

2018

REVISED

The Ontario Curriculum  
Grades 9 and 10

# Canadian and World Studies

GEOGRAPHY • HISTORY • CIVICS (POLITICS)



support every child  
reach every student

 Ontario

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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario – 9<sup>e</sup> et 10<sup>e</sup> année – Études canadiennes et mondiales, 2018*

This publication is available on the Ministry of Education website, at [www.ontario.ca/edu](http://www.ontario.ca/edu)

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# PREFACE

This document replaces *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013*. Beginning in September 2018, all Canadian and world studies courses for Grades 9 and 10 will be based on the expectations outlined in this document.

This edition of the curriculum includes a revision of the history curriculum,<sup>1</sup> developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations. The revision was undertaken in response to the Truth and Reconciliation Commission of Canada's calls to action numbers 62 and 63.

## **SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY**

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

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

## **SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN**

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

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

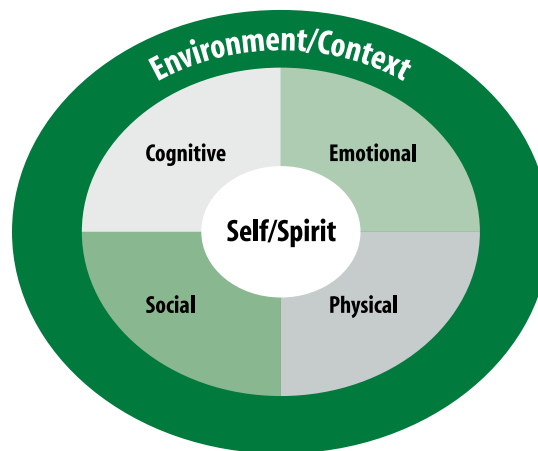
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1. This revision focused only on the two history courses. Consequently, there may be differences in terminology and style between the revised courses and the balance of the document.

A variety of factors, known as the “determinants of health”, have been shown to affect a person’s overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether individuals are physically healthy but also the extent to which they will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student’s performance and well-being.

An educator’s awareness of and responsiveness to students’ cognitive, emotional, social, and physical development, and to their sense of self and spirit, is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007), *On My Way: A Guide to Support Middle Years Child Development* (2017), and *Stepping Stones: A Resource on Youth Development* (2012),<sup>2</sup> identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

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



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

2. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at [www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf](http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf); Ministry of Children and Youth Services, *On My Way: A Guide to Support Middle Years Child Development* (2017) is available at [www.children.gov.on.ca/htdocs/English/professionals/middleyears/onmyway/index.aspx](http://www.children.gov.on.ca/htdocs/English/professionals/middleyears/onmyway/index.aspx); and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at [www.children.gov.on.ca/htdocs/English/documents/youthopportunities/steppingstones/SteppingStones.pdf](http://www.children.gov.on.ca/htdocs/English/documents/youthopportunities/steppingstones/SteppingStones.pdf).

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

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

## The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.<sup>3</sup>

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

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

# INTRODUCTION

## THE VISION AND GOALS OF THE CANADIAN AND WORLD STUDIES CURRICULUM

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

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

#### Vision

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

#### Goals

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

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

The chart on the next page outlines how students will achieve the goals in the individual subjects of the Grade 9 and 10 Canadian and world studies curriculum – geography, history, and politics (civics)<sup>4</sup> – and how these subjects will prepare them to realize the vision of the program.

4. The goals for history and geography in the secondary Canadian and world studies curriculum are the same as those for history and geography in the elementary social studies, history, and geography curriculum. The goals for the subjects of economics and law, which are part of the Grade 11 and 12 Canadian and world studies curriculum, as well as for social studies in the elementary curriculum, can be found in Appendix A on page 167.



<b>Goals of Geography –</b> Developing a sense of place  <i>What is where, why there, and why care?</i>	<b>Goals of History –</b> Developing a sense of time  <i>Who are we? Who came before us? How have we changed?</i>	<b>Goals of Politics (Civics) –</b> Developing a sense of responsibility  <i>Where do I belong? How can I contribute?</i>
Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;</li> <li>• analysing the connections within and between natural and human environments and communities;</li> <li>• developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;</li> <li>• being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.</li> </ul>	Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;</li> <li>• analysing how people from diverse groups have interacted and how they have changed over time;</li> <li>• understanding the experiences of and empathizing with people in past societies;</li> <li>• developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</li> </ul>	Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;</li> <li>• analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;</li> <li>• assessing the power and influence of different people involved in civic issues, using political perspective;</li> <li>• developing a respect and appreciation for different points of view on various political issues.</li> </ul>

