investigations.

**World Geography: Urban Patterns and Interactions,
Grade 12, College Preparation**

(CGU4C)

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problems related to urban development and to formulate potential solutions.

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

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- analyse and compare urban forms and functions around the world, using concepts and theories of spatial organization;
- explain how social, political, cultural, environmental, and economic processes shape urban places;
- analyse and compare the characteristics of major urban systems in different parts of the world.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the major categories of land use in urban settlements (e.g., residential, commercial, industrial);
- define the spatial categories used in the analysis of urban areas (e.g., catchment areas, functional zones, trade regions);
- explain why urban places around the world are different from one another;
- explain the concepts and processes of spatial interaction between urban places (e.g., intervening opportunities, complementarity, distance decay);
- explain what a city is and how different types of criteria can be used to define urban regions;
- describe how social, political, cultural, environmental, and economic factors, patterns, and processes have influenced and continue to influence the development of selected cities and urban environments;
- describe how cultural factors (e.g., place names, gender roles, resource use, food preferences, belief systems) affect the characteristics of places;
- identify types of urban systems (e.g., transportation systems, service systems).

Developing and Practising Skills

By the end of this course, students will:

- explain selected theories of urban structure (e.g., concentric zone, sector, and multiple node theories) and apply them to major cities;
- illustrate changes in the distribution of urban agglomerations of 5 million or more inhabitants over time (e.g., 1950, 1975, 2000);
- analyse how the quantity and nature of urban functions change at different levels of the urban hierarchy (e.g., hamlet, village, town, city, metropolitan area, and megalopolis);
- explain why the urban–rural interface changes (e.g., as a result of: shifts in population, production, and/or economic patterns; changes in government policy; changing attitudes to urban sprawl);
- compare urban systems of North America with those of other selected regions (e.g., South Asia, sub-Saharan Africa), using selected criteria.

Learning Through Application

By the end of this course, students will:

- apply concepts of spatial interaction to explain selected global and regional movements between cities (e.g., of goods, people, information);
- analyse relationships among function and location, topography, transportation, and other factors in the functional zones (e.g., residential, public space, industrial) of a selected urban area;
- analyse the distribution patterns of selected characteristics of an urban area (e.g., land use, ethnic groups, population structure) and explain the reasons for the observed patterns;
- compare urban areas in different continents, using a variety of criteria (e.g., rate of urbanization, cultural and economic profiles, resources);
- explain how a city influences its surrounding areas (e.g., through transportation systems, trade, communications).

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- describe how the natural environment influences the location and development of settlements;
- explain how humans modify the environment to meet urban needs;
- assess the effects of human activities on urban and regional ecosystems and propose solutions to urban environmental problems.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the locational advantages and disadvantages of different city sites and their effects on urban growth (e.g., within the Nile or Brahmaputra flood plains, in coastal wetland zones, at river crossings);
- explain how urban places (e.g., Amsterdam, Hong Kong, Tokyo, Las Vegas) are made distinctive by human activities that alter physical features;
- explain how changes in political, economic, environmental, and social policies affect selected urban environments (e.g., policies related to the preservation of green space, garbage disposal, highway construction).

Developing and Practising Skills

By the end of this course, students will:

- evaluate the capacity of selected urban and rural ecosystems to support population growth and economic development;
- explain the causes of migrations and their effects on the environment and on human activities in both rural and urban areas;
- analyse the effects of population growth and urbanization (e.g., air and water pollution, urban sprawl, destruction of wildlife habitat) on selected urban environments.

Learning Through Application

By the end of this course, students will:

- analyse the environmental advantages and disadvantages of urbanization in selected areas (e.g., the Nile River valley, the Atlantic coast of Canada);
- explain how environmental hazards (e.g., earthquakes, floods) affect selected urban areas and their nearby rural regions;
- analyse the environmental impact of rural-to-urban migration on a city and its surrounding region (e.g., Mumbai/Bombay, Lagos).

Global Connections

Overall Expectations

By the end of this course, students will:

- describe the influence of social, cultural, political, environmental, and economic factors on the development of urban settlements in different parts of the world;
- explain the causes of cultural and economic convergence and/or divergence in urban settlements in different parts of the world;
- analyse the relationships between cities and their surrounding regions.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how social, cultural, political, environmental, and economic factors contribute to cooperation or conflict in urban regions (e.g., Belfast, Jerusalem, Jakarta, Kigali);
- explain how a city and its hinterland or foreland benefit each other (e.g., Tokyo, Singapore, Cape Town).

Developing and Practising Skills

By the end of this course, students will:

- compare rates of urbanization in selected regions throughout the world (e.g., Western Europe, Asia, the Americas) from 1900 to the present;
- explain how social, cultural, political, environmental, and economic factors associated with urban settlements contribute to convergence and/or divergence within selected urban areas (e.g., *convergence*: ethnic restaurants, retailing franchises; *divergence*: a decaying city centre, contaminated land);
- assess how a city influences the spread of major social, cultural, political, environmental, and economic ideas and activities (e.g., through media, sports teams, festivals, religious organizations and activities).

Learning Through Application

By the end of this course, students will:

- analyse the positive and negative implications for cities of dependence on a single function (e.g., resource processing, education, a military base);
- assess the impact of selected economic, linguistic, religious, or ethnic concerns on Canadian cities (e.g., Toronto, Montreal, Vancouver) and other world cities (e.g., Rome, Mecca, Hong Kong);
- compare economic opportunities for men, women, and children in selected urban regions (e.g., Cairo, Kolkata/Calcutta, Beijing);
- analyse the relationships between a Canadian city and its surrounding region.

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- assess the impact of human migrations on urban systems and patterns;
- assess various ways of managing urban change in selected world regions;
- analyse various proposed solutions to typical problems of large urban areas.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how people’s changing perceptions of urban places and regions reflect cultural and economic change;
- explain how different points of view and self-interest play a role in conflicts over urban issues (e.g., airport relocations, urban parks, core redevelopment);
- describe the positive and negative effects on urban areas of different types of assistance programs (e.g., development, disaster relief).

Developing and Practising Skills

By the end of this course, students will:

- assess the social, cultural, political, environmental, and economic influence of ethnic enclaves in urban areas (e.g., Greek town in Toronto, Chinatown in Vancouver, Little Havana in Miami);
- analyse the causes and consequences of major social, environmental, and economic problems in selected megalopoli (e.g., Tokyo-Kobe, Ruhr-Rhine).

Learning Through Application

By the end of this course, students will:

- analyse the impact on urban areas of large inflows of migrants (e.g., growth of shantytowns/favelas; stresses on education, sanitation, and transportation systems);
- explain how the technologies of developed countries (e.g., in transportation, communication) could be either a help or a hindrance in solving urban problems in less-developed countries (e.g., Bangladesh, Congo, Kenya);
- propose changes that could be made to solve the service problems (e.g., sanitation, road maintenance, policing) of selected major world cities;
- predict how cities may change in the future;
- analyse examples of the use of regional and rural planning to reduce regional disparities and improve urban economic and social well-being in selected countries (e.g., India, China, Brazil);
- produce a plan, based on global solutions (e.g., vertical versus horizontal growth, winter city design features, community-centred development), for a new urban environment that will provide a good quality of life for its inhabitants.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information on urban patterns and interactions;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of inquiries related to urban problems and issues, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry into urban patterns and interactions;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to geography and urban studies.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geographic tools and geotechnologies to interpret, analyse, and synthesize information in connection with an inquiry related to urban geography (e.g., maps, remote sensing, geographic information systems [GIS], global positioning system [GPS], hypermedia);
- analyse aerial photographs, satellite images, remote sensing images, maps, diagrams, and charts to interpret urban trends (e.g., urban infill, changes in land use, transportation patterns, cultural patterns);
- use appropriate statistical analysis techniques (e.g., correlational analysis) and categories of data (e.g., population distribution, density) in geographic analysis, observing accepted conventions;
- develop possible solutions to problems or issues related to urban geography, using appropriate forecasting, decision-making, and/or problem-solving strategies;
- describe and evaluate selected models of urban growth;

- compare and contrast the positions of various interest groups on selected urban issues;
- produce a variety of maps, diagrams, and charts, following accepted conventions, to illustrate urban patterns at the local, regional, or global level;
- provide appropriate and sufficient evidence and well-reasoned arguments to support opinions and conclusions;
- complete an independent inquiry that deals with a social, cultural, political, environmental, or economic issue relating to an urban settlement in a selected world region, and that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology when communicating results of inquiries on topics and issues in urban geography.

The Environment and Resource Management, (CGR4E)
Grade 12, Workplace Preparation

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain relationships among the earth's major components: the lithosphere, atmosphere, hydrosphere, and biosphere;
- explain key ecological processes and their significance for ecosystem health;
- analyse patterns of bioregions and resource distribution on the earth.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify the earth's major resources (e.g., soil, water, minerals, forests, fossil fuels) and classify them according to their renewability;
- explain relationships between the abiotic components (e.g., sunlight, temperature, precipitation) and the biotic components (e.g., herbivores, carnivores, omnivores) of ecosystems;
- describe the flow of energy and the pattern of nutrient recycling in various ecosystems;
- explain the role played by producers, consumers, and decomposers in relationships among organisms.

Developing and Practising Skills

By the end of this course, students will:

- analyse the distribution of endangered spaces and endangered species in Canada and explain the patterns observed;
- analyse the global distribution of selected resources (e.g., agricultural lands, forests, energy sources) and determine patterns of availability;
- explain how the biosphere, lithosphere, hydrosphere, and atmosphere interact;

- predict, using a food web, the results of the removal of a species from the food chain.

Learning Through Application

By the end of this course, students will:

- describe a local bioregion and selected ecosystems within it and identify the biome within which it is located;
- explain how various components (e.g., water, wind, soils, vegetation, people) of a local bioregion, or of their local bioregion and another ecosystem, interact with one another;
- predict the effects on biodiversity of the destruction of selected natural habitats.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain how humans both depend upon and are an integral part of ecosystems;
- analyse how human activities have positive and negative effects on natural systems;
- analyse patterns of resource availability and use.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- distinguish between needs (e.g., water, air, food, shelter) and wants (e.g., material goods, luxury items);
- explain the ways in which people and other living organisms are dependent on the natural environment;
- explain the finite nature of the earth's non-renewable resources;
- identify ways in which indigenous peoples interact with the natural environment.

Developing and Practising Skills

By the end of this course, students will:

- explain how technologies have, or have not, improved the efficiency of resource use or waste management;
- analyse the impact of reducing, reusing, and recycling waste on the sustainability of resources and the environment;
- determine how selected human activities alter the natural environment (e.g., the effect of depletion of forests on oxygen production; the effect of chlorofluorocarbon use on the ozone layer; the effects of resource extraction and transportation on the natural environment);
- analyse how different kinds of pollution (e.g., air, water, noise) affect humans, plants, animals, and materials.

Learning Through Application

By the end of this course, students will:

- describe examples of responsible environmental behaviour in aspects of daily life (e.g., transportation, lawn care, water and energy consumption, shopping);
- explain the main beliefs underlying a variety of perspectives on an environmental or resource management issue (e.g., Aboriginal, deep ecology, conservation);
- identify positive contributions humans have made to the environment;
- explain the effects of assorted chemicals on human and natural systems (e.g., accumulation of toxic substances, lower fertility rates, cancers).

Global Connections

Overall Expectations

By the end of this course, students will:

- explain the relationships among population growth, increasing consumption of resources, and environmental degradation on a global scale;
- explain how the sustainable use of resources may be achieved through the cooperation of governments, businesses, industries, non-governmental organizations, and citizens around the world, even though their environmental perspectives may differ;
- evaluate the effectiveness of international efforts to deal with global environmental issues.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain the concept of stewardship and how it relates to the sustainability of the resources of the global commons (e.g., air, water, soil);
- explain how selected factors contribute to global population growth;
- explain the need for international cooperation to solve global environmental problems (e.g., acid precipitation, oil spills, transboundary shipments of hazardous materials);
- describe the ways in which international organizations (e.g., Greenpeace, World Wildlife Fund, Sierra Club) and agreements (e.g., Kyoto Protocol, Montreal Protocol, Great Lakes Water Quality Agreement) help to protect the global environment.

Developing and Practising Skills

By the end of this course, students will:

- explain the relationship between population growth and rate of consumption for a variety of global resources;
- evaluate various ways (e.g., international conferences, round-table discussions, public hearings, environmental laws, voluntary participation) of encouraging opposing interest groups to cooperate to find solutions to environmental and resource management problems.

Learning Through Application

By the end of this course, students will:

- evaluate Canada's contribution to the resolution of a selected global environmental or resource management issue (e.g., the need to reduce greenhouse gas emissions);
- analyse the impact of population growth on a selected ecosystem (e.g., tropical rainforest) or resource (e.g., water supply, fishery).

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- describe trends in the consumption of natural resources and in resource management practices;
- describe the process of environmental degradation in an ecosystem and assess an existing rehabilitation strategy or devise a new one;
- evaluate the effects that environmental protection and resource management have on society.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- describe the role of ecological succession in changing natural communities;
- explain why preserving large areas of natural habitat and adjoining wildlife corridors (e.g., Canada’s national parks system) is necessary to conserve species;
- compare the environmental impact of past and present methods (e.g., in mining, fishing, agriculture, forestry, trapping) for harvesting/extracting and processing a selected natural resource;
- identify the sources of environmental degradation (e.g., chemical wastes) and its stages (e.g., habitat destruction, urbanization, bioaccumulation of toxins);
- explain the rights and responsibilities of citizens with respect to the environment and responsible and sustainable resource management.

Developing and Practising Skills

By the end of this course, students will:

- illustrate (e.g., using a timeline) the physical, biological, and cultural changes that have occurred in a local bioregion;
- analyse their individual choices and practices for the purpose of reducing their “ecological footprint”;

- explain how an individual, business, industry, or government has responded to environmental concerns and promoted responsible and sustainable resource management;
- analyse trends in energy production and consumption, and outline the possible future role of alternative energy sources.

Learning Through Application

By the end of this course, students will:

- evaluate current waste management practices in a selected location or industry;
- produce an action plan, based on a study of an existing model (e.g., the Rideau Trail, Bruce Trail, Cross-Canada Trail), for rehabilitating a local environment or managing a local resource in a sustainable way;
- produce a case study on how a governmental and/or non-governmental organization has responded to environmental concerns and promoted responsible and sustainable resource management.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information about environmental and resource management issues and concerns;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations

Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry on an environmental or resource management issue (e.g., deforestation, depletion of the ozone layer, soil depletion, loss of biodiversity);
- gather geographic information from primary sources (e.g., observations and data gathered through field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research an environmental or resource management topic or issue;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the environment and resource management.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- explain how information from various sources may be biased with respect to environmental and resource management issues;
- use a variety of geographic tools and geotechnologies (e.g., maps, remote sensing images, aerial photographs, satellite images, geographic information systems [GIS], global positioning system [GPS], hypermedia) to interpret, analyse, and synthesize information related to environmental and resource management topics and issues;
- use graphic organizers (e.g., food webs, timelines, future wheels, Venn diagrams) to clarify and interpret information related to environmental and resource management issues;
- use appropriate statistical methods (e.g., calculate averages, percentages, ranges) in geographic analysis, observing accepted conventions;

- develop possible solutions to problems or issues related to the environment or resource management (e.g., develop a plan for restoring a local park, woodlot, river, or wetland; outline how to reduce the impact of a new development on the local environment), using appropriate forecasting, decision-making, and/or problem-solving strategies ;
- explain the points of view of various groups on an environmental or resource management issue (e.g., individuals, developers, manufacturers, governments);
- produce a variety of maps, diagrams, charts, and models, following appropriate conventions, to illustrate geographic and ecological concepts;
- provide appropriate and sufficient geographic evidence and well-reasoned arguments to support opinions and conclusions;
- complete an independent inquiry that deals with a local or regional environmental or resource management topic or issue (e.g., effects of fossil fuel use on air quality; effects of local urban development on the water supply) and that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, debates, multimedia presentations) and including geographic visual supports, both conventional (e.g., photographs, sketches, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., aerial photographs, computer-generated maps and graphs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology (e.g., *ecosystem*, *bioregion*, *rehabilitation*, *succession*, *natural resources*, *sustainable development*) when communicating results of inquiries related to the environment and resource management.

History

Overview

History is the study of the collective human experience. Just as an understanding of individual experience helps people shape their life and work, so a knowledge of collective human achievements and failures helps them interpret and shape subsequent events on the regional, national, and international stage.

The study of history not only fulfills a fundamental human desire to understand the past but 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. Such knowledge teaches us that our particular accomplishments and problems are not unique – an important lesson at a time when the forces of globalization are drawing people of different cultures closer together.

The study of history develops intellectual qualities and skills required in both humanistic and scientific fields. Historical inquiry helps students develop the cognitive skills of integration and synthesis and promotes effective writing skills. Interpreting research evidence calls for sensitivity and judgement, a willingness to recognize and account for one's own cultural assumptions, and a capacity to empathize with people living in different times and circumstances. These are qualities that students of history share with writers, artists, scientists, and philosophers. They are also related to interpersonal skills that are highly valued in the workplace. Finally, an understanding of history not only contributes to the development of personal identity but is also an important part of the education of an informed and responsible citizen.

Strands

The following are the five strands into which courses in history are organized. The particular focus of the expectations included in any given strand may differ from one course to another, reflecting the salient events, developments, and relationships of the periods and places being studied.

Communities. The development and interactions of communities may be viewed from local, regional, national, and world perspectives. Over time, communities and their interactions have changed as a result of a complex web of factors, including changing technologies and changing patterns of human migration. Communities interact with one another through commerce, cultural exchanges, colonization, war, and international agreements. Such interactions are at the heart of today's globally connected world. It is through the study of various types of communities that students begin to understand their own time and place in a broader context.

Change and Continuity. The flow of history is characterized by the interplay of change and continuity. For example, people have always lived in communities, but the structures of communities have varied significantly over time. Change may be gradual, as in the case of industrialization or the rise and fall of empires, or it may be sudden, as in the case of war and its

consequences. Chronology, the sequencing of past events in the order in which they occurred, enables us to investigate continuity and change as well as cause-and-effect relationships in the study of history.

Citizenship and Heritage. Citizenship implies rights, privileges, and obligations – although each is defined differently from generation to generation, and from one society to another. With respect to pre-modern history, this strand treats related concepts, such as the nature of authority in various societies and the relationship of individuals and groups to authority. Heritage refers to what we receive from the past, including institutions, social traditions, political practices, values, religion, architecture, and art forms. An essential aspect of history is the appreciation of the legacy of the past, through which students come to understand their connection to their heritage and their role as citizens.

Social, Economic, and Political Structures. Human beings throughout time have organized themselves into social groupings: families, clans, tribes, classes, castes, communities, and nations. The study of these social structures considers the relationships among ordinary people in society, gender roles, forms of work, leisure activities, and the interaction between majorities and minorities. The investigation of economic structures deals with the what, how, and why of human production, distribution, and consumption of goods and services. The study of political structures considers distribution of power, political participation, and changes in government and legal systems.

Methods of Historical Inquiry and Communication. Students of history use a wide range of skills and information technologies. In conducting research, they must draw on and evaluate the relevance and validity of primary sources, such as artifacts and original documents, as well as secondary sources, such as textbooks, reference works, and various electronic information sources. Students must be given opportunities to develop critical and creative thinking skills. They should develop a clear focus for their investigations by formulating appropriate questions on historical topics and issues, and developing plans to guide research. Students must learn to consider chronology and cause-and-effect relationships in order to successfully organize, analyse, interpret, and apply their findings. It is also essential that they develop an ability to communicate their findings in a variety of written, oral, and visual forms.

American History, Grade 11, University Preparation (CHA3U)

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- analyse the interactions among major groups and communities in the United States throughout its history;
- analyse the territorial expansion of the United States;
- analyse the development of the United States as a world power and how American policy has influenced communities outside the United States.

Specific Expectations

Community Relations in the United States

By the end of this course, students will:

- describe the experiences of Aboriginal peoples in the United States to the present time (e.g., acculturation, assimilation, relocation, education, discrimination, stereotyping);
- compare similarities and differences among the Thirteen Colonies (e.g., religion, gender roles, culture, politics, interaction with Aboriginal peoples, economy);
- compare the experiences of various immigrant groups and their influence in American history (e.g., push-pull factors, Ellis Island, ethnic ghettos, benevolent societies, discrimination, experience of illegal immigrants, influence on the development of local/regional cultures, importation of new political ideas);
- describe the experiences of African Americans to the present time, particularly in connection with slavery, emancipation, and the civil rights movement (e.g., segregation, disenfranchisement, educational restrictions);
- explain how regional identities emerged in the United States, and how they have changed over time (e.g., North versus South, Appalachia and the Midwest versus the East, Rust Belt versus Sun Belt);

- evaluate the importance of the interactions between significant nonconformist groups and American society (e.g., Loyalists, Quakers, Mormons, the Ku Klux Klan, Branch Davidians).

Territorial Expansion

By the end of this course, students will:

- assess the causes and effects of American expansion from colonial times to the end of the nineteenth century (e.g., displacement of Aboriginal peoples, continentalism, annexation movements, Trail of Tears, gold rushes, development of infrastructure, homesteads);
- analyse conflicts and compromises between the United States and other nations over territory (e.g., Louisiana and Alaska Purchases, War of 1812, boundary disputes with Mexico and Canada, fishing zones).

The Development of a World Power

By the end of this course, students will:

- analyse the ideological factors that have influenced American foreign policy over time (e.g., isolationism, imperialism, neutrality, patriotism, Manifest Destiny, Big Stick Diplomacy, Dollar Diplomacy, Good Neighbor Policy, Truman Doctrine, Bush Doctrine);

- assess the impact of American policies on other nations since 1945 (e.g., rebuilding Europe and Japan after World War II; veto on the United Nations Security Council; competition in the space race; involvement in Cuba, Nicaragua, the Middle East, and the Balkans; position on the Kyoto Protocol on Climate Change; war on terrorism);
- assess the factors (e.g., geographic, ideological, political, economic) that have contributed to the United States' status as a world power.

Change and Continuity

Overall Expectations

By the end of this course, students will:

- analyse the historical process of change in the context of events that have transformed the United States;
- analyse the historical process of continuity in the context of the development of American history;
- analyse aspects of the history of the United States by using the concepts of chronology and cause and effect.

Specific Expectations

The Role of Change

By the end of this course, students will:

- describe pivotal events that marked profound changes in American history (e.g., American Revolution, Civil War, Prohibition, the Great Depression, Pearl Harbor, the Cold War, the Vietnam War, Watergate, the collapse of the Soviet Union, the Gulf War, September 11);
- describe the effects on American life of demographic changes and developments in technology and communication (e.g., settlement of the plains; process of electrification; movies, radio, television, the Internet);
- describe the roles played by key individuals in the process of change in American history (e.g., George Washington, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Geronimo, Theodore Roosevelt, George Wallace, Betty Friedan, Cesar Chavez);
- analyse the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples, African Americans, Irish Americans, Italian Americans, Jewish Americans, Hispanic Americans, Asian Americans, Amish, alternative lifestyle communities).

The Role of Continuity

By the end of this course, students will:

- describe aspects of American history that reflect the process of continuity (e.g., the frontier, isolationism, civil rights);
- demonstrate an understanding of the theme of renewal and reform as reflected in developments in American history (e.g., Jacksonian democracy; Social Gospel; Progressivism; Prohibition; the Square, New, and Fair Deals; the Great Society);
- describe the ongoing influence of American beliefs and myth on the history and society of the United States (e.g., “City Upon a Hill”, respect for the Constitution, the right to bear arms, private property, rugged individualism, the American Dream, free market capitalism).

Understanding Chronology and Cause and Effect

By the end of this course, students will:

- describe the chronology of events relating to significant developments in American history (e.g., the American Revolution, the Civil War, changing roles of men and women, growth of industrial and technological power, American involvement in Vietnam);

- analyse the interrelationship between continuity and change in the chronological flow of American history (e.g., political status of women following the American Revolution, Southern segregation and the civil rights movement, amendments to the Constitution);
- explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history (e.g., westward pioneer migrations and conflict with Aboriginal peoples; abolitionism, the creation of new states, and the Civil War; stock market speculation and economic cycles; electrification and the development of modern factories).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- explain how American social and political identity has changed over time;
- assess the influence of key individuals and groups in shaping American arts and culture;
- analyse how American culture has developed into a position of world cultural hegemony.

Specific Expectations

Forming the American Identity

By the end of this course, students will:

- explain how citizenship rights have been denied at particular times to certain groups (e.g., Aboriginal peoples, women, Blacks, Irish, Asians, Jews);
- describe how the concept of revolution has contributed to the shaping of the American identity (e.g., during the American Revolution, Civil War, Mexican–American War; in the ideas of feminist movements and the Black Panthers);
- evaluate the ideas and influences of American social, economic, and political thinkers (e.g., Thomas Paine, Henry David Thoreau, Angelina Grimké, John Dewey, W.E.B. DuBois, John Kenneth Galbraith, Benjamin Spock, Gloria Steinem, Noam Chomsky).
- describe the conflict of ideas between Aboriginal peoples and European Americans and its development over time (e.g., concept of private property, role of family and clan, concepts of spirituality);
- evaluate the role of individual artists, architects, and writers in defining American identity (e.g., Georgia O’Keeffe, Aaron Douglas, Ansel Adams, Jackson Pollock, Andy Warhol; Frank Lloyd Wright, Maya Lin; Henry James, Willa Cather, Langston Hughes, Rachel Carson, Maya Angelou, Amy Tan);
- analyse the transformation of American culture since World War II (e.g., postwar affluence and the culture of consumerism, impact of McCarthyism, 1960s counter-culture, “culture of fear”).

American Arts and Culture

By the end of this course, students will:

- describe the influence of a variety of artists and styles on American music (e.g., Bessie Smith, Louis Armstrong, Elvis Presley; slave spirituals, blues, Tin Pan Alley, jazz, country music, folk music, rock ’n’ roll, hip hop) and of significant figures in entertainment (e.g., D.W. Griffith, Walt Disney, Martha Graham, Lenny Bruce, Oprah Winfrey);
- analyse the ways in which American culture has been spread worldwide (e.g., movies, television, Cold War propaganda, advertising, multinational corporations, professional sports);
- assess the impact of American culture on a variety of countries and communities (e.g., on language, attitudes, democracy, human rights, individualism).

American Cultural Hegemony

By the end of this course, students will:

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- analyse the forces that have influenced the development of American society;
- analyse the forces that have influenced American economic development;
- demonstrate an understanding of the development of American political systems and structures.

Specific Expectations

American Society

By the end of this course, students will:

- evaluate the role of education in spreading middle-class values in American society (e.g., the widespread use of McGuffey readers, Ivy League schools, the establishment of state colleges, progressive education, *Brown v. Board of Education of Topeka, Kansas*, integration);
- assess the extent to which religion has influenced American social and political life (e.g., Salem Witch Trials, Great Awakening, Lutheranism in the Midwest, Transcendentalism, Woman’s Christian Temperance Union, Social Gospel, Creationist debates, “Bible Belt”, televangelism; Aboriginal spirituality; Judaism);
- describe the changing roles played by women in the development of American society (e.g., during the Revolutionary era, the Civil War, the Industrial Revolution, the “Roaring Twenties”, World War II, suburbanization, the post-industrial era; as pioneers; in the suffrage, temperance, civil rights, and second-wave feminist movements);
- describe the challenges faced by protest movements in the United States (e.g., abolitionism, the Grange, populism, Progressivism, suffragism, pacifism; Ban the Bomb, anti-Vietnam War, and student protests; anti-Equal Rights Amendment forces; migrant worker and anti-globalization movements).

Economic Development

By the end of this course, students will:

- describe changing characteristics of the American agricultural, industrial, and post-industrial economies (e.g., homesteading versus agribusiness; artisan workshops versus factories; manufacturing versus service industries; regional versus national economy; rural communities versus urbanization, suburbanization);
- evaluate the importance of business innovators and entrepreneurs as well as labour leaders and organizations in the American economy (e.g., Eli Whitney, Andrew Carnegie, Thomas Edison, Frederick Taylor, Henry Ford, Bill Gates; Mary Harris “Mother” Jones, John L. Lewis; Knights of Labor, Industrial Workers of the World, American Federation of Labor, Committee for Industrial Organization);
- compare American capitalism in the nineteenth and twentieth centuries (e.g., Reconstruction, robber barons, muckrakers, anti-trust legislation, anti-combines legislation, black market during Prohibition, stock market crash of 1929, Great Depression, postwar affluence, labour legislation, Reaganomics, environmental regulation).

Government and Law

By the end of this course, students will:

- describe the theory and practice of the American system of government (e.g., Articles of Confederation, Constitution, Bill of Rights, separation of powers, party politics, the electoral system, third-party movements, checks and balances, Supreme Court);
- assess the effectiveness of the constitutional protection of individual rights by analysing key constitutional and legal issues (e.g., *Plessy v. Ferguson*, desegregation, *Roe v. Wade*, equal rights legislation, violations uncovered in impeachment investigations);
- explain the role of civil rights in the American political experience (e.g., colonial taxation; emancipation of slaves; child labour legislation; legislation to combat discrimination based on race, sex, or sexual orientation);
- assess the impact of selected individuals on the development of American political systems and structures (e.g., George Washington, Alexander Hamilton, Thomas Jefferson, Andrew Jackson, William Lloyd Garrison, Abraham Lincoln, Elizabeth Cady Stanton, Eugene V. Debs, Franklin Roosevelt, Rosa Parks, Martin Luther King Jr., Richard Nixon, Barney Frank, Ralph Nader);
- compare the main characteristics of the Canadian and American political systems (e.g., powers of the elected head of state, congressional versus parliamentary systems, nature of the two senates).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry (e.g., What were the causes of the American Civil War? To what extent is America's reputation as a world power justified?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, prejudice and bias, and validity of argument);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist, writer, lawyer, archaeologist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- compare key interpretations and theories of American history (e.g., frontier thesis, formative events thesis, fragment thesis; conservative, liberal, progressive, Marxist, feminist, postmodernist interpretations);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the American Revolution from the perspectives of rebels and loyalists; slavery in the American South from the perspectives of slaves, slaveholders, and abolitionists; globalization from the perspectives of American workers, consumers, and entrepreneurs);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);

- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**World History to the Sixteenth Century, Grade 11,
University/College Preparation**

(CHW3M)

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

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

Communities: Characteristics, Development, and Interaction

Overall Expectations

By the end of this course, students will:

- describe the changing characteristics of communities from earliest times to the sixteenth century;
- analyse how selected societies have evolved and responded to challenges;
- analyse the interaction between various societies from the time of the first communities to the sixteenth century.

Specific Expectations

Characteristics of Societies

By the end of this course, students will:

- compare the characteristics of societies that are isolated and those that are in contact with other societies (e.g., leadership, religious beliefs, cultural expression, tradition and law, systems of communication, types of interactions within and among societies);
- analyse the factors that contributed to the differentiation of societies (e.g., climate, geography, resources, decisions of leaders, external pressures, size);
- identify the forces that led selected societies to choose their particular forms of social organization (e.g., Indian caste societies, Japanese feudal society, Spartan military systems).

Development of Societies

By the end of this course, students will:

- explain the development of societies from hunter-gatherer to horticultural/pastoral societies, to rural agricultural communities, and then to urban communities;

- analyse factors that allowed certain societies to thrive (e.g., abundance of natural resources, legal and military traditions, position on trade routes, common beliefs, strength of leadership);
- assess the criteria by which historians judge societies to have become “civilizations” (e.g., lasting influence of cultural contribution, longevity, significance of role in events of the period).

Relations Between Societies

By the end of this course, students will:

- analyse the factors that influenced the nature of relationships between societies (e.g., defence, ethnicity, proximity, language, religion, trade and economic interchange);
- describe the diverse reactions of societies to exposure to external influences (e.g., building walled cities and fortifications, developing commercial relationships with other societies on trading routes, absorbing or adapting new ideas and technologies).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- analyse the factors that contributed to the process of change from earliest times to the sixteenth century;
- analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century;
- demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century.

Specific Expectations

Change in History

By the end of this course, students will:

- identify major changes that took place in the world before the sixteenth century (e.g., climatic shifts, domestication of plants and animals, discovery of the wheel, the Neolithic Revolution, development of writing, invention of the printing press, military innovations);
- analyse forces that tended to promote and facilitate change in the world before the sixteenth century (e.g., warfare, religious proselytizing, migration of peoples, humanism);
- describe the roles of selected individuals and groups in the process of change (e.g., Akhenaton, Nebuchadnezzar II, Socrates, Augustus, Peter the Apostle, Alexander the Great, Constantine I, Charlemagne, Jeanne d’Arc; the Aryans, the Babylonians, the Vikings, the Mongols);

Continuity in History

By the end of this course, students will:

- identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs, traditional family roles, administrative bureaucracies);

- describe how legal traditions and political institutions contributed to a sense of continuity in the world before the sixteenth century (e.g., Hammurabi’s code of laws, the Pax Romana, shamanism);
- evaluate the effects of different educational practices on the stability and continuity of various societies (e.g., the maintenance of military discipline in Sparta, Plato’s Academy, preparation of the mandarin class in China for its bureaucratic role, refinement of skills in guild societies).

Chronology and Cause and Effect

By the end of this course, students will:

- explain how viewing events in chronological order aids in understanding complex change in the context of world history to the sixteenth century;
- identify cause-and-effect relationships within the chronology of significant historical events prior to the sixteenth century.

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century;
- analyse the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century;
- analyse changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century.

Specific Expectations

Legal, Political, and Military Traditions

By the end of this course, students will:

- describe the contributions of various individuals and groups to the development of legal, political, and military traditions in societies prior to the sixteenth century (e.g., Hammurabi, Moses, the Zhou dynasty, Sun-Tzu, Justinian, Charlemagne, Richard I, the Shogunate);
- describe the significant legal, political, and military events that influenced traditions in societies prior to the sixteenth century (e.g., the Ten Commandments, Solon's reforms, the Battle of Marathon, the Battle of Cannae, the Battle of Hastings, Magna Carta).

Art, Ideas, and Beliefs

By the end of this course, students will:

- describe the contributions of selected individuals and groups to the development of artistic forms before the sixteenth century (e.g., Palaeolithic artists at Lascaux, Imhotep, Egyptian tomb painters, Homer, Sappho, architects of the Tomb of Shi Huangdi and of Angkor Wat, Ovid, medieval architects, Giotto);
- evaluate the impact of significant thinkers from various societies and periods (e.g., Confucius, Aristotle, Avicenna, Maimonides, Hildegard von Bingen);
- explain the role of significant individuals or groups in the development of world

religious traditions (e.g., shamanistic figures, Siddhartha Gautama [Buddha], Jesus Christ, Muhammad, Guru Nanak);

- evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them (e.g., Epic of Gilgamesh, the Puranas, Homeric epics, the *Ramayana*, *The Song of Roland*).

Individuals, Groups, and Authority

By the end of this course, students will:

- explain the bases of authority in a variety of societies from the time of the first communities to the sixteenth century (e.g., strength and skill of Palaeolithic hunters; Chinese "Mandate from Heaven"; military power of Alexander; authority of Roman civil administration; religious sanctions);
- assess the methods (e.g., military rebellion, religious reform, assassination) used by individuals and groups (e.g., Spartacus, Jesus Christ, Muhammad, participants in the Peasants' Revolt of 1381, John Calvin) to check or challenge authority from the time of the first communities to the sixteenth century;
- assess the contributions of various civilizations to the development of Western ideas of citizenship and the rights of individuals (e.g., Athenian democracy, the Roman system of jurisprudence, medieval feudal relations and obligations).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- analyse the development and diversity of social structures in various regions of the world prior to the sixteenth century;
- analyse diverse economic structures and the factors that affected their development;
- demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

Specific Expectations

Social Structures

By the end of this course, students will:

- describe the roles of different members of society in the early stages of human history (e.g., warrior, hunter, healer, spiritual leader);
- analyse the factors that influenced the development of a variety of forms of social structure (e.g., scarcity of resources and nomadic society, threat of invasion and militaristic society, religion and monastic society, industrial technology and urban society);
- compare the roles of women in early societies and those in more complex societies (e.g., child rearer, gatherer, educator, “keeper of the hearth”, priestess, political leader, farmer, artisan).

Economic Structures

By the end of this course, students will:

- describe the diverse forms of economic organization that existed prior to the sixteenth century (e.g., horticultural, agricultural, commercial, nomadic, feudal, slave-based);
- analyse the effects of innovations and inventions (e.g., discovery of fire; domestication of plants and animals; use of metals; development of written communication; invention of the wheel, the plough, and

the shaduf; innovations in irrigation; development of currency) on the functioning of various economic structures;

- describe the roles of women, men, and children in the economies of selected societies (e.g., gatherer, peasant, crafts-person, indentured labourer).

Political Structures

By the end of this course, students will:

- analyse diverse forms of leadership or government in selected communities prior to the sixteenth century (e.g., leadership by general, feudal lord, clan mother; tribal, theocratic, monarchical, democratic government);
- identify the factors that influenced the development of various forms of leadership and government (e.g., religious influence in theocracies, militarism and the rise of feudal lords, the role of distribution of wealth in oligarchies);
- evaluate the influence of women in the political life of selected societies (e.g., Hatshepsut, Empress Wu Chao, Julia Mamaea, Eleanor of Aquitaine, Isabella d’Este);
- evaluate the influence of religion on political structures in selected societies (e.g., Incan “Children of the Sun”, Hindu Brahmin caste, the papacy in medieval Europe).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry (e.g., What was the role of religion in the lives of the Aztec people? What were the effects of the Black Death on medieval European society?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, prejudice and bias, and validity of argument);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist, writer, lawyer, archaeologist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- compare key interpretations and theories of world history (e.g., conservative, liberal, progressive, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the building of the Egyptian pyramids from the perspectives of the pharaohs, Egyptian citizens, and slaves; the Battle of Hastings from the perspectives of the Normans and the Saxons);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;

- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**Canadian History and Politics Since 1945,
Grade 11, College Preparation**

(CHH3C)

This course examines the local, national, and global forces that have shaped Canada since 1945 and highlights the political, social, and economic issues facing the country today. Students will expand their political understanding through an investigation of Canada's efforts in areas such as social justice and human rights, multiculturalism, and international relations. Students will develop their skills in historical research, analysis, and communication to deepen their historical and political awareness and present their own points of view.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- analyse the influence that recently arrived and more established peoples and cultures have had on Canadian society since 1945;
- assess the role of social justice in Canada's diverse society since 1945;
- explain how global economic and environmental forces have affected Canadians since 1945;
- assess Canada's continuing role in the world community since 1945.

Specific Expectations

Canadian Peoples

By the end of this course, students will:

- compare changes in Canadian demographics to illustrate the development of Canada as a multicultural society (e.g., place of origins, settlement and work patterns);
- compare the experiences of various immigrant or refugee groups that have come to Canada since 1945 (e.g., displaced persons who migrated after World War II, Hungarian refugees in 1956, Central Americans, Vietnamese boat people, Somalis);
- explain how Canada's changing immigration policies have affected Canadian society (e.g., postwar expulsion of Japanese Canadians, introduction of the point system);
- assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., Aboriginal and treaty rights; freedom of expression; mobility and employment; linguistic and educational rights for minority groups).

Social Justice

By the end of this course, students will:

- describe the major issues and events that have led to the expansion of Canadian multicultural and equity legislation and programs, and explain the key challenges in maintaining these programs;
- analyse the role of government in the development of social justice for

Canadians (e.g., Charter of Rights and Freedoms; labour legislation; Youth Criminal Justice Act; public inquiries and royal commissions such as the Royal Commission on the Status of Women, the Royal Commission on Aboriginal Peoples, the Krever Commission, the Walkerton Commission of Inquiry, and the Ipperwash Inquiry).

Global Forces

By the end of this course, students will:

- explain how the revival of the European and Asian economies since 1945 has affected Canada (e.g., competition for exports, immigration, floating exchange rates);
- describe the growth of international economic relationships and organizations (e.g., General Agreement on Tariffs and Trade [GATT], North American Free Trade Agreement [NAFTA], European Economic Community, Asia-Pacific Economic Cooperation [APEC]) as well as Canada's participation in these organizations and their impact on the lives of Canadians;
- describe ongoing global environmental challenges and assess the role of Canadians in addressing these challenges (e.g., Greenpeace, negotiations with the United States on acid precipitation, fishing moratoriums, Kyoto Protocol on Climate Change).

Canada in the World Community

By the end of this course, students will:

- assess the effectiveness of major agencies and programs for international aid and relief in which the Canadian government has played a leading role (e.g., Colombo Plan, Canadian University Services Overseas [CUSO], Canadian International Development Agency [CIDA]);
- describe Canada’s participation in international agreements and organizations (e.g., agreements to participate in United Nations peacekeeping operations, World Health Organization [WHO], Universal Declaration of Human Rights, Draft United Nations Declaration on the Rights of Indigenous Peoples, International Campaign to Ban Landmines);
- describe the participation and achievement of Canadians in non-governmental aid, relief, and human rights organizations (e.g., Oxfam, CARE, Médecins Sans Frontières, Unitarian Service Committee/USC Canada, Amnesty International, ShareLife, Free the Children, Stephen Lewis Foundation).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- assess key ways in which Canadian society has changed since 1945;
- analyse continuing issues, concerns, and strengths in Canadian society since 1945;
- demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of Canadian history since 1945.

Specific Expectations

Change in Canadian Society

By the end of this course, students will:

- assess the effects of the changing workplace on Canadians (e.g., from traditional primary and secondary industries to tertiary and service industries; from lifelong employment to entrepreneurial and contractual employment);
- describe changes in electronic, space, and telecommunications technologies and in transportation since 1945, and assess their impact on Canadian society (e.g., computers, optical fibres, Telesat, geographic information systems [GIS], cell phones, the Internet, jet aircraft);
- describe changes in Quebec's relationship with the rest of Canada (e.g., Quiet Revolution, sovereignty association, referendums, distinct society clause);
- analyse key developments in Canada's relations with the United States since 1945 (e.g., defence agreements such as NORAD; trade agreements such as the Auto Pact and NAFTA; changing mandate of the Foreign Investment Review Agency [FIRA]; trade disputes over softwood lumber and following the mad cow crisis; the CRTC's Canadian content rules; changes in the aftermath of world events such as the Cuban Missile Crisis and September 11).