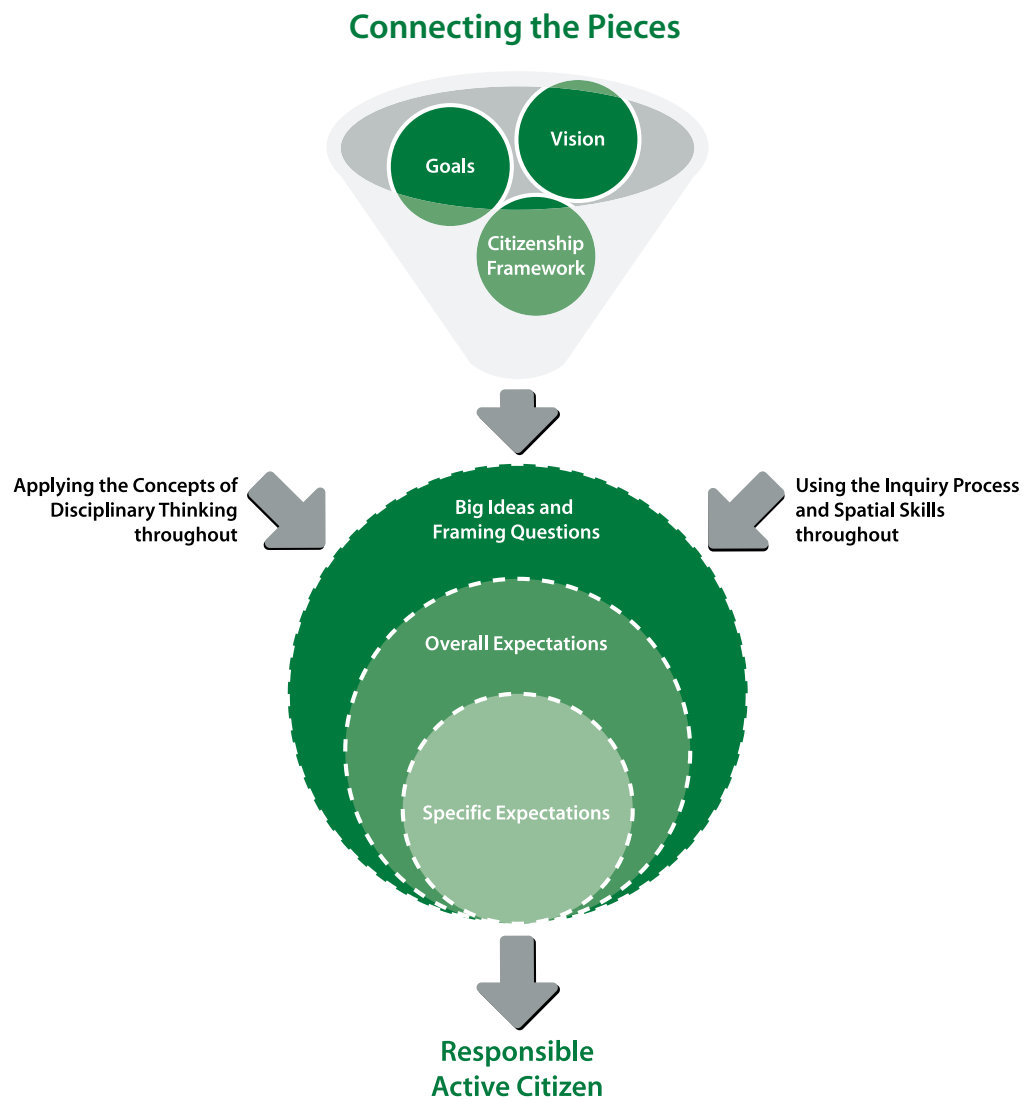
### Tools and Strategies to Help Achieve the Vision of the Program

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

- **The citizenship education framework** (see page 10): This framework brings together the main elements of citizenship education. All subjects in the Canadian and world studies curriculum provide multiple opportunities to incorporate aspects of citizenship education.
- **The concepts of disciplinary thinking** (see page 13): These concepts provide a way for students to develop the ability to think critically about significant events, developments, and issues, both within the curriculum and in their lives outside the classroom.
- **The inquiry process** (see page 27): Students use the components of the inquiry process for each subject to investigate, and to communicate their findings about, significant events, developments, and issues. By applying the inquiry process, students develop skills that they need in order to think critically, solve problems, make informed judgements, and communicate ideas.

- **Big ideas** (see page 14): The big ideas provide context for the overall expectations and the concepts of disciplinary thinking that are related to them. The big ideas reflect the enduring understandings that students retain from their learning, transfer to other subjects, and draw upon throughout their lives.
- **Framing questions** (see the overview charts for each course): The framing questions are overarching questions related to the overall expectations and big ideas. They are intended to stimulate students' critical thinking and to encourage them to consider the broader relevance of what they are studying.
- **Spatial skills**<sup>5</sup> (see page 29): Students use spatial skills and tools to analyse and construct various types of maps and graphs. By developing these skills, students will be able to understand and analyse visual data and information, contributing to their ability to solve problems.

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



5. Spatial skills are directly taught in the geography courses but are used in all subjects in the Canadian and world studies curriculum. The Grade 9 geography courses include specific suggestions for the use of spatial skills.

## THE IMPORTANCE OF THE CANADIAN AND WORLD STUDIES CURRICULUM

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

### Citizenship Education in the Canadian and World Studies Curriculum

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

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

Citizenship education is an important facet of students’ overall education. In every grade and course in the Grade 9 and 10 Canadian and world studies curriculum, and particularly in Civics and Citizenship in Grade 10, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse communities to which they belong within and outside the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.

The diagram on page 10 presents a framework for citizenship education. In this figure:

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

## The Citizenship Education Framework



### GEOGRAPHY

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

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

In defining geography, Charles Gritzner notes that “All geographic inquiry should begin with the question, ‘Where?’” He argues that, in considering “major Earth-bound events, features, and conditions”, geographers also investigate why they are where they are, or

happen where they happen. And, because these events, features, and conditions “can and often do have some impact on our lives”, geographers consider why they are important to us.<sup>6</sup> Gritzner has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?” The Grade 9 geography courses provide students with opportunities to explore these three aspects of geography as they investigate geographic issues in Canada. In these courses, students will examine issues relating to interactions between physical processes and people living in Canada; changing populations in this country; economic and environmental sustainability; and interconnections between Canada and the global community.

In the Grade 9 geography courses, students will develop their ability to apply both the geographic inquiry process and the concepts of geographic thinking. They apply this process and these concepts as they investigate geographic issues in Canada and deepen their awareness of interconnections between Canadian and global issues. These courses enhance students’ ability to act as responsible global citizens and environmental stewards. Students will develop their spatial skills as they analyse information and data obtained from diverse sources, including field studies, aerial photographs, satellite imaging, various types of maps and graphs, geographic information systems (GIS), and digital representations. The study of geography in Grade 9 builds on the knowledge, attitudes, and skills, including thinking skills, developed in geography in Grades 7 and 8 and enables students to move on to the further study of geography in Grades 11 and 12.

## HISTORY

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

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

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. The Grade 10 history courses provide students with an overview of Canadian history from the eve of World War I to the present. These courses convey a sense of the dynamic nature of Canada and of its interconnections with other parts of the world. Students learn that Canada has many stories and that each one is significant and requires thoughtful consideration. Students learn about the historical and contemporary impact of colonialism, the Indian Act, the residential school system, treaties, and systemic racism on Indigenous<sup>7</sup> individuals and communities in Canada.