Continuity in Canadian Society

By the end of this course, students will:

- describe the major ongoing processes and forums for Canada's national and constitutional development (e.g., federal-provincial conferences, royal commissions, public hearings, referendums);
- assess government programs and policies implemented since 1945 and designed to assist and protect Canadian citizens (e.g., unemployment/employment insurance, family allowances, medicare, ombudsmen);
- assess how the continuing forces of capitalism and free enterprise have affected Canada since 1945 (e.g., exploitation of natural resources, private banking systems, deregulation and privatization of Crown corporations, environmental degradation, increase in part-time employment, economic disparities, loss of national sovereignty, growth of companies such as Bombardier, Magna International, and WestJet);
- explain the difficulties in resolving issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, taxation, justice system).

Chronology and Cause and Effect

By the end of this course, students will:

- explain the process of cause and effect in the context of the unfolding of key Canadian events and issues since 1945 (e.g., Trudeaumania, reactions to the Meech Lake and Charlottetown Accords, fluctuations in the Canadian dollar);
- analyse interrelationships among political, social, economic, and cultural developments, issues, and ideas, using examples from post-1945 Canada (e.g., the baby boom and its effect on schools; the growth of suburbs and its effects on transportation; the Charter of Rights and Freedoms and equity policies; Quebec's cultural and political identity; concern about health issues and the adoption of smoking bans).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- assess how effectively Canadian working people have dealt with challenges and influenced society;
- explain the importance of active citizenship and respect for heritage in the lives of Canadians;
- explain how different individuals and communities in Canada seek to fulfil their ambitions and express their identities.

Specific Expectations

Working Canadians

By the end of this course, students will:

- describe the spread of unions and professional associations in the Canadian workplace since 1945 (e.g., labour unions such as the Brotherhood of Sleeping Car Porters and the United Auto Workers/Canadian Auto Workers; public sector unions such as the Canadian Union of Public Employees; professional associations such as the Royal College of Physicians and Surgeons of Canada) and assess their influence on government policies and political parties (e.g., Industrial Relations and Disputes Investigation Act, 1948; New Democratic Party);
- assess the advantages and disadvantages of globalization and offshore industries for Canadian workers and other Canadian citizens.

Citizenship

By the end of this course, students will:

- describe the workings of different levels of government, with a focus on how they relate to the rights and responsibilities of active citizenship;
- describe key developments in Canadian history since 1945 that specifically relate to issues of citizenship (e.g., changing

Immigration Acts, adoption of the Canadian flag, the Constitution Act of 1982, war reparations to Japanese-Canadian internees);

- assess the importance of multiculturalism and the values of mutual respect and tolerance in the composition and continuation of the Canadian democratic system.

Identity and Self-Expression

By the end of this course, students will:

- analyse issues surrounding the establishment of and changes in ethnic neighbourhoods in Canadian cities and towns (e.g., Vancouver's Chinatown, Toronto's Little Italy, Halifax's Africville);
- describe opportunities for individual and group artistic expression that have emerged throughout Canada since 1945 (e.g., TVOntario, Canada Council for the Arts, Stratford Festival, local galleries and theatres, Internet);
- assess the importance to Canadian society of the cultural mosaic and of the right of individual self-expression, as reflected in government policies and popular attitudes (e.g., changes to the Indian Act, multicultural policies, hate-crime legislation, religious tolerance, rights of individuals who lead alternative lifestyles);

- describe significant events that have stirred the Canadian imagination and spirit or have affected Canada's image at home and/or abroad (e.g., Newfoundland's joining Confederation; Montreal hockey riot, 1955; Springhill mine disaster, 1958; Expo 67; October Crisis; the 1972 Summit Hockey Series; Terry Fox Marathon of Hope; Montreal and Calgary Olympics; Oka Crisis; Quebec referendum, 1995; SARS benefit concert, 2003);
- identify significant Canadian individuals who, through their actions, have affected Canada's image at home and/or abroad (e.g., Rosalie Abella, Susan Aglukark, Lincoln Alexander, Louise Arbour, Roberta Bondar, Rosemary Brown, Thérèse Casgrain, Roméo Dallaire, Wayne Gretzky, Rick Hansen, Stephen Lewis, Donald H. Oliver, Lester B. Pearson, Bruny Surin, David Suzuki, Pierre Trudeau).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- evaluate how well post–World War II Canada fits the description of an open, equitable, democratic society;
- analyse changes in the Canadian economy since 1945;
- analyse the spectrum of political beliefs and social attitudes in Canada since 1945.

Specific Expectations

Promoting Democratic Society

By the end of this course, students will:

- explain the fundamental concepts that define an open, equitable, democratic society (e.g., basic freedoms, rule of law, tolerance and compromise, citizen participation and responsibility);
- analyse key developments in Canada’s social legislation since 1945 (e.g., medicare, pension programs, Multiculturalism Act, pay equity) as they relate to the concept of an open, equitable, democratic society;
- evaluate the continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action Committee on the Status of Women, Urban Alliance on Race Relations, ethnic festivals and organizations, cultural centres, CHIN International Radio–Television, Aboriginal Peoples Television Network).
- assess the effects of public and private investment and economic policy on local, provincial, and national economies (e.g., sponsorship of megaprojects such as the TransCanada Pipeline; National Energy Program; privatization of Crown corporations such as Petro–Canada, Air Canada; wage and price controls; Bank of Canada monetary policies; branch plants; downsizing);
- describe developments in Canada’s resource industries since 1945 (e.g., Leduc oil wells; the Tar Sands; Hibernia; nuclear power plants; developments in hydro–electricity, mining, forestry, fishing);
- describe developments in the structure of Canadian industry since 1945 (e.g., extension of U.S. branch plants; government subsidies and ownership; downsizing and plant closures);
- describe developments in the Canadian consumer economy since 1945 (e.g., suburbanization, subsidized housing, targeting teenage consumers since the 1950s, shopping malls, personal credit cards, automated services, e–shopping) and their effects on Canadians’ lives.

Economic Structures

By the end of this course, students will:

- analyse government policies that protect or expand the social safety net and those that promote a positive environment for capitalism and free enterprise (e.g., progressive versus flat tax proposals, spending on social programs versus tax reductions, nationalized versus privatized services and industries);

The Role of Opinion in Canadian Democracy

By the end of this course, students will:

- compare the ideas and programs of different Canadian parties across the political spectrum since 1945;
- evaluate the reasons for the development of differing regional attitudes or characteristics (e.g., Western alienation, Ontario centrism, Quebec nationalism, Atlantic Canadian isolation);
- assess the effectiveness of the programs and methods of various interest groups in Canada in influencing public policy (e.g., Assembly of First Nations, Canadian Advisory Council on the Status of Women, Chinese Canadian National Council, Sierra Club, Fraser Institute, Hepatitis C Action Group, Canadian Treatment Advocates Council).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry (e.g., What key changes have been made to the Indian Act since 1945? What was the most significant motive for the cancellation of the Avro Arrow? What were the effects of the Auto Pact on Canadian workers?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- identify key interpretations of Canadian history (e.g., conservative, liberal, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the establishment of medicare in Saskatchewan from the perspectives of members of the Douglas government and the province's doctors; the Oka Crisis from the perspectives of the Quebec government and the Mohawk Warriors);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;

- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**Canadian History and Politics Since 1945,
Grade 11, Workplace Preparation**

(CHH3E)

This course traces the most significant changes in Canadian society since 1945 and connects them to the issues facing the country today. Students will learn about the social, economic, and political forces that affect their lives, covering topics such as multiculturalism, labour relations, technological change, equity issues, and globalization. Through their investigation of the connections between historical developments and current issues, students will strengthen their critical-thinking and communication skills in preparation for the workplace.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied. (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.)

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- describe the influence that recently arrived and more established peoples have had on Canadian society since 1945;
- describe the role of social justice in Canada's multicultural society since 1945;
- describe how key global economic and environmental forces have affected Canadians since 1945;
- describe key aspects of Canada's contributions to and continuing role in the world community since 1945.

Specific Expectations

Canadian Peoples

By the end of this course, students will:

- identify changes in Canadian demographics that illustrate the development of Canada as a multicultural society (e.g., newcomers' countries of origin, settlement and work patterns);
- identify key changes in Canada's immigration policies and explain how these changes have affected Canadian society (e.g., expulsion of Japanese Canadians after World War II, introduction of the point system);
- compare the experiences of various groups that have come to Canada since 1945 (e.g., Hungarian refugees in 1956, Central Americans, Vietnamese boat people, Somalis);
- explain how the Charter of Rights and Freedoms protects individual and minority rights (e.g., equality rights, religious freedom).

Social Justice

By the end of this course, students will:

- summarize the major issues and events that have led to an expansion of Canadian multicultural and equity legislation and programs;

- describe the role of government in the development of social justice for Canadians (e.g., human rights commissions, Charter of Rights and Freedoms, labour legislation, anti-hate laws, compensation for victims of injustice, public inquiries and royal commissions);
- identify examples of public inquiries and royal commissions in Canada and describe their focus (e.g., Royal Commission on Bilingualism and Biculturalism, Royal Commission on the Status of Women, Royal Commission on Aboriginal Peoples, Krever Commission, Walkerton Commission of Inquiry, Ipperwash Inquiry).

Global Forces

By the end of this course, students will:

- identify major international economic organizations and agreements and describe their impact on Canadians (e.g., Organization of the Petroleum Exporting Countries [OPEC], European Economic Community, General Agreement on Tariffs and Trade [GATT]);
- identify ongoing global environmental challenges and describe the role of Canadians in addressing these challenges (e.g., Greenpeace, negotiations with the

United States on acid precipitation, fishing moratoriums, Kyoto Protocol on Climate Change).

Canada in the World Community

By the end of this course, students will:

- describe key aspects of Canada’s participation in international agreements and organizations (e.g., agreements to participate in United Nations peacekeeping operations, World Health Organization [WHO], Universal Declaration of Human Rights, Draft United Nations Declaration on the Rights of Indigenous Peoples, United Nations Declaration of the Rights of the Child);
- describe key examples of the participation of Canadians in non-governmental aid, relief, and human rights organizations (e.g., Oxfam, CARE, Médecins Sans Frontières, Unitarian Service Committee/USC Canada, Amnesty International, Save the Children, Stephen Lewis Foundation).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- describe the role change has played in the evolution of modern Canadian society;
- identify continuing issues, concerns, and strengths in Canadian society;
- demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of contemporary Canadian history.

Specific Expectations

Change in Canadian Society

By the end of this course, students will:

- identify pivotal changes in transportation and communications (e.g., superhighways, St. Lawrence Seaway, jet aircraft, satellites, printed circuits, microwave broadband, cable, Internet) and assess their effects on Canadian society;
- describe the effects of the changing workplace on Canadians (e.g., from traditional primary and secondary industries to tertiary and service industries; from lifelong employment to entrepreneurial and contractual employment);
- identify key changes in Quebec's relationship with the rest of Canada (e.g., Quiet Revolution, sovereignty association, referendums, distinct society clause);
- describe key developments in Canada's relations with the United States since 1945 (e.g., defence agreements such as NORAD; trade agreements such as the North American Free Trade Agreement [NAFTA]; changing mandate of the Foreign Investment Review Agency [FIRA]; trade disputes over softwood lumber and following the mad cow crisis; the CRTC's Canadian content rules; changes in the aftermath of world events such as September 11).

Continuity in Canadian Society

By the end of this course, students will:

- identify ongoing government programs designed to assist Canada's industrial and commercial economies (e.g., Crown corporations, government incentives, regional development grants);
- identify ongoing programs to assist and protect Canadian citizens (e.g., unemployment/employment insurance, family allowances, medicare, maternity/parental leave, ombudsmen);
- describe key unresolved issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, repatriation of native artifacts, justice system).

Chronology and Cause and Effect

By the end of this course, students will:

- identify the process of cause and effect in history, using examples from Canadian politics and society since 1945 (e.g., Diefenbaker's landslide, Trudeaumania, reactions to the Meech Lake and Charlottetown Accords, fluctuations in the Canadian dollar);
- describe how political, social, economic, and cultural developments, issues, and ideas interrelate, using examples from post-1945 Canada (e.g., the baby boom and its effect on education; the Charter of Rights and Freedoms and equity policies; concern about health issues and the adoption of smoking bans).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- describe the influence of, and the challenges faced by, organizations representing working Canadians;
- explain the importance of active citizenship and respect for heritage in the everyday lives of Canadians;
- explain how different individuals and communities in Canada seek to fulfil their ambitions and express their identities.

Specific Expectations

Working Canadians

By the end of this course, students will:

- describe key developments in the spread of unions and professional associations in Canada since 1945 (e.g., labour unions such as United Auto Workers/Canadian Auto Workers; public sector unions such as the Canadian Union of Public Employees; professional associations such as the Royal College of Physicians and Surgeons of Canada);
- identify and describe important challenges to Canadian unions and workers posed by globalization and offshore industries.

Citizenship

By the end of this course, students will:

- demonstrate an understanding of the workings of different levels of government, with a focus on how they relate to the rights and responsibilities of active citizenship;
- explain how individual citizens can participate in political decision making by communicating with government officials (e.g., letters to politicians, “town hall” meetings, petitions);

- explain why multiculturalism and the values of mutual respect and tolerance are important in the composition and continuation of the Canadian democratic system (e.g., multicultural policies, hate-crime legislation, Charter of Rights and Freedoms).

Identity and Self-Expression

By the end of this course, students will:

- describe significant events that have stirred the Canadian imagination and spirit or have affected Canada’s image at home and/or abroad (e.g., Newfoundland’s joining Confederation; Montreal hockey riot, 1955; Springhill mine disaster, 1958; Expo 67; October Crisis; the 1972 Summit Hockey Series; Terry Fox Marathon of Hope; Montreal and Calgary Olympics; Oka Crisis; Quebec referendum, 1995; SARS benefit concert, 2003);
- identify significant Canadian individuals who, through their actions, have affected Canada’s image at home or abroad (e.g., Rosalie Abella, Susan Aglukark, Lincoln Alexander, Louise Arbour, Roberta Bondar, Rosemary Brown, Thérèse Casgrain, Roméo Dallaire, Rick Hansen, Stephen Lewis, Donald H. Oliver, Lester B. Pearson, David Suzuki, Pierre Trudeau);

- identify opportunities for individual and group artistic expression that have emerged throughout Canada since 1945 (e.g., TVOntario, Canada Council for the Arts, Stratford Festival, local galleries and theatres, Internet).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- identify ways in which Canada fits the description of an open, equitable, democratic society;
- describe changes in the Canadian economy since 1945;
- describe the spectrum of political beliefs and social attitudes in Canada.

Specific Expectations

Promoting Democratic Society

By the end of this course, students will:

- identify the fundamental concepts that define an open, equitable, democratic society (e.g., rule of law, tolerance and compromise, participation and responsibility);
- identify major developments in Canada's social legislation since 1945 (e.g., medicare, labour legislation, pension programs, Multiculturalism Act) as they relate to the preservation of an open, equitable, democratic society;
- identify and describe continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action Committee on the Status of Women, ethnic festivals and organizations, cultural centres, CHIN International Radio-Television, Aboriginal Peoples Television Network).

Economic Structures

By the end of this course, students will:

- identify important effects of government policies and programs on national, provincial, and local economies (e.g., sponsorship of megaprojects such as the TransCanada Pipeline or James Bay hydroelectric project, the National Energy Program, wage and price controls, Bank of Canada monetary policies);

- describe the impact of major developments in the Canadian consumer economy since 1945 (e.g., suburbanization, subsidized housing, targeting of teenage consumers, shopping malls, personal credit cards, automated service).

The Role of Opinion in Canadian Democracy

By the end of this course, students will:

- demonstrate an understanding of the concept of the political spectrum and compare the key ideas and programs of different political parties in Canada since 1945 (e.g., New Democratic Party, Bloc Québécois, Canadian Alliance);
- identify major reasons for the development of differing attitudes or characteristics in different regions of Canada (e.g., Western alienation, Ontario centrism, Quebec nationalism, Atlantic Canadian isolation);
- describe some of the programs and methods of various interest groups in Canada (e.g., Assembly of First Nations, Canadian Advisory Council on the Status of Women, Chinese Canadian National Council, Sierra Club, Fraser Institute, Hepatitis C Action Group) and their ability to influence public policy.

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate different types of questions (e.g., *factual*: What important changes in transportation and communication have occurred in Canada since World War II? *comparative*: How did Pierre Trudeau and Brian Mulroney differ in their approach to Canadian-American relations? *causal*: What were the main causes of the Oka Crisis?) when researching historical topics, issues, and events;
- select and use a variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator or assistant, teacher, journalist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- identify some key interpretations of Canadian history (e.g., conservative, liberal, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspective of different participants in those events and issues (e.g., Quebec separatism from the perspectives of federalists and Quebec nationalists; the shift from lifelong to contract employment from the perspectives of workers and employers);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**World History Since 1900: Global and
Regional Perspectives, Grade 11, Open****(CHT3O)**

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the nature of empires and the emergence of nationalist aspirations throughout the world since 1900;
- describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900;
- evaluate significant changes in the international community from 1900 to the present.

Specific Expectations

Imperialism and Decolonization

By the end of this course, students will:

- demonstrate an understanding of the concept of imperialism (e.g., political, economic, cultural);
- identify the major empires that existed in the twentieth century (e.g., British, Chinese, German, Russian, Spanish, French, Belgian);
- analyse the impact that selected imperial powers of the past and present have had on their colonies and/or spheres of influence (e.g., resource exploitation; creation of infrastructures; political, legal, and economic domination; acculturation);
- analyse relations between ruling powers and peoples who have had nationalist aspirations (e.g., Britain and the Boers, Spain and the Basques, Japan and Manchuria, China and Tibet, Indonesia and East Timor, the Soviet Union and Afghanistan).

Conflict and Cooperation

By the end of this course, students will:

- explain the causes, course, and results of World War I and World War II (e.g., alliance systems, rise of fascism; trench warfare, Blitzkrieg; Treaty of Versailles, economic dislocation);
- explain the causes, course, and results of the Cold War (e.g., Stalinism,

McCarthyism, Cuban Missile Crisis, Vietnam War, destruction of the Berlin Wall, collapse of the Soviet Union);

- assess the local, regional, and/or global impact of selected local and regional conflicts since 1900 (e.g., Northern Ireland, Middle East, East Timor, Sri Lanka, India and Pakistan, Somalia, Rwanda);
- evaluate the effectiveness of selected processes used to promote peace (e.g., the League of Nations' oil sanctions against Italy in 1935, Neville Chamberlain's diplomatic intervention at Munich, L.B. Pearson's intervention in the Suez Crisis, NATO military intervention in Kuwait, the Camp David Accord of 1978).

The International Community

By the end of this course, students will:

- describe shifts in the international balance of power from 1900 to the present (e.g., the increasing power of the United States, the rise and collapse of the Soviet Union, the rise of Asian nations);
- evaluate the influence of international organizations in defining new concepts of "global communities" (e.g., League of Nations, United Nations, International Court of Justice, International Monetary Fund [IMF], North Atlantic Treaty Organization [NATO], la Francophonie, World Trade Organization [WTO], G8);

- assess Canada's changing role in international affairs (e.g., as a colonial adjunct, a newly independent nation, a major partner in war efforts, a peacekeeper and middle power, a leader in humanitarian causes).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- describe the nature and impact of significant change since 1900;
- identify factors that have tended to maintain continuity since 1900;
- explain the importance of chronology and cause-and-effect relationships within the context of history since 1900.

Specific Expectations

The Process of Change

By the end of this course, students will:

- compare different processes of change that have occurred in the world since 1900 (e.g., planned versus spontaneous change, slow versus rapid change, the use of violent or pacifist strategies);
- describe major technological and economic changes since 1900 and their impact on society (e.g., the automobile, electricity, electronic and computer technology; progressive taxation, consumerism, global capitalism);
- describe the factors leading to, and the impact of, social and political change since 1900 (e.g., demographic developments, changes in gender roles, urbanization, emergence of civil rights and gay rights movements; expansion of the franchise, acceptance of democratic ideals, emergence of new national powers);
- evaluate the role of individuals and groups who facilitated the process of change (e.g., Henry Ford, J.M. Keynes, Mao Zedong, Margaret Thatcher, Nelson Mandela, Bill Gates; suffragists, the American and international film industry, Organization of the Petroleum Exporting Countries [OPEC]).

The Process of Continuity

By the end of this course, students will:

- explain the role of selected social, economic, and political systems and structures in maintaining continuity (e.g., class system, capitalism, communism, democracy);
- describe the ongoing movement since 1900 towards decolonization and national independence (e.g., in Ireland, Egypt, India, Taiwan, Namibia, Panama);
- compare the efforts of selected organizations and agencies to improve the human condition throughout the world (e.g., International Federation of Red Cross and Red Crescent Societies, United Nations, International Court of Justice, religious agencies, Médecins Sans Frontières);
- explain how belief in progress and technological improvements provides a framework for understanding history since 1900 (e.g., developments in agriculture, social welfare legislation, growth of education, developments in communication and medicine, genetic engineering).

Chronology and Cause and Effect

By the end of this course, students will:

- explain the significance of timelines in the study of selected subjects in twentieth-century history (e.g., the course of the Russian Revolution, the sequence of migrations of people to the United States, the decolonization of Africa);
- describe the cause-and-effect relationship between decisions taken in history and their consequences in helping to shape significant historical events (e.g., the conditions imposed by the Treaty of Versailles in 1919 and the outbreak of World War II, the decision to create the state of Israel and subsequent tensions in the Middle East, the formation of trading blocs and their effect on national autonomy);
- analyse the relationships between selected political, social, economic, and cultural issues and events since the beginning of the twentieth century (e.g., World War I and isolationism, the Great Depression and social welfare legislation, fishing practices and territorial waters, civil disobedience and economic disruption).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- assess the importance of nationalism and internationalism in the world since 1900;
- analyse the relationship between the individual and those in authority in various societies since 1900;
- demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century.