Students will develop their ability to apply the concepts of historic thinking in order to deepen their understanding of modern Canadian history. They will also develop their

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6. Charles Gritzner, “Defining Geography: What Is Where, Why There, and Why Care”, accessed at [http://apcentral.collegeboard.com/apc/members/courses/teachers\\_corner/155012.html](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/155012.html).

7. In this document, the term “Indigenous” is generally used to refer to First Nations, Métis, and Inuit individuals and communities in Canada. However, “Aboriginal” is used in specific historical or legal contexts, as appropriate.

ability to apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and reach conclusions about historical issues, developments, and events.

The study of history in Grade 10 enables students to more fully appreciate Canadian heritage and identity, the diversity and complexity of Canadian society, and the challenges and responsibilities associated with Canada's position in the world. In doing so, it helps prepare students to fulfil their role as informed and responsible global citizens. The study of history in Grade 10 builds on the knowledge, attitudes, and skills, including thinking skills, developed in history in Grades 7 and 8 and supports the further study of history in Grades 11 and 12.

## **CIVICS (POLITICS)**

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

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

Politics involves the study of how societies are governed, how policy is developed, how power is distributed, and how citizens take public action. The Grade 10 course Civics and Citizenship focuses on civics, a branch of politics that explores the rights and responsibilities of citizens, the processes of public decision making, and ways in which citizens can act for the common good within communities at the local, national, and/or global level. By focusing on civics and citizenship education, this course enables students to develop their understanding of what it means to be a responsible citizen and to explore various elements of the citizenship education framework.

Civics and Citizenship provides opportunities for students to investigate issues of civic importance, the roles of different levels of government in addressing these issues, and how people's beliefs and values affect their positions on these issues. Students will analyse the roles, responsibilities, and influence of citizens in a democratic society and explore ways in which people can make a difference in the various communities to which they belong. Students are encouraged to clarify their own beliefs and values relating to matters of civic and political importance and to explore ways in which they can respond to these matters.

Civics and Citizenship introduces students to the political inquiry process and the concepts of political thinking. Students will develop ways of thinking about civics and citizenship education through the application of these concepts and will use the political inquiry process as they gather, interpret, and analyse data and information relating to issues of civic importance. Students will make informed judgements and draw conclusions about these issues and will develop plans of actions to address them. This course supports the further study of politics in Grades 11 and 12.



## CONCEPTS UNDERLYING THE CANADIAN AND WORLD STUDIES CURRICULUM

### Concepts of Disciplinary Thinking

In Canadian and world studies, it is crucial that students not simply learn various facts but that they develop the ability to think and to process content in ways best suited to each subject. To that end, the curriculum focuses on developing students' ability to apply *concepts of disciplinary thinking*, which are inherent in "doing" each subject. Each of the subjects in the Grade 9 and 10 Canadian and world studies curriculum (as well as the subjects that make up the Grade 11 and 12 Canadian and world studies curriculum and the elementary social studies, history, and geography curriculum) has its own way of thinking, and its own concepts. The concepts for all the subjects in both Canadian and world studies and social studies, history, and geography are listed in the following chart. Given the inherently interdisciplinary nature of social studies, the six concepts of social studies thinking listed below provide the foundation for the concepts of thinking in each subject in the Canadian and world studies program. (Note that the variations in the wording of the concepts reflect terminology specific to each subject.) For full descriptions of the concepts of disciplinary thinking in geography, history, and politics, see the charts on pages 64, 104, and 150, respectively.

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

Concepts of disciplinary thinking can be used in any investigation in geography, history, and politics (including civics), although certain concepts are more obviously related to some topics than others, and concepts are often interrelated. Students use the concepts when they are engaged in the inquiry process, whether they are conducting an investigation that involves the process as a whole or are applying specific skills related to different components of that process as they work towards achieving a given expectation. In Grade 9 and 10 Canadian and world studies, at least one concept of disciplinary thinking is identified as a focus for each overall expectation. Teachers can use the specified concepts to deepen students' investigations (for example, encouraging students to apply the concept of geographic perspective to look at an issue from multiple points of view). It is important that teachers use their professional judgement to ensure that the degree of complexity is appropriate for both the grade level and the individual student's learning style and that it does not lead to confusion.

## “Big Ideas” and Framing Questions

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

In this document, the big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. They are given in the chart on the overview page that precedes each course in Canadian and world studies. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand. By way of example, the following chart shows the big ideas and framing questions that are related to the overall expectations in Strand B of the Grade 10 civics (politics) course, Civics and Citizenship.

Sample Overview – Civics and Citizenship		
Overall Expectations and Related Concepts of Political Thinking	Big Ideas	Framing Questions
<b>B: Civic Awareness</b>		
<p><b>B1. Civic Issues, Democratic Values:</b> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues (<b>FOCUS ON:</b> <i>Political Significance; Political Perspective</i>)</p>	<p>In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.</p>	<p>What is the relationship between people’s beliefs and values and their positions on civic issues?</p> <p>Why is it important to understand how political structures and processes work?</p>
<p><b>B2. Governance in Canada:</b> explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (<b>FOCUS ON:</b> <i>Stability and Change; Political Perspective</i>)</p>	<p>An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.</p>	<p>What are some ways in which I can make my voice heard within the political process?</p>
<p><b>B3. Rights and Responsibilities:</b> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (<b>FOCUS ON:</b> <i>Political Significance; Objectives and Results</i>)</p>	<p>People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.</p>	<p>In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?</p>



## INDIGENOUS EDUCATION IN ONTARIO

*First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.*

*Ontario First Nation, Metis and Inuit Education Policy Framework (2007)*

The *Ontario First Nation, Métis, and Inuit Education Policy Framework* is part of Ontario's Indigenous Education Strategy, which supports the achievement and well-being of Indigenous students across the province. The strategy also raises awareness about First Nation, Métis, and Inuit cultures, histories, perspectives, and contributions among all students in Ontario schools. The strategy is an essential component of Ontario's partnership with Indigenous peoples, and addresses a critical gap in Ontario's efforts to promote high levels of achievement for *all* students.

Consistent with the strategy, the present revision of the social studies and history curriculum was developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations in response to the Truth and Reconciliation Commission's calls to action numbers 62 and 63. The revision strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties.

It is essential that learning activities and materials used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that portray the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead for assistance in evaluating and selecting resources.

### Cultural Safety

It is important to create a learning environment that is respectful and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage. A culturally safe learning environment is one in which students feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive. Teachers should be aware that some students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the legacy of the residential school system. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that resources are available to support students both inside and outside the classroom.

## ROLES AND RESPONSIBILITIES IN THE CANADIAN AND WORLD STUDIES PROGRAM

### Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

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

### Parents

Parents<sup>8</sup> have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their children are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also enhance parents' ability to work with teachers to improve their children's learning.

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

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

## Teachers

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

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

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

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

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

## Principals

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

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

## Community Partners

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

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

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

# THE PROGRAM IN CANADIAN AND WORLD STUDIES

## OVERVIEW OF THE PROGRAM

The overall aim of the secondary Canadian and world studies program is outlined in the vision statement and goals on page 6.

The Canadian and world studies program offers compulsory courses in geography, history, and civics (politics) in Grades 9 and 10. Students must take one of the Grade 9 geography courses (Issues in Canadian Geography), and one of the Grade 10 history courses (Canadian History since World War I). The Grade 10 course Civics and Citizenship is a half-credit compulsory course.

The Grade 9 and 10 Canadian and world studies program has been designed to ensure continuity with Grade 7 and 8 history and geography. Student learning in Grades 7 and 8 – including that related to content, the inquiry processes, and the concepts of disciplinary thinking – prepares students for the Grade 9 and 10 Canadian and world studies program. Likewise, the courses in this document provide a strong foundation for further study, not only in geography, history, and politics but also in economics and law, the other subjects in the Grade 11 and 12 Canadian and world studies program.

## Courses in Canadian and World Studies, Grades 9 and 10

The geography and history courses in the Grade 9 and 10 Canadian and world studies curriculum are offered in two course types: *academic* and *applied*. The course types are defined as follows:

- *Academic courses* develop students' knowledge and skill through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- *Applied courses* focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

The Grade 10 civics (politics) course, *Civics and Citizenship*, is a half-credit *open* course – that is, a course designed to be appropriate for all students.

To proceed to any Grade 11 geography course, students must successfully complete either the academic or applied Grade 9 geography course. To proceed to any Grade 11 course in economics, history or law, students must successfully complete either the academic or applied Grade 10 history course. To proceed to Grade 11 politics, students must successfully complete the Grade 10 politics course, *Civics and Citizenship*. (See the prerequisite charts on pages 21–23.)

It should be noted that successful completion of either the academic or applied Grade 9 geography course allows students to proceed directly to the Grade 12 college preparation or workplace preparation geography course. Successful completion of either the academic or applied Grade 10 history course allows students to proceed directly to the Grade 11 or 12 workplace preparation course in economics, history, or law.

Although all 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 (including the Ontario Secondary School Literacy Course), French as a second language, classical studies and international languages, Native languages, First Nations, Métis, and Inuit studies (formerly Native studies), social sciences and humanities, guidance and career education, or cooperative education.<sup>9</sup> Any Grade 11 or 12 course in the Canadian and world studies program will allow students to fulfil this requirement.

### Locally Developed Compulsory Credit Courses (LDCCs)

School boards may offer one Grade 10 locally developed compulsory credit course in Canadian history that may be used to meet the compulsory credit requirement in Canadian history.<sup>10</sup> Whether it is counted as the compulsory credit or not, this course may be developed to prepare students for success in any of the *workplace preparation* courses offered in economics, history, or law.

Courses in Canadian and World Studies, Grades 9 and 10*					
Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisite
9	Issues in Canadian Geography	Academic	CGC1D	1	None
9	Issues in Canadian Geography	Applied	CGC1P	1	None
10	Canadian History since World War I	Academic	CHC2D	1	None
10	Canadian History since World War I	Applied	CHC2P	1	None
10	Civics and Citizenship	Open	CHV2O	0.5	None