Specific Expectations

Nationalism and Internationalism

By the end of this course, students will:

- describe elements that have contributed to the development of national identities (e.g., language, traditions, perceived history, religion);
- explain how nationalism has affected existing institutions and the lives of citizens (e.g., growth of Basque and Québécois identities; efforts to establish Jewish and Palestinian homelands; Sikh and Hindu clashes; Cold War rivalries; aspirations of Aboriginal nations; spread of religious fundamentalism; conflicts in the former Yugoslavia);
- describe elements that have helped to create a sense of international and global unity (e.g., political ideologies such as pacifism, communism, and socialism; international women’s movements; humanitarian idealism; global environmental concerns);
- explain how internationalism has affected existing institutions and the lives of citizens (e.g., idealism in League of Nations agencies, anti-war and anti-nuclear protests, the Green movement);
- analyse how and why certain individuals have become the accepted symbols of national or international movements (e.g., V.I. Lenin, Albert Einstein, Mohandas Gandhi, Eleanor Roosevelt, Eva Peron,

Ho Chi Minh, Fidel Castro, Margaret Thatcher, Nelson Mandela, Mother Teresa).

The Rights of Individuals and Groups

By the end of this course, students will:

- outline a variety of interpretations concerning the position of the individual in society (e.g., labour and class solidarity, racial consciousness, religious fundamentalism, national conformity, the “Me Generation”);
- describe factors that have interfered with individual and group rights since the beginning of the twentieth century (e.g., secret police and rigid censorship, policies of racial and ethnic exclusion and cleansing, gender-role restrictions, homophobia, poverty);
- analyse the growth of individual and group democratic rights in selected societies since 1900 (e.g., extension of the secret ballot, reduction of age and gender inequalities, global improvements in literacy and health, spread of ideas via global telecommunications technologies);
- explain how genocides that have taken place since 1900 have affected not only the victims and victimizers but also the world at large (e.g., famine in Ukraine, the Holocaust, mass executions under Pol Pot, Rwandan genocide, ethnic cleansing in Bosnia).

Art and Culture

By the end of this course, students will:

- identify selected forms of artistic expression that were maintained, altered, or developed since 1900 (e.g., classical, minimalist, and atonal music; Kabuki theatre; Chinese revolutionary opera; representational and abstract-expressionist art; modern architecture and design);
- explain the relationship between artistic expression and its socio-political context (e.g., blues and Black America, Soviet socialist realism in art and music, Fascist and Nazi martial pageantry, beat poetry and atomic angst, Asian martial arts film genre);
- analyse the spread of and reaction to American pop culture throughout the world since 1900 (e.g., Hollywood movies, jazz, rock 'n' roll, blue jeans, McDonald's, Disney);
- explain some of the reasons for the emergence of various modern indigenous art forms (e.g., cinematic styles and music in India and Latin America, use of traditional costumes and fashions in Africa and Asia, revival and restoration of traditional cultural sites such as Angkor Wat, Xi'an, Machu Picchu).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- describe key changes in the structures and activities of everyday life since 1900;
- describe major features of economic life since 1900;
- describe a variety of forms of government adopted since the beginning of the twentieth century.

Specific Expectations

Everyday Life

By the end of this course, students will:

- describe changes that have occurred since the beginning of the twentieth century in the structure of the family and the role of the individual within the family (e.g., broadening of gender roles, increased participation of women in the labour force, increased influence of youth peer groups, China’s one-child policy, absentee family members in migrant labour markets, same-sex parents);
- describe changes in the workplace during the twentieth century (e.g., shift from agriculture to industry, rise of the service industry, need for technical knowledge, development of labour-saving devices, use of assembly lines and robotics in industry, shortened work week and the concept of leisure time);
- analyse the relationship between the individual and religion in Western and non-Western societies (e.g., Creationist debates, fluctuations in church attendance, cults, theocratic governments, views on the role of women, clashes between and within religions);
- explain how increased interaction between peoples and cultures of the world has changed daily life (e.g., exposure to new ideas, foods, and fads; fear of newcomers; creation of ethnic ghettos; Westernization of language).

Economic Structures

By the end of this course, students will:

- identify the primary characteristics of economic structures in developed nations (e.g., belief in free enterprise, competition, private property; Keynesian and post-Keynesian economic theory; liberalized world trade);
- analyse the successes and failures of command economies (e.g., the former Soviet Union, People’s Republic of China, Castro’s Cuba, Tito’s Yugoslavia);
- describe and assess local, national, and global implications of major economic crises since 1900 (e.g., the Great Depression, China’s Great Leap Forward, the 1973 OPEC oil crisis, eastern Europe and the collapse of the Soviet Union, the Asian financial crisis of the 1990s, the technology stock crash of 2000, the Enron scandal);
- analyse the problems that have faced the underdeveloped world in achieving economic stability and prosperity (e.g., lack of capital investment, exploitation of citizens as cheap labour, fragile taxation base, political corruption, foreign ownership, debt load);
- identify the reasons for, and implications of the growth of, selected international economic relationships (e.g., West Indies Federation, African Union [AU],

Asia-Pacific Economic Cooperation [APEC], European Union [EU], North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]).

Forms of Government

By the end of this course, students will:

- define various ideological positions that are represented in the political spectrum (e.g., communism, socialism, liberalism, conservatism, fascism);
- describe the fundamental principles of a variety of government systems (e.g., Western congressional and parliamentary systems, African single-party systems, Swiss federalism, Russian and Chinese communism, Islamic theocracies);
- describe obstacles to the implementation of stable forms of government in developing nations (e.g., low literacy rate, poor communications, absence of liberal tradition, economic challenges, concentration of wealth and power, corruption).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate different types of questions (e.g., *factual*: What technological developments altered the course of war in the twentieth century?; *comparative*: What were the similarities and differences between communism in the USSR and China? *causal*: What major factors contributed to women’s winning the right to vote?) when researching historical topics, issues, and events;
- select and use a variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator or assistant, teacher, journalist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- identify some key interpretations of world history (e.g., conservative, liberal, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the independence movement in India from the perspectives of the British government, the followers of Gandhi, and the Muslim minority; globalization from the perspectives of the World Trade Organization, anti-globalization activists, and workers in developing countries);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;

- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**Canada: History, Identity, and Culture,
Grade 12, University Preparation**

(CHI4U)

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- describe the characteristics of Aboriginal communities before and after contact with Europeans and analyse the significant effects of the interactions between Aboriginal communities and the colonizers;
- analyse the principal characteristics of the French and English colonial experience in Canada;
- assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada;
- evaluate Canada's changing role on the international stage.

Specific Expectations

Aboriginal Peoples

By the end of this course, students will:

- describe various aspects of Aboriginal life prior to contact with Europeans (e.g., traditional economies, spirituality, relationship with the environment, political organization);
- analyse significant aspects and effects of the interactions between Aboriginal peoples and European colonists (e.g., spread of disease; introduction of new weapons; missions; Aboriginal peoples' sharing of environmental knowledge with Europeans; the Royal Proclamation of 1763; territorial relocation; emergence of the Métis; treaties; Riel Rebellion; movement towards self-government);
- assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples.

Colonial Canada

By the end of this course, students will:

- compare the colonizing policies of the French (e.g., Company of One Hundred Associates, Catholic missionaries, Colbert's compact in Laurentian society, seigneurial system) and the British (e.g., absentee

landlords in Prince Edward Island, settlement of Napoleonic War veterans, Clergy and Crown Reserves in Upper Canada) in colonial Canada;

- describe significant sectarian divisions within colonial society and how they shaped the political and cultural issues of the period (e.g., tensions between early and late Loyalists; Ryerson's Methodism and its conflict with the Church of England; Irish–Scottish tensions);
- explain how French and British colonial history contributed to the concept of Canada as a product of “two founding nations” (e.g., Royal Proclamation of 1763; Quebec Act, 1774; Constitutional Act, 1791; Lord Durham's Report; Confederation).

Immigration and Identity

By the end of this course, students will:

- describe significant immigration waves (e.g., influx of United Empire Loyalists in the late 1700s; Black immigration in the early 1800s; British immigration in the 1840s; eastern European immigration in the early 1900s; post–World War II immigration of refugees; Asian, African, and

- Caribbean immigration in the 1990s) and settlement patterns, and how they helped shape Canadian identity and culture;
- describe significant changes in Canadian immigration policy since Confederation (e.g., Immigration Acts, open door policy, Chinese head tax, British Home Children, enemy aliens, point system);
- describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., Blacks in Nova Scotia, Chinese labourers in British Columbia, Ukrainian grain farmers on the Prairies, post–World War II Italian and Portuguese immigrants in Ontario, Inuit in Nunavut).
- analyse the steps through which Canada has achieved autonomy (e.g., Borden’s Naval Bill Aid; Vimy Ridge; Paris Peace Conference; Chanak affair; Statute of Westminster; Canada Act, 1982);
- evaluate the extent to which Canada’s reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, Canada as a destination for escaping slaves in the nineteenth century and refugees in the twentieth century, peacekeeping efforts, United Nations rankings).

Canada’s International Role

By the end of this course, students will:

- explain how the role Canada has played in international events and organizations has changed the way the country has been perceived by Canadians and/or the international community (e.g., War of 1812, Fenian Raids, Boer War, World War I, World War II, Korean War, Suez Crisis, Gulf War; United Nations, the Commonwealth of Nations, la Francophonie, North Atlantic Treaty Organization [NATO], International Court of Justice at The Hague);

Change and Continuity

Overall Expectations

By the end of this course, students will:

- analyse how Canada's relationships with France, Britain, and the United States have influenced Canada's identity and culture;
- evaluate the role of east-west and north-south ties in the development of Canada;
- assess changes in Canada's rural-agricultural and urban-industrial communities;
- analyse the relationship between major technological and social changes in Canada;
- evaluate the extent to which Canada has been transformed into a pluralistic society.

Specific Expectations

Transformation of Canadian Identity

By the end of this course, students will:

- analyse important issues in the changing relationship between settlers and European colonial institutions and policies (e.g., Laval's theocratic rule, expulsion of the Acadians, British military policy, Family Compact, Château Clique, Durham Report);
- analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity (e.g., migration of the United Empire Loyalists; War of 1812; Annexation Manifesto, 1849; Confederation; North American Air Defence Command [NORAD]; relations with Cuba; Trudeau's recognition of the People's Republic of China; North American Free Trade Agreement [NAFTA]; invasion of Iraq, 2003);
- assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General's Awards, the Order of Canada, attempts to protect cultural industries in trade agreements).

East-West and North-South Forces

By the end of this course, students will:

- analyse the causes and implications of Canadian regional differences (e.g., economic disparity between Central and Atlantic Canada, cultural differences between Quebec and the rest of Canada, geographic separation of western Canada);
- analyse the reasons for Canada's close political and economic relationship with the United States (e.g., extended border, concentration of American ownership in the Canadian economy).

Rural and Urban Communities

By the end of this course, students will:

- assess the effects of industrialization on various regions and peoples of Canada (e.g., urbanization, growth of slums, pollution, poverty, workers' organizations, rural depopulation, economic disparity, increase in GDP);
- evaluate the changing economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., fishing villages, mining and mill towns, Prairie breadbasket, oil sands);

country and Celtic music, folk art; cultural figures such as Thomas Chandler Haliburton, Pauline Johnson, L.M. Montgomery, Ringuet, W.O. Mitchell, William Kurelek);

- evaluate the changing economic and cultural contributions of Canadian cities (e.g., role as service and financial centres; multicultural diversity, architectural innovation, art galleries, theatrical companies, symphony orchestras; cultural figures such as Mordecai Richler, Margaret Atwood, Marie-Claire Blais, Austin Clarke, Glenn Gould).

Technology and Society

By the end of this course, students will:

- analyse how changes in transportation and communications technology (e.g., the Canadian Pacific Railway, publicly owned transportation and communication links, Diefenbaker's Roads to Resources program, Anik satellite) have influenced Canadian society and identity;
- analyse how changes in technology (e.g., introduction of steam power, combustion engine, automation, mechanization, electricity, telephone, labour-saving appliances, radio, television, computers) have affected Canadian homes and workplaces.

Cultural Pluralism

By the end of this course, students will:

- assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada (e.g., articles of capitulation, 1760; Treaty of Paris, 1763; Quebec Act, 1774; Act of Union, 1840; nineteenth-century immigration policies);
- explain the objectives of the official policy of multiculturalism, its relationship to bilingualism and biculturalism, and how support for and opposition to this policy has changed over time;
- assess the difficulties involved in maintaining a united country while promoting diversity through multiculturalism.

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- analyse the evolution of citizenship in Canada;
- analyse how various francophone communities have defined themselves and their place in Canada;
- assess the role played by literature, the arts, and popular culture in the development of Canadian identity;
- evaluate the claim that Canada is a just society, by examining issues related to human rights.

Specific Expectations

Canadian Citizenship

By the end of this course, students will:

- explain how and why the concept of citizenship in Canada has changed over time (e.g., from British subject to Canadian citizen);
- explain how citizenship rights have been denied to certain groups in Canada at various times since Confederation (e.g., Aboriginal peoples, women, Blacks, Irish, Chinese, Ukrainians, Japanese).

French-Canadian Identity

By the end of this course, students will:

- describe the development and changing character of francophone communities across Canada (e.g., Acadians, Québécois, Franco-Ontarians, Franco-Manitobans, Métis);
- describe the historical roots and modern manifestations of bilingualism and biculturalism and how support for or opposition to these policies has changed over time (e.g., immersion schools, Royal Commission on Bilingualism and Biculturalism);
- analyse how the people of Quebec have acted to preserve their political identity (e.g., Rebellion of 1837–38 in Lower Canada, responses to the Act of Union and Confederation, opposition to conscription, the Quiet Revolution, the

Royal Commission on Bilingualism and Biculturalism, Bill 101, sovereignty-association, response to the Meech Lake Accord);

- describe the role of significant French-Canadian political and cultural figures in the development of the French presence in Canada (e.g., Louis-Hippolyte LaFontaine, Gabriel Dumont, Henri Bourassa, Maurice Duplessis, Louis Robichaud, Pierre Trudeau, René Lévesque, Jeanne Sauvé; Louis Hémon, Antonine Maillet, Gabrielle Roy, Michel Tremblay, Clarence Gagnon, Gilles Vigneault, Claude Jutra).

Culture and Identity

By the end of this course, students will:

- analyse how selected writers, visual artists, musicians, composers, filmmakers, actors, and athletes have contributed to Canadian identity (e.g., Susanna Moodie, Gabrielle Roy, Marshall McLuhan, Michael Ondaatje; Emily Carr, Group of Seven, Robert Bateman; Oscar Peterson, Susan Aglukark, Céline Dion; Denys Arcand, Alanis Obomsawin, Deepa Mehta; Mary Pickford, Graham Greene, Mike Myers; Tom Longboat, Ethel Catherwood, Marilyn Bell, Wayne Gretzky);

- analyse how American movies, television, music, advertising, professional sports, and consumer products have posed challenges to the creation of a distinctive Canadian culture;
- analyse how Canadian governments have promoted and protected Canadian culture (e.g., national anthem, Canadian flag, Canadian Broadcasting Corporation, la Société Radio-Canada, National Film Board, Canadian Radio-television and Telecommunications Commission [CRTC], Canada Council for the Arts, Governor General's Awards, Trillium Book Award/Prix Trillium).
- evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., John Howard Society; J.J. Kelso and children's rights; first- and second-wave women's movement; campaigns for relief for the unemployed; Viola Desmond and civil rights; Canadian Bill of Rights, 1960; Ontario Human Rights Code; movement for Aboriginal self-government; gay rights movement; rights for people with disabilities; reparations for Japanese-Canadian internees and Aboriginal residential school students).

Human Rights in a Just Society

By the end of this course, students will:

- analyse the causes and effects of prejudice and discrimination throughout Canadian history (e.g., expulsion of Acadians, residential schools for Aboriginal children, wartime internment camps, Christie Pits riot, unwillingness to admit Jewish refugees fleeing Nazism, Africville, glass ceiling, discrimination in hiring people with disabilities);

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- analyse changes in Canadian social programs and policies over time;
- analyse the changing roles and contributions of women in Canada;
- evaluate the impact of Canada's national and international economic policies on Canadian identity and sovereignty;
- describe the nature of the Canadian political system and the groups and individuals who have contributed to its development;
- assess the efforts of popular movements to reform Canadian society.

Specific Expectations

Social Programs and Policies

By the end of this course, students will:

- describe the history, development, and extent of Canada's social programs (e.g., unemployment/employment insurance, family allowance, medicare, pension plans, welfare/social assistance, subsidized daycare);
- assess the extent to which education and health care have shaped regional, provincial, and national identities (e.g., Jesuit schools, Egerton Ryerson's public school system, the Manitoba Schools question, public and separate school systems, residential schools for Aboriginal children, Bill 101; Saskatchewan medicare act, 1961; Canada Health Act, 1984; Romanow Report, 2002);
- assess the causes and effects of changes in labour legislation (e.g., Royal Commission on the Relations of Labor and Capital, anti-child labour advocates, labour unions, strikes, women's movement, business lobby; minimum wage, child labour, pay equity, and anti-union legislation).

Women in Canada

By the end of this course, students will:

- analyse the extent to which women's traditional roles as wives and mothers and their status in Canadian society have changed since Victorian times;

- analyse women's changing participation, both paid and unpaid, in the Canadian economy;
- analyse the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Pauline Johnson, Agnes Macphail, Emily Carr, Marie Lacoste-Gérin-Lajoie, Margaret Laurence, Bertha Wilson, Roberta Bondar, Jeanne Sauvé, Rosalie Abella).

Economic Relations and Policies

By the end of this course, students will:

- compare John A. Macdonald's National Policy with other economic visions of Canada (e.g., Wilfrid Laurier's reciprocity; Gordon Commission; Third Option; visions of the cooperative movement, Business Council on National Issues, Council of Canadians, anti-globalization movement);
- analyse the extent to which trade policies and agreements have challenged Canadian sovereignty (e.g., mercantilism, reciprocity, the Auto Pact, General Agreement on Tariffs and Trade [GATT], Canada-U.S. Free Trade Agreement, North American Free Trade Agreement [NAFTA], Asia-Pacific Economic Cooperation [APEC], World Trade Organization [WTO]);

- assess the relationship between Canadian economic practices and humanitarian principles (e.g., trade with Cuba and China, trade embargos, boycotts, sale of CANDU reactors, wheat aid);
- assess the effectiveness of various economic policies and initiatives in promoting Canadian sovereignty (e.g., National Policy; Halibut Treaty, 1923; Foreign Investment Review Agency; National Energy Program; Arctic Environmental Protection Strategy, 1991; Turbot War, 1995).

Political Structures

By the end of this course, students will:

- describe past and present Aboriginal political organizations (e.g., Ojibwa clan system, Iroquois Confederacy, Inuit Tapirisat of Canada, Assembly of First Nations, Métis National Council);
- explain the role of significant events and legislation in the development of the current Canadian political system (e.g., the Conquest; the British North America Act; the Balfour Report; the Canada Act, 1982; the Charlottetown Accord; electoral reforms; changes in political parties);
- analyse the principles of the Canadian political system (e.g., “peace, order and good government”; concept of federalism; parliamentary democracy; cabinet system);
- analyse the causes and effects of the development of new political parties (e.g., Clear Grits/Reform Party, 1840s; United Farmers of Alberta; Co-operative Commonwealth Federation; Social Credit; Progressive Conservatives; Parti Québécois; Reform Party, 1990s);
- assess the impact of selected political figures (e.g., Jean Talon, George Brown, George-Étienne Cartier, Louis Riel, Wilfrid Laurier, Henri Bourassa, the Famous Five, William Lyon Mackenzie King, Maurice Duplessis, Pierre Trudeau, René Lévesque, Rosemary Brown, Anne Cools, Jeanne Sauv  , Ovide Mercredi, Elijah Harper, Matthew Coon Come, Adrienne Clarkson) on changes in Canadian politics.

Popular Reform Movements

By the end of this course, students will:

- analyse the impact of the women’s movement in Canada (e.g., married women’s property reform, Woman’s Christian Temperance Union, Young Women’s Christian Association, the Persons Case, paid maternity leave, Royal Commission on the Status of Women, Irene Murdoch and changes to divorce law, Jeannette Corbi  re Lavell and changes to Aboriginal women’s status);
- analyse the development of the labour movement in Canada (e.g., Knights of Labor, Winnipeg General Strike, One Big Union, Hal Banks and the Canadian Seamen’s Union, Asbestos Strike, Canadian Labour Congress, United/Canadian Auto Workers, public sector unions);
- assess the influence of anti-war sentiment in Canadian history (e.g., J.S. Woodsworth, opposition to conscription, conscientious objectors, “Ban the Bomb” demonstrations, Voice of Women, protests against the Vietnam War and the invasion of Iraq);
- analyse the growth of environmentalism (e.g., establishment of national parks, Federation of Ontario Naturalists, work of Jane Jacobs, Greenpeace, Lubicon-Daishowa dispute, James Bay hydroelectric project protests, ratification of the Kyoto Protocol on Climate Change) and its influence on how Canadians live.