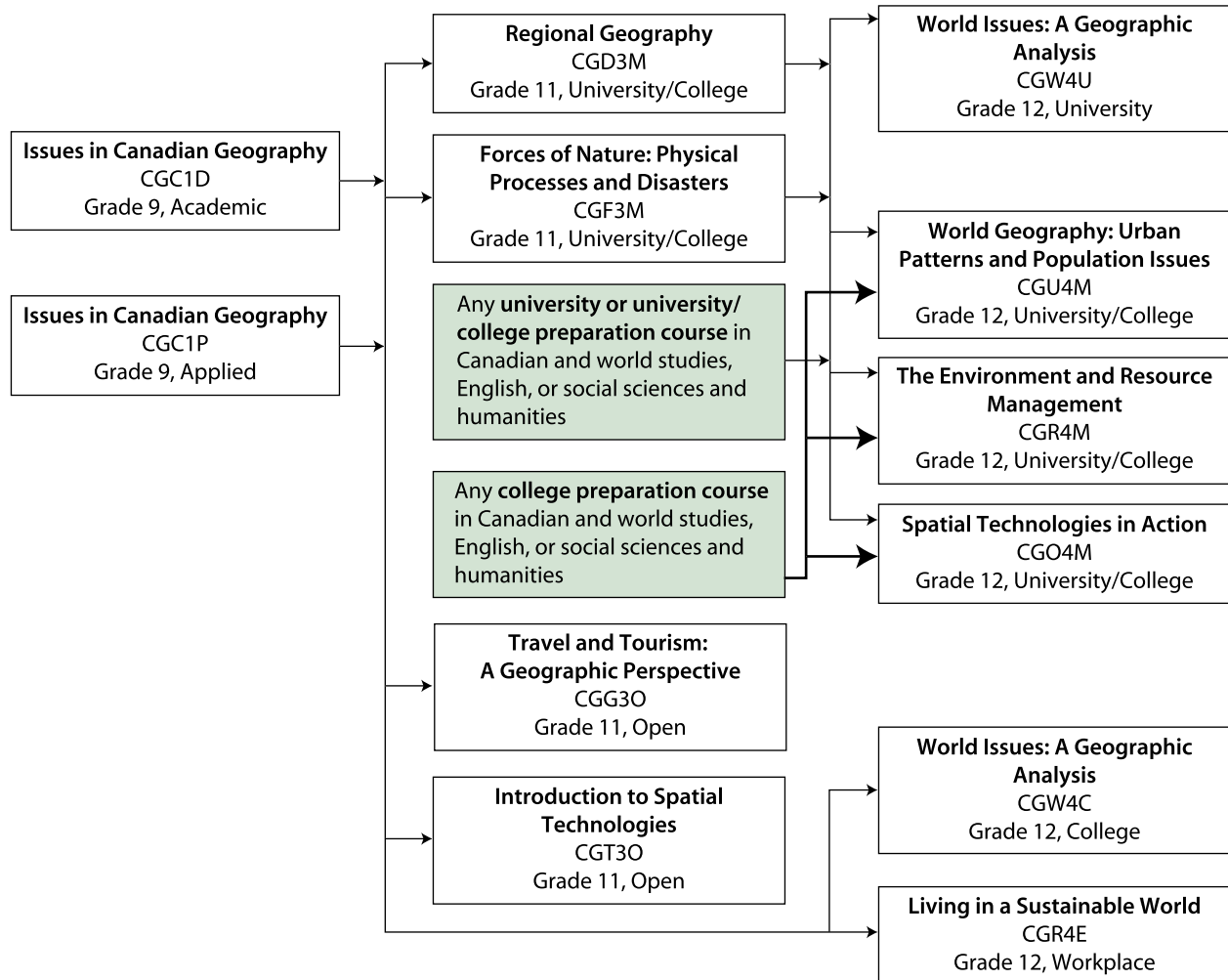
\* See the information about the Grade 10 locally developed compulsory history course in the preceding section.

9. *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011 (OS)*, p. 55.

10. According to section 7.3.1 of *Ontario Schools* (p. 70), “Boards may develop locally and offer one Grade 9 course in English, in mathematics, in science, and in French as a second language, and one Grade 10 course in English, in mathematics, in science, and in Canadian history that can be counted as a compulsory credit in that discipline”.

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

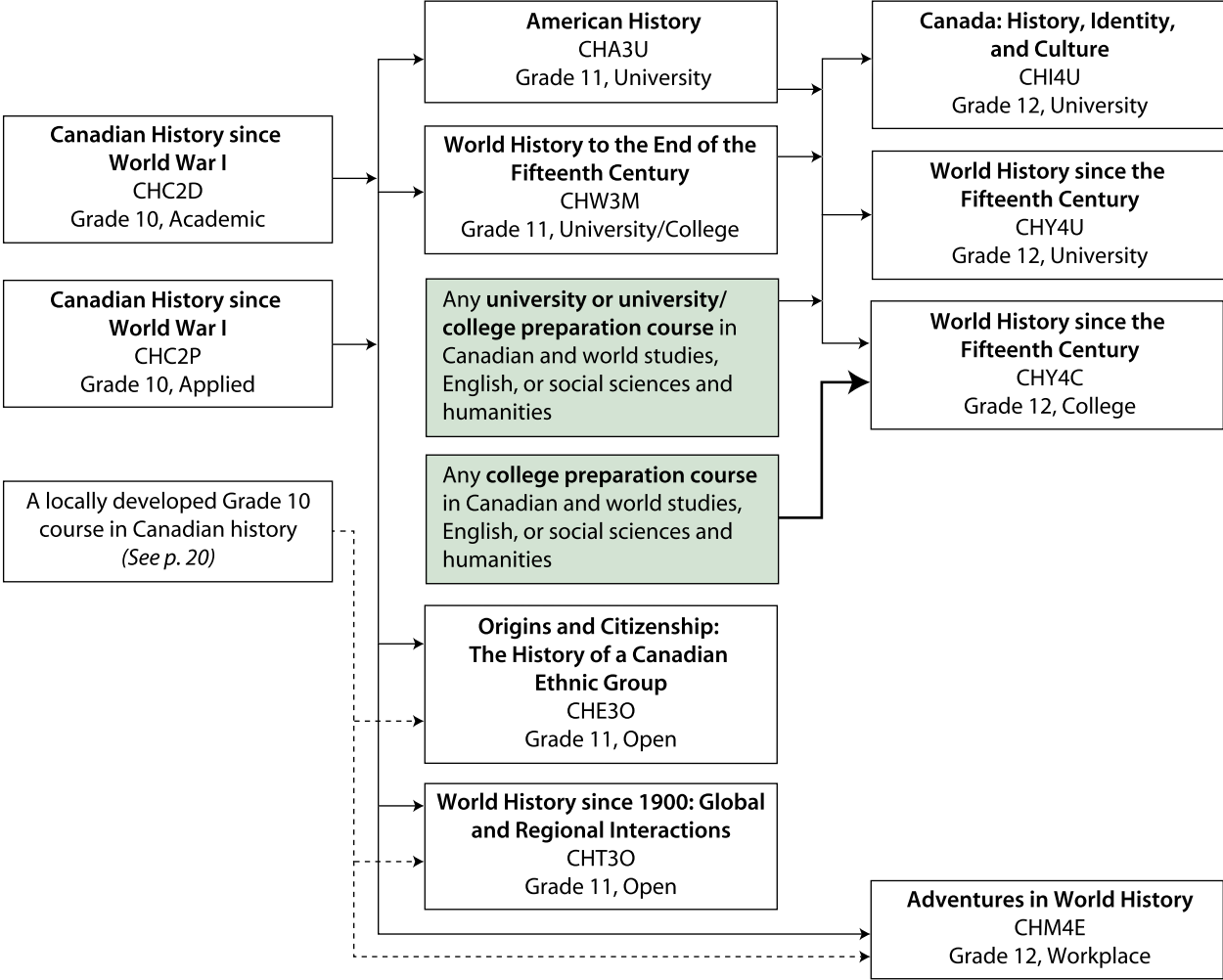
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.





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

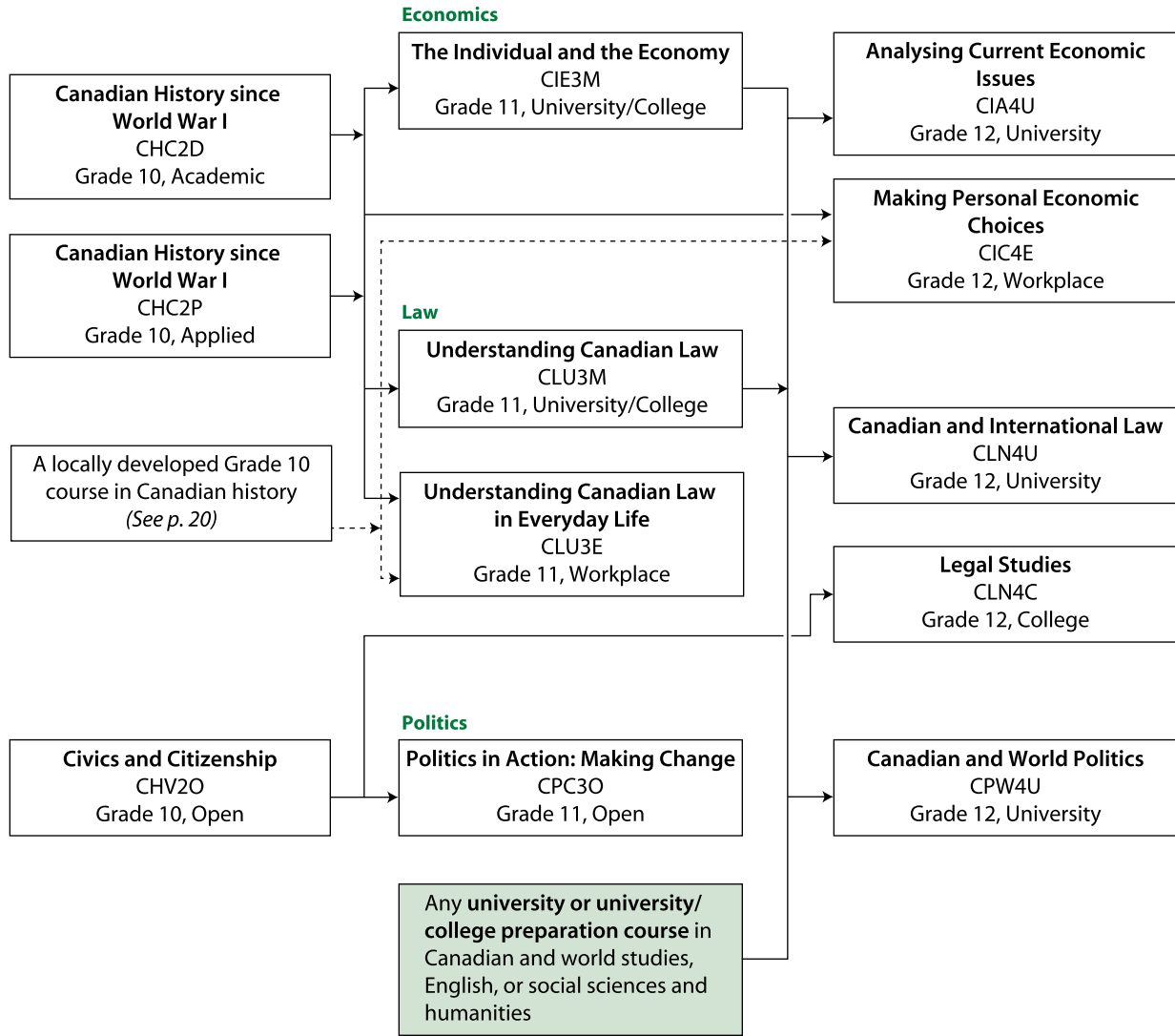
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.





## 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

With the exception of the half-credit Grade 10 course Civics and Citizenship, all the courses outlined in both the Grade 9 and 10 and the Grade 11 and 12 Canadian and world studies curriculum documents are designed as full-credit courses. However, *with the exception of Grade 12 university preparation and university/college preparation courses*, they may also be delivered as half-credit courses.

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

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

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

## CURRICULUM EXPECTATIONS

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

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

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

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

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

The diagram on page 26 shows all of the elements to be found on a page of curriculum expectations.

Expectations in geography and history are organized into five *strands*, numbered A through E. The expectations in the Grade 10 civics (politics) course are organized into three *strands*, numbered A, B, and C.

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

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

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

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

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

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

In the Grade 9 geography course, *using spatial skills* highlights opportunities for students to apply particular spatial skills related to the content of some specific expectations. They are suggestions only, not requirements. The skills relate directly to the map, globe, and graphing skills continuum in Appendix C.

## B. INTERACTIONS IN THE PHYSICAL ENVIRONMENT

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** **The Physical Environment and Human Activities:** analyse various interactions between physical processes, phenomena, and events and human activities in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B2.** **Interrelationships between Physical Systems, Processes, and Events:** analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3.** **The Characteristics of Canada’s Natural Environment:** describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

### SPECIFIC EXPECTATIONS

#### B1. The Physical Environment and Human Activities

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B1.1** analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada’s natural environment, and explain how these ideas/beliefs affect the use and protection of Canada’s natural assets  
*Sample questions:* “How does the traditional ecological knowledge of the First Nations, Métis, and Inuit peoples influence their beliefs about the natural environment and its importance to them?” “Is there a current issue that highlights conflicting beliefs about the value of Canada’s natural environment and how it should be used or protected? What actions and processes are occurring in order to resolve the conflict?” “What is the difference between a preservation or conservation park system?” “How might the opening of the Northwest Passage affect Canada’s claim to Arctic sovereignty?” “How does the protection of wildlife relate to one’s beliefs about the value of wildlife?”
- B1.2** analyse interrelationships between Canada’s physical characteristics and various human activities that they support (e.g., *mountainous*)

*landforms support recreation; water bodies and flat land facilitate urban development and transportation)*

*Sample questions:* “How do the physical characteristics of different regions influence tourism in Canada?” “How would a graph showing seismic activity help planners make decisions relating to urban settlement?” “How would you use GIS to determine the best place to locate a wind farm?” “How do soil, climate, and landscape influence agricultural practices (e.g., contour ploughing, ranching, intensive agriculture)?” “How will the effect of warmer temperatures on caribou migration affect Inuit and First Nations communities in Canada’s North?”