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry (e.g., To what extent have trade agreements challenged Canadian sovereignty over time? How have French Canadians attempted to preserve their political and cultural identity?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, prejudice and bias, and validity of argument);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist, writer, lawyer, archaeologist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- compare key interpretations and theories of Canadian history (e.g., limited identities thesis, fragment thesis, decapitation thesis; conservative, liberal, Marxist, feminist, postmodernist interpretations);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., early French colonization from the perspective of Aboriginal peoples, Jesuit missionaries, and representatives of the French government; the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government; the Great Depression from the perspectives of the urban unemployed, farmers in Saskatchewan, and founders of Social Credit and the Co-operative Commonwealth Federation);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);

- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**World History: The West and the World,
Grade 12, University Preparation**

(CHY4U)

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- analyse a variety of types of communities that have evolved since the sixteenth century;
- assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the sixteenth century;
- evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present.

Specific Expectations

Types of Communities and Their Development

By the end of this course, students will:

- analyse the roots and nature of a variety of communities and groups founded on religious, ethnic, and/or intellectual principles (e.g., Zen Buddhists, Jesuits, Sikhs, Mennonites, Christian Scientists, B'nai B'rith, pacifists, environmentalists);
- compare diverse rural communities that have developed in the West and the rest of the world (e.g., traditional communal villages, seigneurial and manorial systems, family farms and large farms or plantations, farms involved in international agribusiness; differing roles of families and of elders, men, women, and children);
- describe the development of urbanization and its impact on various communities and the environment (e.g., development of administrative, market, commercial, and industrial towns and cities; the rise of the metropolis and metropolitan sprawl; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape; loss of agricultural land; pollution).

The Nature of Interactions Among Communities

By the end of this course, students will:

- describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., trade; exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);
- analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; exploitation of resources and indigenous populations; cultural transfers; exposure to highly contagious diseases; introduction of non-indigenous species; assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities);
- analyse the processes and implications of imperialism, decolonization, and nation building in various parts of the world (e.g., historical interpretations of imperialism, including world systems theory, Whig, Marxist, and modernist; Western imperialism; growth of multinational and transnational corporations; “Hollywoodization”; rise of militant Islam; Persian Gulf Wars; ethnic conflicts in Africa).

Conflict and Cooperation

By the end of this course, students will:

- assess the reasons for the success or failure of selected approaches to maintaining international order (e.g., the Westphalian state system; cultural, racial, or religious unity; international working-class solidarity; Wilsonian internationalism; movements to defend and promote universal human rights);
- analyse key factors that have led to conflict and war (e.g., demographic pressures, as in the dislocation of Aboriginal populations; religious, cultural, and racial issues, as in the Russian pogroms, the American Civil War, the Mahdist insurrections, the Eritrean crisis; national and imperial rivalries, as in the Seven Years' War, the Napoleonic Wars, World War I, World War II, the Cold War; genocides, including the Holocaust; resource-based conflict, as in the Boer War and the Congo);
- evaluate the course and consequences of selected conflicts and wars since the sixteenth century (e.g., types of weapons used, guerrilla war versus set battles, civilian involvement, treatment of prisoners; casualties, “collateral damage”, refugees, destruction of property, economic and political readjustment, entrenchment of attitudes of superiority and resistance, changes in social structures and gender relations, technological and medical advances);
- describe the key factors that have motivated people to seek peace (e.g., desire to maintain the status quo, war weariness, pacifism, mutual advantages of protective alliances and friendships);
- identify significant organizations people have established to promote international cooperation (e.g., Congress of Vienna, Geneva Protocols, League of Nations, United Nations, Warsaw Pact, Organization of American States, African Union [AU], International Court of Justice) and assess their effectiveness.

Change and Continuity

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

Specific Expectations

Change in History

By the end of this course, students will:

- identify forces that have facilitated the process of change (e.g., increase in literacy; humanism and liberalism; scientific innovation) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary or conservative philosophies, traditional customs);
- assess the influence of individuals and groups who have helped shape Western attitudes to change (e.g., Johannes Gutenberg, Martin Luther, Galileo, Montesquieu, James Watt, Mary Wollstonecraft, Michael Faraday, Charles Darwin, Karl Marx, Thomas Edison, Marie Curie, Henry Ford, Albert Einstein, Simone de Beauvoir, Stephen Hawking; explorers and innovators, Luddites, Fabians, futurists, environmentalists);
- assess the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, technological advances, demographic changes, medical discoveries, social reform);
- describe various ways in which the process of historical change can be viewed (e.g., as linear, cyclical, fatalist, providential; how it is viewed by Marxist historians, progressive historians).

Continuity in History

By the end of this course, students will:

- demonstrate an understanding of how institutions and organizations have reinforced or contributed to a sense of continuity (e.g., religious, political, and legal institutions; bureaucracy; schools; media; inherited class positions; gender roles; rituals and traditions);
- describe key factors that contribute to maintaining the flow of historical continuity (e.g., popular allegiance to and acceptance of tradition, the effectiveness of appeals to continuity in resolving issues, fear of change).

Chronology and Cause and Effect

By the end of this course, students will:

- demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military and technological innovation, agricultural and scientific developments);
- explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding;

- explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis (e.g., Gutenberg's printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of the Chinese Communist Party).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century;
- analyse how non-Western ideas and culture have influenced the course of world history since the sixteenth century;
- analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared;
- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Specific Expectations

Western Beliefs, Philosophies, and Ideologies

By the end of this course, students will:

- describe the main tenets of key modern beliefs and philosophies and explain how they have shaped Western thought (e.g., the Reformation and Calvinism, rationalism and empiricism, romanticism, various forms of socialism, Darwinism, Marxism-Leninism, fascism and Nazism, liberal democracy, feminism, consumerism, environmentalism, conflicting conceptions of globalization);
- explain the impact of Western thought on economic, political, and social developments in the West since the sixteenth century (e.g., the development of mercantile and laissez-faire economies, national identification and the rise of the sovereign nation-state system, socialism and labour movements, humanism and the concept of positive progress, the spread of popular democracy);
- describe key examples of the impact of Western thought on the non-Western world since the sixteenth century (e.g., transformation or loss of indigenous spiritual beliefs, cultures, and economies; creation of new national boundaries and identities, as in Africa and South Asia;

adaptation of Western political ideas, such as liberalism, social democracy, and communism, in Japan, India, China, Tanganyika/Tanzania, South Africa).

Ideas and Cultures of the Non-Western World

By the end of this course, students will:

- describe key characteristics of and significant ideas and trends emerging from various non-Western cultures and evaluate their influence on societies around the world (e.g., tribalism in indigenous societies, Chinese and Indian dynastic absolutism, Ottoman imperialism and the spread of Islam, effect of Samurai code on Japan, characteristics of Latin American Creole and mestizo culture);
- explain how European imperialism affected values, practices, and traditions in the non-Western world (e.g., changes in technology and in the approach to the natural world, changing social and political elites in India, development of the encomienda system of land holding in Latin America, influence of Christian missionaries in China and Africa, severing of traditional communities in Africa, transformation of agriculture in Africa and Southeast Asia);

- explain the ways in which non-Western cultures have attempted to resist the spread of Western influences (e.g., isolationism in Japan under the Tokugawa, Aboriginal resistance to European settlement, the Opium Wars, Gandhi's passive resistance, the Great Proletarian Cultural Revolution, decolonization, anti-globalization movement).

Artistic Expression

By the end of this course, students will:

- describe key developments in a variety of modes of artistic expression in the West and the rest of the world since the sixteenth century (e.g., classical, baroque, romantic, and modern music and art; developments in literature; traditional and modern architectural styles; rise of popular culture and entertainment);
- analyse the impact of a variety of forces that have helped to bring about changes in Western artistic expression since the sixteenth century (e.g., the Scientific Revolution, the Enlightenment, contact with the non-Western world, industrialization, urbanization, electrification, computerization);
- assess the extent to which art has reinforced and/or challenged prevailing social and political values (e.g., plays by Shakespeare, Molière, Lillian Hellman, Arthur Miller, Tom Stoppard; novels by Dickens, Sand, Achebe, Gordimer, Rushdie; music by Mozart, Stravinsky, R. Murray Schafer, Bob Dylan; visual art by Poussin, Goya, Cassatt, Picasso, Warhol; films by Eisenstein, Disney, Bergman, Kurosawa, Kubrick).

Citizenship and Human Rights

By the end of this course, students will:

- describe a variety of forms of human servitude (e.g., slavery, indenture, gender-role restrictions, child labour);
- describe the methods and impact of individuals, groups, and international organizations that have facilitated the advancement of human rights and/or social justice (e.g., John Locke, Jean-Jacques Rousseau, Harriet Tubman, Elizabeth Fry, Peter Kropotkin, Mohandas Gandhi, Eleanor Roosevelt, Andrei Sakharov, Nelson Mandela, Martin Luther King Jr., Vaclav Havel, Rigoberta Menchu, Shirin Ebadi; French National Assembly of 1789, feminist and gay rights organizations, United Nations, Amnesty International, Mothers of the Plaza de Mayo, International Criminal Court);
- assess the factors that have hindered the advancement of human rights (e.g., poverty, religious intolerance, anti-Semitism, racial bias and profiling, eugenics, imperialism, authoritarian governments, class and caste systems, sexual discrimination, homophobia, discrimination against people with disabilities).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- analyse significant economic developments in the West and the rest of the world since the sixteenth century;
- describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
- analyse changing aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth century.

Specific Expectations

Social Structures

By the end of this course, students will:

- describe a variety of types of social organization and social relationships that have evolved since the sixteenth century (e.g., communal relationships, rigid class and caste systems, minorities and majorities, client-patron relationships, relationships and systems involving discrimination, systems based on equality of opportunity versus those based on equality of condition, virtual communities);
- evaluate the impact of technological innovations on social structures (e.g., print and marketplace revolutions, industrialization, urbanization, demographic changes, impact of reproductive technology and computers);
- describe developments in attitudes towards religion and religious observance since the sixteenth century (e.g., changing relationships between individuals, groups, and religious institutions; Enlightenment deism, agnosticism, and atheism; disputes between Darwinists and creationists; revivals of fundamentalism);

- describe how family structures and the gender roles within them have changed or why they have remained stable in various societies throughout the world (e.g., extended and nuclear families, matrilineal and patrilineal succession, marriage conventions, status of children and of the elderly, single and same-sex parents, economic and parental roles of men and women).

Economic Structures

By the end of this course, students will:

- describe the attributes of pre-industrial economies (e.g., subsistence and market agriculture, barter, cottage industries, guild institutions, commercial entrepôts);
- analyse the effects of industrialization and free enterprise capitalism on the economies and environment of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism; resource depletion, air and water pollution);

- assess the consequences of international economic interrelationships that have developed since the sixteenth century (e.g., labour and resource exploitation of poor countries, widening disparities of economic opportunity and wealth, environmental degradation, cultural homogenization, globalized production and marketing, revival of economic and cultural nationalism, increased demand for rights for women and children);
- identify the central tenets of the major schools of modern economic thought and describe how they were applied in the post–World War II era (e.g., collectivism, Keynesianism, monetarism, free trade).

Political Organization

By the end of this course, students will:

- explain the factors that contributed to the rise of the modern nation state in the West and subsequently in the rest of the world (e.g., the military and price revolutions, the renaissance monarchy and national administrative bureaucracies, political revolution, romantic and liberal nationalism, wars of national liberation);
- assess the significant ideologies on the political spectrum (e.g., anarchism, communism, socialism, liberalism, conservatism, fascism) and identify the individuals and political methods associated with those ideologies (e.g., Emma Goldman, Karl Marx, Robert Owen, J.S. Mill, Adam Smith, Adolf Hitler; violent protest, proletarian revolution, democratic elections, coup d'état);
- describe various government responses to the consequences of significant economic changes in the West and the rest of the world (e.g., liberalized or protectionist trade legislation, labour and social welfare legislation, nationalization of essential industries).

Women's Experience

By the end of this course, students will:

- describe the roles of women in pre-industrial societies (e.g., family roles, economic and political participation) and factors that influenced their status in those societies (e.g., traditional cultural limitations, property rights, limited access to education);
- analyse key factors that have influenced the status of women in the West and the rest of the world since the Industrial Revolution (e.g., changing work and family roles with industrialization and urbanization; impact of labour-saving devices with modernization; impact of new medicines, medical procedures, birthing and reproductive technologies, government legislation regarding public health, labour legislation, maternity leave, public education, trade unions);
- describe various obstacles to equality that women have faced in Western and non-Western societies since the sixteenth century (e.g., role restrictions based on scripture and religious teachings, restrictions on access to education and the labour force, traditional gender roles, reproductive issues, lack of the franchise, perception as “weaker sex”, “separate spheres”, “glass ceiling”);
- assess the achievements of significant individuals and groups who have challenged the obstacles to women's equality in society (e.g., Elizabeth I, Mme Roland, Mary Wollstonecraft, Florence Nightingale, Sojourner Truth, Susan B. Anthony, Emmeline Pankhurst, Rosa Luxemburg, Emily Murphy, Mary Pickford, Winnie Mandela, Gloria Steinem, Wangari Maathai; Women's Social and Political Union, UN Commission on the Status of Women, National Action Committee on the Status of Women, African Gender Institute).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry into topics drawn from Western and world history (e.g., What were the causes of the Seven Years' War? What impact did the Industrial Revolution have on women? What were the consequences of isolating Germany and Russia at the end of World War I? How was the process of decolonization in India different from that in South Africa?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, prejudice and bias, and validity of argument);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);

- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist, writer, lawyer, archaeologist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- compare key interpretations and theories of world history (e.g., conservative, liberal, Marxist, feminist, structuralist, post-modernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the use of child labour during industrialization from the perspective of the working child, impoverished families, factory owners, child welfare advocates; the Cold War from the perspectives of Stalinists, McCarthyites, Soviet and American dissidents, opponents of the arms race);

- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**World History: The West and the World,
Grade 12, College Preparation**

(CHY4C)

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of a variety of types of communities that have evolved since the sixteenth century;
- compare elements of various types of interactions that have occurred among diverse peoples and cultures since the sixteenth century;
- evaluate factors that have led to conflict and war or to cooperation and peace between various communities since the sixteenth century.

Specific Expectations

Types of Communities and Their Development

By the end of this course, students will:

- describe the nature of a variety of communities and groups founded on religious, ethnocultural, and/or intellectual principles (e.g., Zen Buddhists, Jesuits, Sikhs, Mennonites, Christian Scientists, B'nai B'rith, pacifists, environmentalists);
- describe aspects of the character of rural communities that have developed in the West and the rest of the world (e.g., traditional communal villages, seigneurial and manorial systems, family farms and large farms or plantations, farms involved in modern international agribusiness; differing roles of elders, men, women, and children);
- identify pivotal developments and issues in the process of urbanization and describe their impact on the environment (e.g., development of administrative, market, commercial, and industrial towns and cities; the rise of the metropolis and metropolitan sprawl; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape; loss of agricultural land; pollution).

The Nature of Interactions Among Communities

By the end of this course, students will:

- describe key factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., trade; exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);
- describe aspects of the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; exploitation of resources and indigenous peoples; cultural transfers; exposure to highly contagious diseases; introduction of non-indigenous species; assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities);
- describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present (e.g., Gandhi and Nehru, Cold War and post-Cold War tensions, Aboriginal land claims, the Arab-Israeli conflict, apartheid and Nelson Mandela, the Khomeini revolution and the rise of Islamic theocracy, rise of multinational corporations).

Conflict and Cooperation

By the end of this course, students will:

- explain the reasons for the success or failure of selected approaches to maintaining international order (e.g., the Westphalian nation-state system; cultural, racial, or religious unity; international working-class solidarity; Wilsonian internationalism; movement to defend and promote universal human rights);
- describe the key factors that have led to conflict and war (e.g., population and resource-based conflicts, as in the dislocation of Aboriginal populations of Nigeria; religious, cultural, and racial issues, as in the Russian pogroms, conflict in Northern Ireland and Kashmir, the Holocaust, genocides in Armenia, Ukraine, and Cambodia; national and imperial rivalries, as in the Seven Years' War, the Napoleonic Wars, the American Civil War, World War I, World War II, the Cold War);
- describe the course and consequences of selected conflicts and wars since the sixteenth century (e.g., types of weapons used, guerrilla war versus set battles, civilian involvement, treatment of prisoners; casualties, “collateral damage”, refugees, destruction of property, economic and political readjustment, entrenchment of attitudes of superiority and resistance, changes in social structures and gender relations, technological and medical advances);
- identify key factors that have motivated people to seek peace and to cooperate with others (e.g., desire to maintain the status quo, war weariness, pacifism, mutual advantages of protective alliances and friendships).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- describe how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
- describe how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
- describe the use and importance of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

Specific Expectations

Change in History

By the end of this course, students will:

- identify internal and external forces that have influenced the process and scope of change that has occurred in different regions from the sixteenth century to the present (e.g., developments in religion; changing views of the universe, from the geocentric to the heliocentric to notions of an expanding universe; social reform; disease; limited resources; conflict and war; human migration; climate change);
- evaluate the influence of significant individuals and groups who have helped shape Western attitudes to change (e.g., Johannes Gutenberg, Martin Luther, Galileo, Montesquieu, James Watt, Mary Wollstonecraft, Michael Faraday, Charles Darwin, Karl Marx, Thomas Edison, Marie Curie, Henry Ford, Albert Einstein, Simone de Beauvoir, Stephen Hawking; explorers and innovators, Luddites, Fabians, futurists, environmentalists);
- describe the nature of selected technological changes and their impact on individuals, social structures, communities, and the environment (e.g., the printing press, modern shipbuilding and navigation, steam and electric power, petro-chemicals, radio and telecommunications, modern medical and reproductive technology, nuclear power).

Continuity in History

By the end of this course, students will:

- describe the role of institutions in reinforcing continuity in history (e.g., religious institutions, schools, class and caste, family and gender roles, rituals and traditions, governments and political bureaucracies, legal traditions and systems, guilds, financial policies and institutions, multi-lateral economic relationships);
- describe key factors that contribute to maintaining the flow of historical continuity (e.g., popular allegiance to and acceptance of tradition, the effectiveness of appeals to continuity in resolving issues, fear of change).

Chronology and Cause and Effect

By the end of the course, students will:

- demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military or technological innovation, agricultural or scientific developments);
- explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding;

- describe how an understanding of cause-and-effect relationships serves as an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of the Chinese Communist Party).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- describe key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;
- explain how non-Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century;
- analyse different forms of artistic expression and how they have reflected and/or challenged the societies in which they have appeared;
- describe the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Specific Expectations

Western Beliefs, Philosophies, and Ideologies

By the end of this course, students will:

- describe the main tenets of some key modern beliefs and philosophies and how they have shaped Western thought (e.g., the Reformation and Calvinism, rationalism and empiricism, romanticism, socialism, Darwinism, Marxism-Leninism, fascism and Nazism, liberal democracy, feminism, environmentalism, competing concepts of globalization);
- describe examples of the pivotal influence of modern Western thought on economic, political, and social developments in the West since the sixteenth century (e.g., the development of mercantile and laissez-faire economies, national identification and the rise of the sovereign nation-state system, socialism and labour movements, humanism and the concept of positive progress, the spread of popular democracy);
- describe some key examples of the impact of Western thought on the non-Western world (e.g., transformation or loss of indigenous spiritual beliefs, cultures, and economies; creation of new national boundaries and identities; adaptation of Western political ideas, such as liberalism, social democracy, and communism).

Ideas and Cultures of the Non-Western World

By the end of this course, students will:

- identify key characteristics of and significant ideas and trends emerging from various non-Western cultures, and describe their influence on societies around the world (e.g., tribalism in indigenous societies, Chinese and Indian dynastic absolutism, Ottoman Empire and the spread of Islam, characteristics of Latin American Creole and mestizo culture);
- describe how European imperialism has affected values, practices, and traditions in the non-Western world (e.g., changes in technology and in the approach to the natural world, changing social and political elites in India, development of the encomienda system of land holding in Latin America, influence of Christian missionaries in China and Africa, severing of traditional communities in Africa, transformation of agriculture in Africa and Southeast Asia);
- describe how non-Western cultures have attempted to resist the spread of Western influences (e.g., isolationism in Japan under the Tokugawa, Aboriginal resistance to European settlement, the Opium Wars, Gandhi's passive resistance, the Great Proletarian Cultural Revolution, anti-globalization movement).

Artistic Expression

By the end of this course, students will:

- describe key developments in a variety of modes of artistic expression in the West and the rest of the world since the sixteenth century (e.g., classical, baroque, romantic, and modern music and art; developments in literature; traditional and modern architectural styles; rise of popular culture and entertainment);
- describe selected forces that have influenced changes in artistic expression in the West since the sixteenth century (e.g., the Scientific Revolution, the Enlightenment, contact with the non-Western world, industrialization, urbanization, electrification, computerization);
- assess the extent to which art has reinforced and/or challenged prevailing social and political values (e.g., plays by Shakespeare, Molière, Lillian Hellman, Arthur Miller, Tom Stoppard; novels by Dickens, Sand, Gordimer, Rushdie, Mistry; music by Mozart, Stravinsky, R. Murray Schafer, Bob Dylan; visual art by Poussin, Goya, Cassatt, Picasso, Warhol; films by Eisenstein, Disney, Bergman, Kurosawa, Kubrick).

Citizenship and Human Rights

By the end of this course, students will:

- describe various forms of human servitude (e.g., slavery, indenture, gender-role restrictions, child labour);
- describe the contribution of individuals, groups, and international organizations who facilitated the advancement of individual and collective human rights (e.g., John Locke, Jean-Jacques Rousseau, Harriet Tubman, Elizabeth Fry, Peter Kropotkin, Mohandas Gandhi, Eleanor Roosevelt, Andrei Sakharov, Martin Luther King Jr., Nelson Mandela, Vaclav Havel, Rigoberta Menchú, Shirin Ebadi; National Assembly of 1789, feminist and gay rights organizations, United Nations, Amnesty International, Mothers of the Plaza de Mayo, International Criminal Court);
- explain how factors have impeded the advancement of human rights (e.g., poverty, religious intolerance, anti-Semitism, racial bias and profiling, eugenics, imperialism, authoritarian governments, class and caste systems, lack of education, sexual discrimination, homophobia).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- describe selected social structures and principles that have guided social organization in both Western and non-Western societies since the sixteenth century;
- explain significant economic developments in the West and the rest of the world since the sixteenth century;
- describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
- describe the changing roles that women have played in various communities throughout the world since the sixteenth century.

Specific Expectations

Social Structures

By the end of this course, students will:

- describe various types of social organization and social relationships that have evolved since the sixteenth century (e.g., communal relationships, rigid class and caste systems, minorities and majorities, client-patron relationships, relationships and systems involving discrimination, systems based on equality of opportunity versus those based on equality of condition, virtual communities);
- identify developments in religion and religious observance in the West since the sixteenth century (e.g., changing relationships between individuals, groups, and religious institutions; Enlightenment deism, agnosticism, and atheism; disputes between Darwinists and creationists; revivals of fundamentalism);
- describe how and why family structures have changed or why they have remained stable in various societies throughout the world (e.g., extended and nuclear families, matrilineal and patrilineal succession, marriage conventions, status of children and of the elderly, single and same-sex parents).

Economic Structures

By the end of this course, students will:

- identify key elements of pre-industrial economies (e.g., subsistence and market agriculture, barter, cottage industries, guild institutions, commercial *entrepôts*);
- describe the effects of industrialization and free enterprise capitalism on the economies and environment of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism; resource depletion, air and water pollution);
- describe the consequences of global economic interrelationships that developed in the twentieth century (e.g., labour and resource exploitation, widening disparities of economic opportunity and wealth, environmental degradation, cultural homogenization, globalized production and marketing, revival of economic and cultural nationalism, increased demand for rights for women and children).

Political Organization

By the end of this course, students will:

- compare changing concepts of statehood in the world over time;
- describe the various ideological positions that are represented in the political spectrum (e.g., communism, socialism, liberalism, conservatism, fascism);
- identify government responses to the consequences of significant economic changes in the West and the rest of the world (e.g., expansionist or protectionist trade legislation, labour and social welfare legislation, nationalization of essential industries);
- describe selected examples of efforts to create international governmental and judicial structures (e.g., Congress of Vienna, League of Nations, United Nations, European Union, African Union, Organization of American States, International Criminal Court).

Women's Experience

By the end of this course, students will:

- describe various roles of women in pre-industrial societies (e.g., family roles, economic and political participation) and key factors that influenced their status in those societies (e.g., traditional cultural limitations, property rights, limited access to education);

- identify key factors that have influenced the status of women in the West and the rest of the world since the Industrial Revolution (e.g., changing work and family roles with industrialization and urbanization; impact of labour-saving devices with modernization; impact of new medicines, medical procedures, birthing and reproductive technologies, government legislation regarding public health, labour legislation, maternity leave, public education, trade unions);
- identify various obstacles to equality that women have faced in Western and non-Western societies since the sixteenth century (e.g., role restrictions based on scripture and religious teachings, restrictions on access to education and the labour force, traditional gender roles, reproductive issues, lack of the franchise, perception as “weaker sex”, “separate spheres”, “glass ceiling”);
- describe the achievements of significant individuals and groups who have challenged the obstacles to women's equality in society (e.g., Elizabeth I, Mme Roland, Mary Wollstonecraft, Florence Nightingale, Sojourner Truth, Susan B. Anthony, Emmeline Pankhurst, Rosa Luxemburg, Emily Murphy, Mary Pickford, Winnie Mandela, Gloria Steinem, Wangari Maathai; Women's Social and Political Union, UN Commission on the Status of Women, National Action Committee on the Status of Women, African Gender Institute).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry into topics drawn from Western and world history (e.g., What were the effects of the power loom on British society? What were the causes of World War I? How did the atomic bomb change the nature of global relations?) and develop a plan to guide research;
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator or assistant, teacher, journalist, writer, lawyer).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- compare key interpretations of world history (e.g., conservative, liberal, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the use of child labour during industrialization from the perspective of the working child, impoverished families, factory owners, child welfare advocates; the Russian Revolution from the perspectives of the tsarist government, the Bolshevik revolutionaries, Russia's allies in World War I);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;

- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

**Adventures in World History,
Grade 12, Workplace Preparation**

(CHM4E)

This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied. (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.)

Communities: Local, National and Global

Overall Expectations

By the end of this course, students will:

- explain how people in different communities have developed skills and created implements in order to work productively;
- explain the effects of pivotal inventions and technological innovations on community life;
- explain why various structures were built, what function they served, and what they reflected about the communities that built them.

Specific Expectations

Work and the Community

By the end of this course, students will:

- identify selected developments in tool making from the Stone Age to the present (e.g., fashioning of stone and obsidian implements, invention and uses of the wheel, development of measuring systems and devices);
- explain the roles and processes of education and skills training in different communities at different times (e.g., learning by example in Inuit or traditional Chinese families, medieval guilds and apprenticeships, modern trade schools and independent learning facilities);
- evaluate changes in selected trades and professions throughout the ages (e.g., specialization, hierarchies, wages and working conditions).

Technology and the Community

By the end of this course, students will:

- identify developments in communications technologies from the Stone Age to the present (e.g., written language and alphabets, paper making, the printing press, wire and wireless transmission, satellite telecommunications) and describe their effects on interactions between communities;
- identify developments in transportation technologies from the Stone Age to the present (e.g., domestication of animals,

development of astronomical navigation systems, development of sail and steam technologies, invention of the internal combustion engine, aerospace innovations) and describe their effects on interactions between communities;

- describe developments in scientific and medical technologies from the Stone Age to the present (e.g., development of different calendar systems, changing perceptions of geography and astronomy, developments in modern medicine) and their impact on community life.

Construction as a Reflection of Community

By the end of this course, students will:

- explain the role or function of a variety of significant structures built by people throughout the ages (e.g., Great Wall of China, Rome's Colosseum, carved stone figures on Easter Island, Eiffel Tower, CN Tower);
- describe a variety of ceremonial monuments (e.g., Egyptian and Mayan pyramids; cathedrals, mosques, and temples; triumphal arches and war memorials);
- explain how different types of human dwellings reflect the society that produced them (e.g., prehistoric caves, dwellings in Neolithic fishing villages, Roman tenements, castles and châteaux, Huron long-houses, modern detached single-family homes, high-rise apartments).

Change and Continuity

Overall Expectations

By the end of this course, students will:

- describe the factors that have facilitated change and maintained continuity throughout history;
- explain how and why societies have changed from rural to urban;
- analyse how people throughout history have dealt with conflict and maintained peace.

Specific Expectations

Change and Continuity in History

By the end of this course, students will:

- identify factors that have led to the migration of peoples (e.g., economic and political pressures) and describe the effects of such movements (e.g., demographic changes, language and cultural adaptations);
- explain why empires have risen and fallen (e.g., Assyrian, Meso-American, and Roman empires; Chinese dynasties; early European and modern empires).

Rural and Urban Societies

By the end of this course, students will:

- describe developments in agriculture throughout the course of history (e.g., innovations of the Neolithic Revolution, terrace farming in China and Peru, European manorialism, the growth of modern agribusiness);
- identify reasons for the growth of cities (e.g., Alexandria, Rome, London, Beijing, New York) and describe problems associated with their development (e.g., crowding, slums, poor sanitation and its effects on health);
- identify factors that set the stage for industrial revolutions (e.g., relatively stable society, technological innovation, availability of capital for investment) and describe

the outcomes of these revolutions (e.g., development of industrial centres, exploitation of labour, altered environment).

Conflict and Its Resolution

By the end of this course, students will:

- describe organizations that societies have created to wage war (e.g., regular armies and paramilitary organizations) and those they have created to maintain order (e.g., Roman censors and aediles, London bobbies, Muslim ulema, Royal Canadian Mounted Police, KGB, Interpol);
- identify different types of conflicts and protests, ranging from social unrest to wars, that have occurred throughout history (e.g., food riots and peasant revolts, civil rights demonstrations, religious wars, civil wars, open and cold wars);
- explain various non-violent means that people have used to resolve or manage conflicts and to maintain peace (e.g., negotiation, mediation, intervention of international organizations, non-violent demonstrations).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- compare forms of spiritual expression in different societies;
- describe types of group membership and their influence on both individuals and society;
- describe various forms of artistic and cultural expression.

Specific Expectations

Spiritual Expression

By the end of this course, students will:

- identify unique and common characteristics of mythologies and hero legends throughout the world (e.g., the Epic of Gilgamesh, the *Odyssey*, the *Ramayana*, “Casey at the Bat”);
- compare different perceptions of creation and the afterlife (e.g., Christian, Native North American, Buddhist; as reflected in Egyptian, Chinese, and Incan burials; belief in reincarnation or heaven and hell);
- describe fundamental beliefs of the great religions (e.g., Judaism, Hinduism, Taoism, Buddhism, Christianity, Islam).

The Need to Belong

By the end of this course, students will:

- describe the types of interpersonal relationships that have characterized small social groups (e.g., traditional and non-traditional families, Scottish clans, African tribes, Japanese villages);
- explain how and why people have come together to form and maintain groups distinct from the larger society (e.g., monastic orders, Sufi mystics, guilds and unions, Acadians or Franco-Ontarians, “hippies”);

- identify a variety of factors that have contributed to people’s membership in and political identification with their larger societies (e.g., heredity and tradition, nationality, language, ethnicity, religion, formally accorded citizenship).

Artistic and Cultural Expression

By the end of this course, students will:

- define the terms *culture* and *civilization* (e.g., culture as the totality of a people’s lifestyle and behaviour; civilization as characterized by a society’s longevity and its enduring legacy);
- describe the artistic expressions of diverse peoples and cultures (e.g., pottery of the Ming dynasty and silk painting of the Sung dynasty, Islamic poetry and architecture, African and Inuit sculpture, modern Western artistic and literary styles);
- describe a variety of forms of entertainment that people have created (e.g., various musical styles and theatrical forms; ancient games and modern amateur and professional sports; cinema, television, telecommunications).

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- compare the roles and functions of individuals and groups in different societies and at different times;
- describe changes in commercial exchange from antiquity to the present day;
- compare political systems and processes that have been involved in the exercise of power and authority throughout history.

Specific Expectations

Society and the Individual

By the end of this course, students will:

- identify a variety of social customs and explain their functions in different societies and at different times (e.g., protocol, as in the courts of imperial China and Russia and at the United Nations; etiquette, from Roman banquets to Amy Vanderbilt; fashions such as foot binding, corsets, and neckties);
- identify a variety of determinants of class and social standing throughout history (e.g., heredity, as in India’s caste system; economics, as in Marx’s proletariat and bourgeoisie; personal achievement, as reflected by notables in industry, sports, and entertainment);
- identify the different roles played by women, men, children, and the aged in selected societies and at different times (e.g., matriarch, gatherer, hunter, breadwinner, child labourer, student, tribal elder);
- assess the contributions to society of significant individuals throughout history (e.g., Moses, Julius Caesar, William the Conqueror, Galileo, Harriet Tubman, Marie Curie, Sun Yat-sen, Albert Einstein, Mohandas Gandhi, Nelson Mandela, Mother Teresa, Bill Gates).

Commercial Exchange

By the end of this course, students will:

- describe the development of currencies and credit systems, from early barter to the modern Western consumer economy (e.g., wampum, weights and measures, minted coins, paper money, Renaissance banking and double-entry bookkeeping, stock markets, personal credit, electronic banking);
- identify the location and purposes of different trade routes (e.g., the Silk Road; the Atlantic Triangle; the Yangtze, Mekong, Nile, Indus, Mississippi, and St. Lawrence Rivers; routes along canal and railway systems);
- identify important examples and the economic consequences of the human drive to explore new frontiers (e.g., Marco Polo and the reawakening of overland Asian trade routes; conquistadors, Incan gold, and the sixteenth-century “price revolution”; aerospace programs and their influence on the telecommunications industry).

Power and Authority

By the end of this course, students will:

- describe the structure and function of a variety of political systems throughout history (e.g., Athenian and modern democracy, Roman republicanism, Chinese dynastic system, Iroquois confederacy, fascist dictatorships);
- explain the nature of the relationship between social or economic position and political influence in different periods of history (e.g., slave and master; serf and feudal lord; women and men in patriarchal societies);
- describe key differences between authoritarian and cooperative models of power and authority throughout history (e.g., access to information and decision making; right of assembly and dissent; persecution; regimes of Rameses II, Alexander the Great, Genghis Khan, Stalin, and Pol Pot contrasted with selected modern liberal democracies).

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions for research and inquiry (e.g., What were the effects of some of the technological developments in farming during the Neolithic era? What were the motives for building the Great Wall of China? What are the characteristics of a “civilization”?) and develop a plan to guide research;
- select and use a variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- 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, reliability, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator or assistant, teacher, journalist).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- identify key interpretations of world history (e.g., conservative, liberal, Marxist, feminist, postmodernist);
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., peasant revolts from the perspectives of the peasants and those in authority; slavery from the perspectives of slaves and masters);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts;
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

Law

Overview

Students should know about the historical development and philosophical foundations of our legal system. Students need to develop respect for the law, an understanding of its relevance to everyday life, and an appreciation of the benefits of a dynamic legal system. The study of law enhances students' ability to participate effectively in society and to think critically and communicate effectively.

Strands

Law courses are organized into the following five strands.

Heritage. This strand relates to the historical and philosophical roots of our legal system. Canadian law is drawn from a number of sources, including English and French law. As well, its philosophic base and concepts of justice and equity have been shaped by the work of various philosophers of natural and positive law. Through study of these sources, students will understand not only where our legal system has come from but also how it may change and develop in the future.

Rights and Freedoms. This strand focuses on human rights and freedoms as seen from a historical and philosophical point of view. Students will examine what is meant by a right and how rights can be claimed. They will also investigate how the concept of human rights has evolved in Canada and the world, how minority rights are recognized, and how the conflict between minority and majority rights can be resolved in a democratic society.

Criminal Law and Procedures. This strand deals with the way society defines criminal actions and behaviour and with the systems and structures established to investigate, prosecute, and impose sanctions on what is considered criminal. Embedded in these definitions and structures is the concept of justice. Students will study and evaluate both the principles and the procedures of the criminal justice system.

Regulation and Dispute Resolution. Law deals with the regulation of conduct, the settling of disputes, and the resolution of conflicts. Civil law may include tort, contract, family, and employment law. Students will study both traditional and non-traditional methods of controlling or regulating conduct and settling disputes. In addition to investigating how disputes are settled in Canada, students will also examine international law and consider questions about the international implementation and enforcement of law.

Methods of Legal Inquiry and Communication. Students of law draw on a wide range of skills and information technologies. Students will integrate primary sources such as court visits, trial transcripts, and original documents with secondary sources such as newspaper articles or textbooks. They will also justify and support opinions on a variety of legal issues, using proper legal terminology. They will examine career opportunities in the legal field and work to communicate their findings effectively in written, oral, or visual forms.

**Understanding Canadian Law,
Grade 11, University/College Preparation**

(CLU3M)

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

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

Heritage

Overall Expectations

By the end of this course, students will:

- explain what law is and why societies have laws, and describe the different categories of law;
- analyse the contemporary impact of major historical developments in Canadian law;
- explain the law-making process in Canada, including how laws are developed, interpreted, applied, challenged, and enforced.

Specific Expectations

Law and Society

By the end of this course, students will:

- explain the meaning and function of law in Canadian society;
- explain why all societies need laws;
- distinguish between the various categories of law (e.g., substantive/procedural, common/statute, public/private);
- differentiate among various types of public and private laws (e.g., criminal, constitutional, administrative, family, tort, labour, environmental) with respect to the areas of human activity they regulate and the legal institutions and processes associated with each type.

The Historical Roots of Law

By the end of this course, students will:

- assess the contributions to contemporary Canadian law of early legal systems (e.g., the Code of Hammurabi, Mosaic law, Roman law);
- describe key developments in English common law and explain their influence on Canadian law (e.g., the adversarial system, Magna Carta, the importance of precedent, the rule of law, the concept of equity);
- explain how Roman law and codes of law such as Justinian's Code and the Napoleonic Code influenced the development of Quebec civil law.

Law Making

By the end of this course, students will:

- identify the key components of the Constitution of Canada, including the division of powers between the two levels of government;
- analyse the roles of the three branches of government (e.g., legislature, executive, judiciary) in making, changing, or interpreting the law;
- explain the reasons for various initiatives by individuals and lobby groups to introduce new laws or change existing laws;
- describe the process by which a bill becomes law.

Rights and Freedoms

Overall Expectations

By the end of this course, students will:

- describe the sources of rights and freedoms in Canada and explain how particular rights and freedoms may conflict;
- describe historical and contemporary barriers to the equal enjoyment of human rights in Canada;
- describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario.

Specific Expectations

Rights and Freedoms

By the end of this course, students will:

- identify the influences on the development of human rights legislation in Canada (e.g., Magna Carta, the American Bill of Rights, the French Declaration of the Rights of Man and of the Citizen, the Canadian Bill of Rights, the Universal Declaration of Human Rights);
- explain key concepts associated with human rights;
- analyse situations in which rights and freedoms may compete or conflict (e.g., when the right to freedom of expression conflicts with legislation to ban hate literature).

Barriers to Human Rights

By the end of this course, students will:

- describe historical and contemporary situations in which rights in Canada have been denied (e.g., rights of Japanese during World War II, First Nation rights to land and veterans' benefits, women's rights, rights of physically or mentally challenged persons);
- evaluate the contribution of individual citizens and organizations in developing and increasing awareness of human rights issues (e.g., Emily Murphy and the Famous Five, John Diefenbaker, Pierre Elliott Trudeau, the Assembly of First Nations, Mothers Against Drunk Driving, the Civil Liberties Association, the Women's Legal Education

and Action Fund, the Association in Defence of the Wrongly Convicted).

Human Rights Legislation in Canada and in Ontario

By the end of this course, students will:

- describe the rights and freedoms found in the Canadian Charter of Rights and Freedoms;
- analyse situations in which a right or a freedom may be justifiably limited (e.g., libel laws that limit the freedom of the press);
- explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., in the sentencing of Aboriginal people);
- explain the role of the judiciary (e.g., the importance of judicial independence and impartiality, the decision-making process), especially the Supreme Court of Canada, in interpreting the Charter, and the role of government in enforcing Charter rights;
- explain the protections provided under the Ontario Human Rights Code;
- distinguish between the protections offered under the (federal) Charter of Rights and Freedoms and those provided by the Ontario Human Rights Code;
- describe procedures for hearing complaints about human rights violations (e.g., the role of the Ontario Human Rights Commission, the Board of Inquiry [Human Rights Code], the Office of the Ombudsman).

Criminal Law and Procedures

Overall Expectations

By the end of this course, students will:

- explain how a criminal offence is defined in Canada;
- describe the processes, legal institutions, and methods involved in bringing a criminal case to trial and in resolving it;
- analyse the purposes of sentencing, including those relating to alternative methods of imposing sanctions or regulating behaviour;
- explain how the criminal law applies to young people.

Specific Expectations

What Is a Crime?

By the end of this course, students will:

- describe the elements that must exist for a person to be convicted of a crime under Canadian law;
- describe the differences between the various types of criminal offences (e.g., summary conviction, indictable and hybrid offence);
- explain the key elements of crimes described in the Canadian Criminal Code and related federal statutes (e.g., crimes against the person, murder, manslaughter, assault).

Pre-trial Procedures

By the end of this course, students will:

- describe the process of a police investigation (e.g., questioning of an accused, gathering of evidence);
- identify the elements of a legal arrest (e.g., rights of an accused under arrest or detention);
- describe different types of pre-trial release mechanisms (e.g., own recognizance, bail).

Trial Procedures

By the end of this course, students will:

- summarize the structure of the criminal court system, including alternative options and avenues of appeal (e.g., restorative justice);

- describe the roles of various individuals involved in a criminal trial (e.g., judge, jury, lawyer, Crown attorney, duty counsel);
- explain key aspects of the criminal trial process, including jury selection and rules about the admissibility of evidence and the burden of proof;
- identify legally accepted defences to criminal charges.

Sentencing

By the end of this course, students will:

- describe the main purposes of sentencing (e.g., punishment, deterrence, society's protection, reintegration);
- explain the various sentencing options available, including alternative options (e.g., peer sentencing, victim-offender programs);
- analyse the role of victims and victim impact statements in sentencing;
- explain the role of the prison system.