*Using spatial skills:* GIS is a valuable tool for identifying relationships between physical features or events and human activities. For example, students can identify risks to various populations from natural hazards by layering a population density map with maps showing plate boundaries, hurricane paths, and flood lines.

- B1.3** assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth’s physical processes (e.g., *warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations (environmental), threatening*)

## STRANDS IN THE CANADIAN AND WORLD STUDIES CURRICULUM

The expectations for the Grade 9 and 10 Canadian and world studies courses are organized into distinct but related strands. The first strand (strand A) in all courses focuses on the inquiry process for the particular subject and on skill development. The remaining strands – B–E in geography and history, B–C in Civics and Citizenship – represent the major content areas for each course.

### The Inquiry Processes in Geography, History, and Politics

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

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

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

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

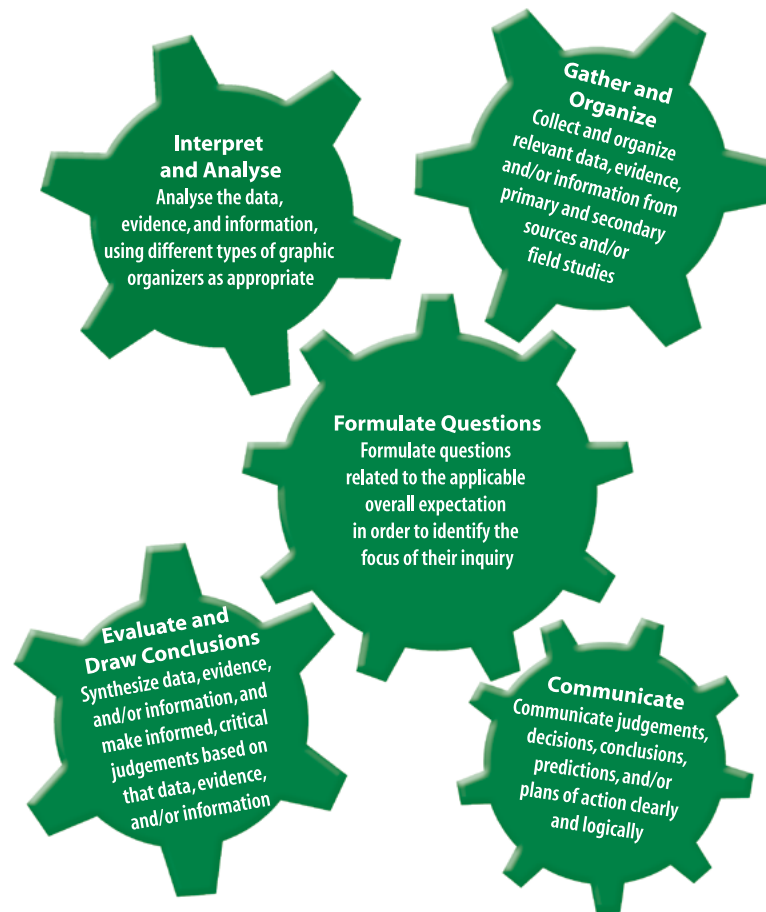
The entry points into the inquiry process may depend on student readiness. Prior knowledge, resources, and time may also be factors.

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

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

Each subject brings a particular way of thinking through content, and a different approach to the inquiry process. Skills and strategies for each stage of the geographic, historical, and political inquiry processes need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject. Charts outlining approaches to the inquiry process in geography, history, and politics can be found on pages 66, 105, and 152, respectively.

## The Inquiry Process



## The Content Strands

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

Given the diversity of subjects in the Canadian and world studies program, the content strands in each subject are distinct, reflecting different topics, focuses, skills, and understandings. In the Grade 10 history courses, the content strands are organized chronologically; in geography and civics (politics), they are organized thematically. Descriptions of the content strands for geography and civics (politics) are found in the subject openers on pages 63–64 and 149.

## **SPATIAL SKILLS: USING MAPS, GLOBES, AND GRAPHS**

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

### **Using Spatial Skills and the Spatial Skills Continuum**

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

To provide teachers with a clear indication of appropriate skills development throughout the social studies, history, geography, and Canadian and world studies program, selected spatial skills have been organized into a continuum, which appears in Appendix C to this document (see page 171). This continuum illustrates progression in the spatial skills categories of map and globe skills (divided into map elements and spatial representation) and graphing skills from Grades 1 to 12.

# ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

## BASIC CONSIDERATIONS

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement<sup>11</sup> of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

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

## Fundamental Principles

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

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

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



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

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

### Learning Skills and Work Habits

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

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

### Content Standards and Performance Standards

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

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

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 36–37). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a

body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

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

### Assessment *for* Learning and *as* Learning

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

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

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

### Evaluation

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

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

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

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

### Reporting Student Achievement

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

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

## THE ACHIEVEMENT CHART FOR CANADIAN AND WORLD STUDIES

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in Canadian and world studies. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on page 31.)