Criminal Law and Young People

By the end of this course, students will:

- describe the key differences among the Juvenile Delinquents Act (1929), the Young Offenders Act (1984), and the Youth Criminal Justice Act (2003);
- identify controversial aspects of the Youth Criminal Justice Act and outline the arguments on both sides of these controversies;

- analyse areas of criminal law, besides those covered in the Youth Criminal Justice Act, that may apply to young people (e.g., drinking and driving laws; alcohol, tobacco, and narcotics laws; laws relating to violence, sexual assault, or harassment).

Regulation and Dispute Resolution

Overall Expectations

By the end of this course, students will:

- distinguish between private and public law;
- describe the processes, legal institutions, and methods involved in bringing a civil dispute to trial and resolution;
- explain how the law applies to family matters;
- analyse the role of law as it applies to contractual obligations and claims for compensation for personal injury or loss;
- explain the dynamic nature of law, including the way in which it evolves in response to technology and changes in societal values.

Specific Expectations

Private and Public Law

By the end of this course, students will:

- describe the differences between public law (e.g., constitutional law, criminal law, labour law) and private law (e.g., family law, contract law, tort law);
- describe the various areas of civil (i.e., private) law (e.g., family, contract, tort).

Dispute Resolution

By the end of this course, students will:

- describe the courts that try civil actions and the types of cases tried in each (e.g., small claims court, landlord and tenant court, family court);
- summarize the conventional and alternative procedures involved in bringing a civil action (e.g., statement of claim, statement of defence, examination for discovery) and resolving a civil action (e.g., mediation, arbitration);
- describe the types of damages recognized in civil court and the remedies available for enforcing a judgement (e.g., special, general, nominal, or punitive damages; injunctions).

Family Matters

By the end of this course, students will:

- distinguish between federal and provincial powers in the area of family law;

- outline the legal requirements of a valid marriage;
- explain matrimonial property law as it applies in marriage, common-law relationships, separation and divorce, and on the death of a spouse;
- explain divorce and the procedures available for resolving family disputes;
- explain the rights of support, custody, and access, and what the state can do to enforce support or assume custody.

Contractual Obligations and Torts

By the end of this course, students will:

- define the elements of a legal contract (e.g., offer and acceptance, consideration);
- explain when contractual performance can be excused, who is provided extra protection in contract law, and what remedies are available in law for breach of contract;
- explain what is an intentional tort and what constitutes negligence in tort law;
- describe legally acceptable defences and legal remedies to intentional and unintentional torts.

The Evolving Nature of Law

By the end of this course, students will:

- explain how changes in attitudes and societal values bring about changes in the law (e.g., censorship, gambling, and drinking and driving laws; laws relating to women and children; laws protecting the environment; laws regulating the workplace; legal requirements of a valid marriage);
- evaluate the impact of scientific and/or technological change on the law (e.g., scientific advances related to human cloning; Internet capability for downloading music or conducting industrial espionage);
- predict possible future developments in law and the Canadian legal system based on changes in our society.

Methods of Legal Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- apply the steps in the process of legal interpretation and analysis;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions that lead to a deeper understanding of a legal issue;
- conduct research on legal topics, using traditional and non-traditional sources of information (e.g., law-related websites, primary and secondary source documents, legal professionals);
- evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices, biases, stereotyping, or a lack of substantiation for statements, arguments, and opinions;
- classify and clarify information using organizers, graphs, charts, and diagrams;
- compile summary notes in a variety of forms and for a variety of purposes (e.g., research and preparation for debates, oral presentations, mock trials, tests, examinations);
- describe career opportunities in the legal field.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinions, facts, and arguments in sources;

- draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies);
- apply an analytical/inquiry method to juridical questions (e.g., choose a subject, formulate a question, develop a research plan, gather information, distinguish between opinions and facts, decide on an interpretation, write and present their analysis).

Communication

By the end of this course, students will:

- express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- use correct legal terminology to communicate legal concepts, opinions, and arguments.

**Understanding Canadian Law,
Grade 11, Workplace Preparation**

(CLU3E)

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied. (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.)

Heritage

Overall Expectations

By the end of this course, students will:

- explain what law is and why we need laws;
- describe the historical development of Canadian law;
- distinguish among the various types and categories of Canadian law.

Specific Expectations

The Need for Law

By the end of this course, students will:

- explain the difference between laws and rules;
- describe the connections among religion, morality, and law;
- explain the purpose of law in our community.

The Development of Law

By the end of this course, students will:

- identify the sources of our body of law (e.g., the Code of Hammurabi, Mosaic law, Roman law, English common law, French civil law);
- explain the meaning of the term *the rule of law*;
- explain how statutes are developed and passed into law;
- explain the role of judges in the legal system and why they must be independent and impartial;
- analyse the contributions of groups and individuals in Canada who have influenced the making of new laws or the modification of old laws (e.g., Mothers Against Drunk Driving, Civil Liberties Association, Women’s Legal Education and Action Fund, Barbara Turnbull – advocate for persons with disabilities, Rob Ellis – safety advocate).

Types and Categories of Law

By the end of this course, students will:

- explain the difference between civil and criminal law;
- compare common law and statute law;
- differentiate among traditional categories of law (e.g., family, tort, contract, labour, criminal).

Rights and Freedoms

Overall Expectations

By the end of this course, students will:

- explain how recognition of rights, responsibilities, and freedoms has developed in Canada;
- explain the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and how people can exercise them.

Specific Expectations

Rights and Freedoms in Canada

By the end of this course, students will:

- describe the development of rights legislation in Canada (e.g., Canadian Charter of Rights and Freedoms, Ontario Human Rights Code);
- identify individuals and groups who have contributed to the development of rights legislation in Canada (e.g., Emily Murphy and the Famous Five, John Diefenbaker, Pierre Elliott Trudeau, First Nation groups, women's groups);
- explain the responsibilities of Canadian citizenship (e.g., to pay taxes, obey laws, serve on juries).

The Canadian Charter of Rights and Freedoms

By the end of this course, students will:

- identify the legal rights and fundamental freedoms outlined in the Charter of Rights and Freedoms;
- explain how rights and freedoms may be limited under the Charter;
- explain the importance of minority rights and how they are protected under the Charter;
- describe how a citizen makes a complaint concerning a violation of Charter rights;
- describe the remedies available to citizens whose rights have been violated under the Charter.

Criminal Law and Procedures

Overall Expectations

By the end of this course, students will:

- explain how a criminal offence is defined under federal and provincial jurisdictions;
- describe the criminal trial process;
- identify the sentencing options available to judges in a criminal trial or a provincial prosecution;
- explain how criminal and provincial laws apply to young people.

Specific Expectations

Types of Offences

By the end of this course, students will:

- describe the elements the Crown must prove for an action to be considered a crime;
- explain the key characteristics and main elements of selected offences under the Criminal Code (e.g., crimes against the person), federal statutes (e.g., drug-related offences), and the Provincial Offences Act (e.g., motor vehicle offences).

Investigation and Trial

By the end of this course, students will:

- describe the role of the police and of provincial and municipal officials (e.g., inspectors) in maintaining order and peace in our society;
- describe the criminal court structure and organization;
- describe the procedures that take an accused from being charged to being tried in court (e.g., arrest and release procedures).
- explain the concepts of “innocent until proven guilty” and “the right to a defence” in a trial procedure;
- explain how judges and juries make decisions on whether an accused is guilty or not guilty.

Sentencing

By the end of this course, students will:

- explain the purpose and principles of sentencing;
- describe sentencing options available to a judge in a criminal trial;
- describe the role of the probation officer in sentencing recommendations.

Law and Young People

By the end of this course, students will:

- describe the main provisions and the controversial aspects of the Youth Criminal Justice Act (2003);
- describe areas of law, besides those covered in the Youth Criminal Justice Act (2003), that apply to young people (e.g., drinking and driving laws; laws relating to violence and sexual assault; laws dealing with drugs, alcohol, and tobacco; child protection laws).

Regulation and Dispute Resolution

Overall Expectations

By the end of this course, students will:

- describe the process for taking a civil case to trial and resolution;
- explain how the law applies to family matters;
- investigate the role of law in everyday contractual matters;
- examine how tort law supports people who are injured or harmed;
- describe the role of law in the workplace.

Specific Expectations

Civil Litigation

By the end of this course, students will:

- identify (e.g., by creating a chart) the courts that try civil actions;
- identify the types of cases tried in each kind of civil court (e.g., small claims court, family court);
- summarize the options available for bringing a civil case to resolution (e.g., Alternative Dispute Resolution, pre-trial settlement, trial);
- describe the types of damages recognized in civil court (e.g., special, general, nominal).

Family Law

By the end of this course, students will:

- define what is meant by a legal marriage;
- describe the steps necessary to obtain a legal divorce;
- describe important provisions in key areas of family law (e.g., property division upon separation, rights of common-law partners, same-sex spousal rights, children's rights and responsibilities, custody and support, wills and estates).

Contractual Obligations

By the end of this course, students will:

- explain what is meant by a contract in law and what happens when a contract is broken (e.g., types of contract, requirements of a valid contract, cancellation protocols);
- describe the special protections afforded to young people in making contracts;
- describe situations where it may be necessary to apply the law in a civil dispute (e.g., landlord-tenant disputes, mortgage or credit issues, consumer complaints).

Tort Law

By the end of this course, students will:

- define a tort and distinguish between intentional torts (e.g., assault and battery, trespass, libel and slander) and unintentional torts (e.g., negligence);
- outline defences to torts (e.g., self-defence, discipline, voluntary assumption of risk, inevitable accident) and possible remedies available to victims (e.g., legal aid, consumer protection associations).

Law and the Workplace

By the end of this course, students will:

- describe protections that are afforded to workers by federal and provincial legislation (e.g., laws relating to workers' compensation, employment insurance, harassment and discrimination);
- investigate major differences in employer-employee relations in unionized and non-unionized environments (e.g., with respect to the negotiation of contracts, severance, job security, pensions and benefits);
- describe steps that can be taken in response to the violation of employee rights (e.g., mediation, grievance, formal complaint to labour boards) and the remedies provided (e.g., sanctions against employers, employee compensation).

Methods of Legal Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- apply the steps in the process of legal interpretation and analysis;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions that lead to a deeper understanding of a legal issue;
- conduct research on legal topics, using traditional and non-traditional sources of information (e.g., law-related websites, primary and secondary source documents, legal professionals);
- evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices, biases, stereotyping, or a lack of substantiation for statements, arguments, and opinions;
- classify and clarify information using organizers, graphs, charts, and diagrams;
- compile summary notes in a variety of forms and for a variety of purposes (e.g., research and preparation for debates, oral presentations, mock trials, tests, examinations);
- describe career opportunities in the legal field (e.g., bailiff, correctional officer, court clerk).

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinions, facts, and arguments in sources;

- draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies);
- apply an analytical/inquiry method to juridical questions (e.g., choose a subject, formulate a question, develop a research plan, gather information, distinguish between opinions and facts, decide on an interpretation, write and present their analysis).

Communication

By the end of this course, students will:

- express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- use correct legal terminology to communicate legal concepts, opinions, and arguments.

**Canadian and International Law,
Grade 12, University Preparation**

(CLN4U)

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

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

Heritage

Overall Expectations

By the end of this course, students will:

- explain the historical and philosophical origins of law and their connection and relevance to contemporary society;
- evaluate different concepts, principles, philosophies, and theories of law;
- describe the relationship between law and societal values;
- assess the influence of individual and collective action on the evolution of law.

Specific Expectations

Sources of Law

By the end of this course, students will:

- trace the development of law from its primary sources in religion, customs, and social and political philosophy;
- distinguish between primary and secondary sources of law (e.g., constitutions, statutes, court decisions; legal writings);
- explain the distinctions between common and civil law, substantive and procedural law, domestic and international law, and private and public law;
- compare various historical methods and systems of adjudication (e.g., trial by ordeal versus trial by combat, adversarial versus inquisitorial systems).

Theories and Concepts

By the end of this course, students will:

- explain legal concepts such as democracy, justice, equity, equality, rule of law, sovereignty, and primacy of the right;
- analyse the views of historical and contemporary philosophers of law (e.g., Socrates, Aristotle, John Locke, Jeremy Bentham, Thomas Hobbes, R.M. Dworkin, Henry Shue, H.L.A. Hart);
- evaluate the strengths and weaknesses of different theories of law (e.g., natural and positive law, legal realism, feminist law);
- explain the concept of justice as defined by philosophers and legal scholars;

- analyse contemporary legal situations that raise the question of conflict between what may be legally correct but is generally viewed as unjust.

Law and Society

By the end of this course, students will:

- explain the interrelation of law, morality, and religion;
- analyse how society uses law to express its values;
- analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values.

Law Reform

By the end of this course, students will:

- evaluate the influence of individual citizens who have fought to change the law (e.g., Dr. Henry Morgentaler, Dr. David Suzuki, Nelson Mandela, Sue Rodriguez, David Lepofsky, Rosalie Abella);
- assess the role of collective action in changing the law in democracies (e.g., activities of lobby and pressure groups, voting at the polls, citizen petitions);
- assess the power of the individual citizen to change or modify our laws, and determine under what circumstances individuals have a responsibility to seek legal reform (e.g., civil rights violations, police brutality, privacy issues).

Rights and Freedoms

Overall Expectations

By the end of this course, students will:

- describe the historical development of human rights legislation in Canada;
- explain the development of constitutional law in Canada;
- explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;
- explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;
- analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.

Specific Expectations

Human Rights in Canada

By the end of this course, students will:

- explain the evolution of Canadian human rights legislation from English common law to the Canadian Bill of Rights and then the Canadian Charter of Rights and Freedoms;
- evaluate the protections provided by federal and provincial human rights legislation (e.g., Canadian Human Rights Act, Ontario Human Rights Code);
- identify historical and contemporary barriers to the equal enjoyment of human rights faced by individuals and groups in Canada, and analyse their effects.

Canadian Constitutional Law

By the end of this course, students will:

- distinguish between the law-making powers of the federal, provincial, and municipal governments;
- explain what a constitution is and why it is necessary;
- explain the role of the courts in determining law-making jurisdiction;
- explain the significance of key events in Canadian constitutional history (e.g., the British North America Act, 1867; the Statute of Westminster, 1931; the

Constitution Act, 1982; the Meech Lake Accord, 1987; the Charlottetown Accord, 1992).

The Canadian Charter of Rights and Freedoms

By the end of this course, students will:

- explain what is meant by entrenching rights in a written constitution;
- analyse how rights and freedoms are protected under the Charter of Rights and Freedoms (e.g., fundamental freedoms; democratic, mobility, legal, equality, and language rights);
- explain how rights included in the Charter are accompanied by corresponding responsibilities or obligations;
- explain how citizens can exercise their rights under the Charter (e.g., by initiating Charter challenges in the courts to legislation or government action; by raising the Charter as a defence when charged with an offence).

The Legislature and the Judiciary

By the end of this course, students will:

- explain how rights may be limited or overruled according to the Charter (e.g., section 1, section 33);

- evaluate the role of the courts and tribunals and, in particular, the Supreme Court of Canada, in interpreting Charter rights;
- describe how Charter rights are enforced.

Minority and Majority Rights

By the end of this course, students will:

- identify historical and contemporary examples of conflicts between minority and majority rights (e.g., Riel Rebellion, the Quebec sovereignty debate, First Nation land claims);
- explain why it is difficult but essential to balance majority and minority rights in a democracy;
- evaluate the political and legal avenues available for resolving conflicts (e.g., the courts, tribunals, legislation, referendums).

Criminal Law and Procedures

Overall Expectations

By the end of this course, students will:

- analyse theories about criminal conduct and the nature of criminal behaviour, and explain what constitutes a crime in Canadian law;
- analyse the Canadian criminal trial process;
- compare the competing concepts of justice as they apply to the criminal justice system.

Specific Expectations

Theories of Crime

By the end of this course, students will:

- analyse the main theories that philosophers, psychologists, sociologists, and criminologists use to explain deviant behaviour;
- explain the relationship between criminal law and morality and what is meant by “criminal conduct”;
- explain the legal definition of a crime and the concepts of *mens rea*, *actus reus*, and strict and absolute liability;
- explain the purpose of criminal law;
- compare summary, hybrid, and indictable offences as they relate to criminal law.

The Criminal Trial Process

By the end of this course, students will:

- explain the processes of police investigation, arrest, search, and interrogation of suspects;
- explain pre-trial procedures, including plea bargaining and release procedures;
- identify key features of the criminal trial process (e.g., burden of proof, admissibility of evidence, roles of the judge and courtroom personnel, selection and role of the jury);

- outline legally acceptable defences to criminal conduct, and evaluate some of the more controversial defences (e.g., “battered spouse syndrome” defence; defence of diminished responsibility as a result of drunkenness);
- evaluate the different types and purposes of sentences imposed in criminal law.

Concepts of Justice

By the end of this course, students will:

- explain the concepts and principles of justice as they apply to criminal law (e.g., rule of law, presumption of innocence);
- analyse situations in Canadian law in which principles of justice conflict (e.g., victims’ rights versus the rights of the accused);
- analyse cases in which the principles of justice have been violated (e.g., the cases of Donald Marshall, David Milgaard, Guy Paul Morin, Roméo Phillion).

Regulation and Dispute Resolution

Overall Expectations

By the end of this course, students will:

- evaluate the effectiveness of governments, courts, and individual and collective action in protecting the environment;
- analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace;
- explain the major concepts, principles, and purposes of international law;
- evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature;
- explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process.

Specific Expectations

Environmental Law

By the end of this course, students will:

- explain the role of governments and the courts in developing and enforcing laws relating to the environment;
- evaluate the importance of the role of individuals or organizations in lobbying for laws to protect the environment;
- evaluate the effectiveness of the major environmental statutes in Ontario and Canada (e.g., the Environmental Protection Act, the Environmental Assessment Act).

Labour Law

By the end of this course, students will:

- explain the role of the federal and provincial governments in developing laws relating to labour and the workplace;
- explain the intent of key components of federal and provincial labour legislation (e.g., Canada Labour Code, Ontario Labour Relations Act, Ontario Employment Standards Act);
- analyse the major differences in employer/employee situations in non-unionized and unionized environments (e.g., with respect to the negotiation of contracts, severance, security);

- explain why unions were formed;
- assess the utility of the collective bargaining process;
- analyse the impact of developments such as free trade, globalization, and changing technology on the future of collective bargaining and workplace regulation.

Principles of International Law

By the end of this course, students will:

- explain the major concepts (e.g., extradition, customary law, diplomatic immunity) and principles (e.g., general principles, treaties and customs) of international law;
- explain why the sovereignty of nation-states is an overriding principle of international law;
- identify global issues that may be governed by international law (e.g., human rights, jurisdictional disputes, refugees and asylum, collective security, trade agreements);
- explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws (e.g., United Nations, World Health Organization, war crimes tribunals, International Monetary Fund, Interpol).

International Treaties and Agreements

By the end of this course, students will:

- explain the impact of international trade agreements on sovereignty by examining selected trade agreements (e.g., General Agreement on Tariffs and Trade [GATT], World Trade Organization [WTO], North American Free Trade Agreement [NAFTA], Asia-Pacific Economic Cooperation [APEC]);
- evaluate the effectiveness of international treaties for the protection of the environment (e.g., Kyoto Protocol, 2002; Johannesburg Summit; World Summit on Sustainable Development);
- explain the purpose of international jurisdictional and boundary treaties (e.g., United Nations Convention on the Law of the Sea; Outer Space Treaty, 1967);
- evaluate the effectiveness of international treaties for the protection of human rights (e.g., Universal Declaration of Human Rights, Convention on the Rights of the Child);
- explain the role of the International Court of Justice in the Hague in resolving issues between nations.

Global Conflicts and Resolution

By the end of this course, students will:

- explain how and why the use of force to resolve conflicts is limited in international law;
- compare (e.g., with respect to the processes involved, relative effectiveness) methods of resolving conflicts by peaceful means (e.g., international diplomacy, sanctions, arbitration, mediation);
- identify domestic laws, past and present, in various countries (e.g., Nuremberg Laws, laws on apartheid, U.S. Patriot Act) that conflict with the principles of international law and explain how they violate those principles;
- describe the difficulties and evaluate the effectiveness of international intervention in conflicts between nations;
- evaluate Canada's role as a member of NATO, NORAD, and the United Nations, and its role in international peacekeeping.

Methods of Legal Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- apply the steps in the process of legal interpretation and analysis;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions that lead to a deeper understanding of a legal issue;
- conduct research on legal topics, using traditional and non-traditional sources of information (e.g., law-related websites, primary and secondary source documents, legal professionals);
- evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices, biases, stereotyping, or a lack of substantiation for statements, arguments, and opinions;
- classify and clarify information using organizers, graphs, charts, and diagrams;
- compile summary notes in a variety of forms and for a variety of purposes (e.g., research and preparation for debates, oral presentations, mock trials, tests, examinations);
- identify various career opportunities in the legal field (e.g., paralegal, community legal worker, criminologist).

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinions, facts, and arguments in sources;

- draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies);
- apply an analytical/inquiry method to legal issues (e.g., choose a subject, formulate a question, develop a research plan, gather information, distinguish between opinions and facts, decide on an interpretation, write and present their analysis).

Communication

By the end of this course, students will:

- express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to document all information sources, including electronic sources;
- use correct legal terminology to communicate legal concepts, opinions, and arguments.

Politics

Overview

Politics is about systems of power, public decision making, and ways in which citizens can take public action. To become informed citizens in a democratic society, capable of participating fully in decision making, exercising their democratic rights, and assuming the responsibilities of citizenship, students need to understand how political decisions are made.

Strands

The curriculum expectations for the Grade 11 and 12 courses in politics are organized into several strands. The strands for the Grade 11 course are as follows:

- Citizenship, Democracy, and Participation
- Power, Influence, and the Resolution of Differences
- Decision-Making Systems and Processes
- Values, Beliefs, and Ideologies
- Methods of Political Inquiry and Communication

The strands for the Grade 12 course are as follows:

- Participation in the International Community
- Power, Influence, and the Resolution of Differences
- Values, Beliefs, and Ideologies
- Methods of Political Inquiry and Communication

The focus of each strand is briefly described below.

Citizenship, Democracy, and Participation. The participation of citizens in a democracy is both a right and a responsibility. At various times and for various reasons, the nature of such participation has been shaped and limited by differences in region, race, ethnicity, religion, language, culture, gender, age, and class. In a democracy, well-informed citizens should understand such principles as equality under the law, majority rule, and minority representation. Students need to understand that widespread, informed, and effective citizen participation is the hallmark of democracy, as well as an important part of the development and social well-being of individual citizens.

Participation in the International Community. Citizens, groups, and states all participate in the international community, have rights and responsibilities associated with this participation, and both cooperate and dispute with one another. Among the organizations that interact internationally are transnational corporations, non-governmental organizations such as Amnesty International, and international cooperation organizations such as the World Health Organization. Canada's international involvement, both historically and today, includes a number of commitments, agreements, and conflicts. Students should understand the impact of such commitments and agreements, as well as ways in which international conflicts are resolved. Finally, students should be familiar with the international human rights protection system, including the agencies that enforce human rights and their founding documents.

Power, Influence, and the Resolution of Differences. An understanding of the diverse nature and exercise of power and influence is central to the study of politics. Power and influence are forms of authority and are essential to the everyday workings of, and the resolution of differences in, the political life of groups, cities, provinces, countries, and nations. They are characterized by a variety of styles and methods, ranging from open democratic debate to closed authoritarian repression, and may be gained through a variety of ways – from free elections, to consensual traditions and agreements, to forced assumption. The exercise of power and influence can range from reaching peaceful agreements to waging war. To understand the intricacies of power and influence, and their relationship to resolving differences, students need to examine Canadian and international politics.

Decision-Making Systems and Processes. People create political systems and processes to deal in a predictable way with persistent political issues. Governments and other decision-making bodies evolve over time and are shaped by the traditions and pressures of the communities they govern. At the same time, people's opinions and actions are often influenced by the systems and processes that they have created. Students need to identify the roles that individuals play within political systems and processes. To accomplish this, they should examine how political systems and processes function in a global context, evaluate the extent to which these systems and processes are democratic and effective, and compare the involvement of citizens in decision-making processes in Canada and around the world. Students should also understand the role of regulatory, adjudicative, and quasi-judicial agencies in our democratic society.

Values, Beliefs, and Ideologies. Values, beliefs, and ideologies are the key elements in individual and group identities. They are significant motivators for political behaviour and important by-products of political, economic, and social change. Students should recognize how the political decisions and choices they make are shaped by their values, beliefs, and ideas.

Methods of Political Inquiry and Communication. To understand political issues and to act as responsible citizens of their local, national, and world communities, students must first be able to use the skills and methods of political scientists. They need to learn how to pose cogent questions; to locate, record, and organize information; and to evaluate the veracity of the opinions and analyses of their sources. Students also need to communicate their findings and analyses using various oral, written, and visual forms. Ultimately, students should demonstrate their understanding of politics and political methodology by knowledgeably and actively participating in the political life of their varied communities.

**Canadian Politics and Citizenship,
Grade 11, Open****(CPC3O)**

This course explores the role of politics in people's lives and the importance of being an active citizen in a democratic society. Students will examine the ways in which individuals and groups participate in the political process, the ways in which they can influence political decision making and public policy, and the effectiveness of political systems and institutions in meeting societal needs. Students will apply inquiry and communication skills to analyse and report on political issues, events, and trends of interest to them.

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

Citizenship, Democracy, and Participation

Overall Expectations

By the end of this course, students will:

- describe the key features of citizenship and democracy;
- evaluate the influence of various forms of citizen action on public policy;
- explain ways in which social and cultural identity influence political participation.

Specific Expectations

Principles of Democracy

By the end of this course, students will:

- explain the importance of democratic principles such as political equality; majority rule; minority rights and representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities;
- identify important milestones (e.g., Athenian democracy, the Magna Carta, the French Revolution, the Emancipation Proclamation) and contributions of individuals (e.g., Pericles, Jean-Jacques Rousseau, John Stuart Mill, John Locke, Mary Wollstonecraft, Martin Luther King, Jr.) in the development of democratic thought;
- describe landmark Canadian struggles for the expansion of democratic rights (e.g., for female suffrage, labour legislation, the Charter of Rights and Freedoms, the right to vote for First Nation peoples, the creation of Nunavut).

Active Citizenship

By the end of this course, students will:

- identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels (e.g., elections, lobbying, demonstrations, petitions, public consultation on proposed changes in laws);

- explain how political participation benefits individuals, groups, communities, and societies, and describe the challenges associated with enabling equal participation of diverse groups;
- evaluate the contributions of individuals and groups that have had an influence on different levels of government (e.g., Agnes Macphail, Elijah Harper, Sheela Basrur, Mothers Against Drunk Driving, David Lepofsky, Ontarians With Disabilities Act Committee, People or Planes);
- apply the techniques of democratic participation (e.g., signing petitions; creating posters or newsletters; lobbying; speaking to schools or community groups; writing letters to the editor, songs, and other forms of artistic expression) to a political question under investigation.

Identity and Participation

By the end of this course, students will:

- analyse the extent to which various segments of Canadian society (e.g., women, the disabled, First Nation peoples, racial minorities, rural and northern communities) participate in formal local, provincial, and/or national political processes (e.g., election campaigns) and informal political bodies (e.g., parent councils, neighbourhood associations);
- evaluate Canada's multiculturalism policy in terms of its ability to promote both greater pluralism and participation in social and political affairs;

- describe the barriers to participation (e.g., language, homelessness, ethnicity, disability) and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process.

Power, Influence, and the Resolution of Differences

Overall Expectations

By the end of this course, students will:

- explain power relationships among individuals, groups, and governments;
- analyse how pressure groups, media, technology, and governments influence the political process;
- evaluate different approaches to conflict resolution.

Specific Expectations

Power Relationships

By the end of this course, students will:

- explain examples of tensions between individuals and groups with respect to their needs and wants, using concepts such as gender, lifestyle, ethnicity, and socio-economic status;
- compare selected theories on the purpose of government and on ways in which government powers are acquired, used, and justified (e.g., the theories of Thomas Hobbes, John Locke, Jean-Jacques Rousseau);
- describe different leadership styles (e.g., democratic, authoritarian, laissez-faire);
- differentiate between the legitimate and illegitimate exercise of power by individuals, groups, and governments.

Influences on Canadian Politics

By the end of this course, students will:

- identify the types of pressure and interest groups that can legally participate in the Canadian political system (e.g., unions, professional associations, ethnocultural organizations, local interest groups);
- describe the ways in which media and technology can influence the Canadian political process (e.g., through political advertising, opinion polls, feature films, websites, databases);

- describe how various pressure and interest groups (e.g., National Council of Women, Canadian Auto Workers, Hockey Canada, Child Welfare League of Canada, Assembly of First Nations) act or have acted to influence government policies;
- explain ways in which Canadian governments affect and are affected by global political and economic actions and agreements (e.g., International Campaign to Ban Landmines, Kyoto Protocol, North American Free Trade Agreement).

Conflict Resolution Strategies

By the end of this course, students will:

- identify the key stages in resolving conflicts (i.e., gathering information, identifying points of view and values, recommending solutions, identifying potential consequences and alternative courses of action, taking action);
- evaluate the effectiveness and/or appropriateness of a government's approach to resolving a significant conflict (e.g., through mediation, arbitration, legislative sanctions);
- apply an appropriate conflict resolution model to a political issue that needs to be resolved.

Decision-Making Systems and Processes

Overall Expectations

By the end of this course, students will:

- describe the main characteristics of the Canadian political system and of government decision-making processes;
- evaluate the role and influence of key participants in Canadian government decision making;
- describe the extent to which political and economic systems and institutions in Canada meet people's needs and promote the common good.

Specific Expectations

Canada's System of Government

By the end of this course, students will:

- describe the organizing principles that shape Canadian government (e.g., constitutional monarchy, federated union, parliamentary system);
- explain the purposes and functions of the various decision-making bodies in Canada (e.g., cabinet; National Parole Board; human rights commissions; government departments, ministries, and agencies; regulatory bodies such as the CRTC and Sport Canada);
- describe how well the Canadian electoral process succeeds in choosing representative and popularly supported leaders at all levels of government.

Key Roles in Decision Making

By the end of this course, students will:

- compare the roles in the Canadian decision-making process of the following: the prime minister, premiers, cabinet ministers, MPs, MPPs and MLAs, senators, mayors, and councillors;
- explain the intended function of the parliamentary opposition, including the Official Opposition, and evaluate its effectiveness in performing that function;
- explain the role in government decision making of unelected key players (e.g., members of the judiciary, political

party strategists, senior bureaucrats, the governor general, lieutenant-governors, senators).

Making Decisions for the Common Good

By the end of this course, students will:

- explain how selected choices made in Canada (e.g., ratification of the Kyoto Protocol, Ontario's Drive Clean program, NAFTA, the ban on cod fishing) are likely to affect the current and future well-being of people and environments in Canada and around the world;
- identify the types of decisions made by government that are critical for protecting individual rights and promoting the common good (e.g., non-smoking legislation, RIDE programs and legislation against drunk driving, gun control legislation, the Freedom of Information and Protection of Privacy Act, decisions of the Ombudsman, anti-hate crime legislation);
- explain how the Canadian Charter of Rights and Freedoms has influenced decisions in a variety of areas (e.g., employment and pay equity, antidiscrimination legislation and measures in the workplace);
- evaluate recommendations (e.g., for election of senators, proportional representation, election campaign finance reform) for making the Canadian political system function in a more democratic way.

Values, Beliefs, and Ideologies

Overall Expectations

By the end of this course, students will:

- explain how political ideologies and the political spectrum in Canada influence debates on current issues;
- evaluate the major historical, geographic, economic, and cultural influences that shape Canadian political ideologies;
- describe the factors that shape the political values and beliefs of Canadians.

Specific Expectations

Political Ideologies

By the end of this course, students will:

- explain the relationship between the ways in which individuals and groups live and the values and beliefs they hold;
- relate specific ideologies and positions on the political spectrum to the interests of various individuals and groups;
- explain key features of both “old style” fascism, conservatism, liberalism, socialism, and communism and the “neo” forms of each of these (e.g., neo-fascism, neo-conservatism, neo-liberalism).

Influences on Political Ideologies

By the end of this course, students will:

- evaluate the influence of history and culture on Canadian political values;
- explain the relationship between political ideologies and features of economic systems (e.g., marketing boards, equalization payments, government ownership or regulation);
- describe the relationship between major Canadian political ideologies and particular real-life policies or programs (e.g., social democracy and medicare, neo-conservatism and neo-liberalism).

Political Socialization

By the end of this course, students will:

- compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments;
- analyse the variety of political messages that Canadian youth receive from key agents of socialization (e.g., the family, the school, peers, the media, ethnocultural background);
- evaluate ways in which major agents of political socialization (e.g., religion, the media, political parties, socio-economic status) influence the ways in which Canadians participate formally and informally in politics.

Methods of Political Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of political science inquiry to locate, gather, evaluate, and organize information from a variety of sources;
- analyse information gathered about current events and political trends according to fundamental principles of political interpretation and analysis;
- communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions that lead to a deeper understanding of a political issue and an awareness of the different ways in which the issue can be approached;
- collect data from a range of media and information sources (e.g., print or electronic media, interviews, government and community agencies);
- 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, logical errors, underlying assumptions, prejudice, and bias);
- organize research findings, using a variety of methods and forms (e.g., note taking, graphs, charts, maps, diagrams);
- describe various careers related to the study of politics (e.g., law clerk, researcher, civil servant, journalist).

Interpretation and Analysis

By the end of this course, students will:

- detect bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

- demonstrate an understanding that political events can be interpreted from multiple perspectives (e.g., gender, cultural, economic);
- draw appropriate conclusions, based on analysis (e.g., taking into account chronology, cause and effect, similarities and differences), about political events, issues, and trends and their relationship to social, economic, and cultural systems.

Communication

By the end of this course, students will:

- express ideas, understandings, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., role plays, interviews, simulations, debates, group presentations, seminars, reports, essays);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate political concepts, opinions, and arguments.

Canadian and World Politics, Grade 12, University Preparation

(CPW4U)

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

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

Participation in the International Community

Overall Expectations

By the end of this course, students will:

- explain the rights and responsibilities of individual citizens, groups, and states in the international community;
- describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
- evaluate the role of Canada and Canadians in the international community;
- describe the structure and function of international intergovernmental and non-governmental organizations;
- evaluate the role and operation of the international human rights protection system.

Specific Expectations

Rights and Responsibilities of International Participation

By the end of this course, students will:

- evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities (e.g., based on analysis of the Universal Declaration of Human Rights and Geneva Conventions, and the mandate/work of the U.N. and Canadian Commissions on Human Rights and on the Status of Women);
- describe the rights and obligations of selected international groups (e.g., UNESCO, International Monetary Fund [IMF], environmental lobby groups);
- describe the actions of individuals, including Canadians, who have influenced global affairs (e.g., Nelson Mandela, Jimmy Carter, Kim Dae-jung, Aung San Suu Kyi, Pope John Paul II, Lester B. Pearson, David Suzuki, Stephen Lewis, Craig Kielburger).

International Conflict and Cooperation

By the end of this course, students will:

- analyse the participation of government and non-governmental organizations in the global community (e.g., in the areas of humanitarian assistance, collective security, diplomacy, technical cooperation);

- identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements);
- explain the effects on national sovereignty of the trend towards global decision making (e.g., with reference to the European Union [EU], Free Trade Area of the Americas [FTAA]);
- identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, ethnic conflict, organized crime).

Canada's International Role

By the end of this course, students will:

- explain the types of commitments made by Canada to other nations or to international or extranational organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North Atlantic Treaty Organization; participation in the United Nations and in peacekeeping missions);
- evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA, Comprehensive Test Ban Treaty [CTBT]) contribute to the well-being of Canadians and the world in general;

- explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation);
- explain the role of government agencies (e.g., Foreign Affairs Canada and International Trade Canada, the Canadian International Development Agency) in formulating and implementing Canada's foreign policy;
- evaluate the role of pressure groups in formulating and implementing Canada's foreign policy (e.g., anti-landmine activists, the environmentalist lobby, the media, the Alliance of Manufacturers and Exporters Canada).

International Intergovernmental and Non-governmental Organizations

By the end of this course, students will:

- explain the origins, functions, and objectives of selected international non-governmental organizations (NGOs) (e.g., International Committee of the Red Cross/Red Crescent, Amnesty International, Greenpeace);
- explain the origins, functions, and objectives of international cooperation organizations (e.g., Asia-Pacific Economic Cooperation [APEC], African Union [AU], World Health Organization [WHO]);
- evaluate the effectiveness of selected international organizations (e.g., Organization of the Petroleum Exporting Countries [OPEC], Non-aligned Conference, Arab League, World Bank) in meeting their stated objectives;

- analyse the need for new international organizations as a result of globalization and the advent of new technologies (e.g., organizations for regulating extra-governmental firms, controlling drug trafficking, regulating activities in outer space).

International Human Rights

By the end of this course, students will:

- identify the most important international human rights documents (e.g., Universal Declaration of Human Rights, 1948; International Covenant on Economic, Social and Cultural Rights, 1976; Declaration of the Rights of the Child, 1959; World Medical Association Declaration of Helsinki, 1964) and assess their significance;
- explain the role of states and key agencies (e.g., U.N. Commission on Human Rights, Commission on the Status of Women) in international controversies about human rights;
- evaluate the effectiveness of the actions of international organizations or states in cases of human rights violations (e.g., decisions of the International Criminal Court and International Court of Justice, Amnesty International).

Power, Influence, and the Resolution of Differences

Overall Expectations

By the end of this course, students will:

- analyse the factors that determine the power and influence of a country;
- analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;
- evaluate Canada's role and influence in international relations.

Specific Expectations

State Power

By the end of this course, students will:

- analyse how natural resources and human resources help to determine the power and influence of a country (e.g., geography, demography, economic resources and markets, military strength and diplomatic traditions);
- evaluate the accuracy and usefulness of common classifications of states (e.g., developed or developing; Western and/or non-aligned; major, medium, or small powers) used in describing relationships among states;
- analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers (e.g., International Committee of the Red Cross/Red Crescent, multinational corporations such as Nike, Shell, General Motors, Microsoft, Mitsubishi).

Influences on International Relations

By the end of this course, students will:

- identify major influences on the development of international relations from antiquity to 1945 (e.g., the development of empires and colonization, the impact of religions, the growth of nation states);
- describe how decolonization after World War II transformed international politics, economics, technology, communications, and law;

- describe some major challenges and conflicts caused by the end of the Cold War (e.g., political fragmentation in the former Soviet Union and Yugoslavia; the position of the United States as the sole “super-power” nation; the rise of a new nationalism);
- explain the relationship between changes in information, telecommunications, and military technologies and their uses (e.g., development of the Internet; propaganda, military, and commercial uses of satellite telecommunications) and changes in international, political, and economic relations.

Canada's International Role and Influence

By the end of this course, students will:

- describe some important factors shaping Canadian foreign policy (e.g., commitments under the 1997 Mine Ban Treaty, Kyoto Protocol, North American Free Trade Agreement);
- describe the types of influence exerted by other nations and groups on Canada and Canadians;
- evaluate the nature and quality of Canada's influence within selected world and regional organizations (e.g., United Nations, International Olympic Committee, Organization of American States, Group of Eight [G-8], la Francophonie).

Values, Beliefs, and Ideologies

Overall Expectations

By the end of this course, students will:

- explain the role and function of ideologies in national and international politics;
- analyse how social and cultural beliefs and political ideologies influence national and international politics;
- compare the aspirations, expectations, and life conditions of people in developed and developing nations.

Specific Expectations

The International Influence of Ideologies

By the end of this course, students will:

- explain the role of religious beliefs in national and international politics (e.g., religious fundamentalism, secularism, relationship between religions and states);
- describe the main characteristics of the world’s major political ideologies (e.g., fascism, conservatism, liberalism, socialism, communism);
- explain the key arguments for and against the processes of “globalization” in economics, politics, and culture (e.g., opportunities for exchanges and international cooperation; likelihood of hegemony or domination of weaker by stronger nations);
- analyse how predominant social and cultural beliefs and ideologies can affect minority groups both positively and negatively (e.g., through immigration policies and multiculturalism programs; through racial profiling, restriction of rights, genocide, or ethnic cleansing).

Nationalist and Internationalist Orientations

By the end of this course, students will:

- identify the key components of nationalist ideology (e.g., the definition of a nation, types of nationalism, the role of theorists and groups, national symbols and images);

- determine the origins and effects of nationalistic and ethnocentric conflicts and rivalries (e.g., between India and Pakistan, between Israel and Arab nations, among the diverse peoples of Indonesia, between Croatians and Serbians in the Balkan region, between Hutus and Tutsis in Central Africa, between Protestants and Roman Catholics in Northern Ireland);
- explain how similar values, beliefs, and ideologies (e.g., religions, nationalism, culture, social and economic values) can result in cooperation between governments;
- describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International Court of Justice) and explain their relationship to values, beliefs, and ideologies.

Developed and Developing Nations

By the end of this course, students will:

- describe the main economic, political, and social characteristics of developed and developing countries;
- compare key elements of selected theories concerning the nature of effective development (e.g., in relation to human development, global industrialization, sustainable national development, ecological preservation);

- analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, various degrees of state ownership of production, inter-party democracy and intra-party democracy, public programs and privatization);
- demonstrate an understanding of the commonality of human aspirations for a better, more secure life.

Methods of Political Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use methods of political science inquiry to locate, gather, evaluate, and synthesize information;
- analyse information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis;
- communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate questions that lead to a deeper understanding of a political issue and an awareness of the different ways in which the issue can be approached;
- conduct research by selecting and using a variety of relevant and reliable primary and secondary sources (e.g., written, visual, oral, and electronic) that present a range of perspectives;
- evaluate the credibility of published and Internet sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, logical errors, underlying assumptions, prejudice, and bias);
- organize research and information using a variety of methods and forms (e.g., note taking, graphs, charts, organizers, time lines, diagrams, tables);
- describe various career opportunities related to the study of politics (e.g., research, civil service, law, journalism, political life).

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinions, facts, and arguments, and judge arguments on the basis of the quantity and quality of evi-

dence presented and the methods used by authors to verify their claims;

- provide interpretations of political events from different perspectives (e.g., gender, cultural, economic);
- make inferences and draw conclusions, based on analysis of data and application of political theories, about political events, issues, and trends and their relationship to social, economic, and cultural systems.

Communication

By the end of this course, students will:

- express opinions, understandings, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., role plays, interviews, simulations, debates, group presentations, seminars, reports, essays);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate political concepts, opinions, and arguments.

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