### Categories of Knowledge and Skills

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

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

The categories of knowledge and skills are as follows:

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

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

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

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

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

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

## Criteria and Descriptors

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

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

### **Knowledge and Understanding**

- knowledge of content
- understanding of content

### **Thinking**

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

### Communication

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

### Application

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

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

## Levels of Achievement

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

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

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

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

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

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

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

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

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



# SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CANADIAN AND WORLD STUDIES

## **INSTRUCTIONAL APPROACHES**

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

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

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

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



## A Differentiated Approach to Teaching and Learning

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

## Lesson Design

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

## Instructional Approaches in Canadian and World Studies

Instruction in Grade 9 and 10 Canadian and world studies should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to think critically throughout their lives about issues related to geography, history, and civics (politics). Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in Canadian and world studies is important and valuable for all students.

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

The Grade 9 and 10 Canadian and world studies curriculum provides opportunities for teachers and students to select, within the broad parameters of the expectations, topics for investigation. This flexibility allows teachers to tailor topics to suit the interests and readiness of their students and to address the context of their local communities. It also allows students to focus on the process of “doing” geography, history, and civics (politics), rather than simply assimilating content. It is important that teachers plan their program or units with the “end in mind”, selecting appropriate content, including issues and examples, and ensuring that students develop the knowledge, understanding, and skills to support this end.

### Indigenous Expertise and Protocols

Teachers can provide opportunities for Elders, Métis Senators, knowledge keepers, knowledge holders, residential school survivors and intergenerational survivors, and Indigenous experts in fields such as history, the environment, culture, governance, and law to offer their experience, skills, knowledge, and wisdom to benefit all students. Teachers ensure that the expertise of the community advisers they consult and/or invite into the classroom is well suited to the topic at hand, that cultural and engagement protocols are followed, and that community members are approached in a respectful and appropriate manner. Schools can contact their board’s Indigenous lead or a local Indigenous organization for assistance in identifying experts in particular areas and determining the protocols for inviting them into the school or classroom.

### Connections to Current Events and Issues

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

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

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

*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers

planning Canadian and world studies courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design<sup>12</sup> and differentiated instruction<sup>13</sup> are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

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

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

- no accommodations<sup>14</sup> or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in their Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,<sup>15</sup> can be found in *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017 (Draft)* (referred to hereafter as *Special Education in*

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

13. Differentiated instruction, as discussed on page 39 of this document, is effective instruction that shapes each student’s learning experience in response to the student’s particular learning preferences, interests, and readiness to learn.

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

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

Ontario, 2017). For a detailed discussion of the ministry's requirements for IEPs, see Part E of *Special Education in Ontario*. (The document is available at [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf))

## Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student's learning must be identified in the student's IEP (*Special Education in Ontario, 2017*, p. E38). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

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

There are three types of accommodations:

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

(See page E39 of *Special Education in Ontario, 2017*, for more examples.)

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

## Students Requiring Modified Expectations

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

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide

whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*Special Education in Ontario, 2017*, p. E27). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which the student's performance will be evaluated, resulting in a grade or mark that is recorded on the provincial report card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*Special Education in Ontario, 2017*, p. E28).

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

## **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 26 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

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

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

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

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

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

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

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

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



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

- modification of some or all of the subject expectations so that they are challenging but attainable for the learners at their present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

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

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

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

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

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



## ENVIRONMENTAL EDUCATION AND CANADIAN AND WORLD STUDIES

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

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

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

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

There are many opportunities to integrate environmental education into the teaching of Canadian and world studies. In all subjects of this program, students can be encouraged to explore a range of environmental issues. In the Grade 9 geography courses, students may investigate environmental issues relating to topics such as Canadian resource management, population growth and urban sprawl, and the impact of human activity on the natural environment. Students also analyse the environmental sustainability of current behaviours and practices, explore ways in which environmental stewardship can be improved, and make connections between local, national, and global environmental issues, practices, and processes. In the Grade 10 history courses, students are able to explore various Canadian political policies and social movements related to the environment. In Civics and Citizenship, students learn that the responsibilities of citizenship include the protection and stewardship of the global commons, such as air and water, on a local, national, and global scale. This course also provides opportunities for students to explore various environmental issues of civic importance.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the *context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at [www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12.pdf)

## HEALTHY RELATIONSHIPS AND CANADIAN AND WORLD STUDIES

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

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

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

One of the elements of the citizenship education framework (see page 10) is attributes – that is, character traits, values, and habits of mind that are associated with responsible citizenship. Several of these attributes – including collaboration, cooperation, empathy, fairness, inclusiveness, and respect – are conducive to healthy relationships. The interconnections between citizenship education and the Canadian and world studies curriculum provide multiple opportunities for students to explore and develop these attributes, which help foster not only responsible, active citizenship but also healthy relationships, both inside and outside the classroom.

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

## EQUITY AND INCLUSIVE EDUCATION IN THE CANADIAN AND WORLD STUDIES PROGRAM

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

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

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

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

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

The valuing of inclusiveness is an element of the vision statement for the social studies, history, geography, and Canadian and world studies programs (see page 6). Thus, encouraging students to understand and value diversity is a focus of geography, history, and civics (politics) in Grades 9 and 10. The expectations in these courses provide numerous opportunities for students to break through stereotypes and to learn about various social, religious, and ethnocultural groups, including First Nations, Métis, and Inuit people, and how their beliefs, values, and traditions are reflected in the community. Students also investigate injustices and inequalities within various communities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for responsible, active citizenship.

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

## **FINANCIAL LITERACY IN CANADIAN AND WORLD STUDIES**

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

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

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

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

own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

One of the elements of the vision for the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is connected to this element. In the Canadian and world studies program, students have multiple opportunities to investigate and study financial literacy concepts related to the course expectations. For example, in Grade 9 geography, students can develop their financial literacy skills when investigating Canada’s role in the trading of commodities, the use of resources, or their roles as consumers. In Grade 10 history, students investigate the impact of economic factors on the development of Canada, including how different communities responded to or were affected by these factors. In Civics and Citizenship in Grade 10, students develop their understanding of the importance of paying taxes. This course also provides students with opportunities to explore issues related to government expenditures and to analyse, in the context of issues of civic importance, how limited resources are allocated.

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

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

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

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

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

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

As these quotations suggest, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of



emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

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

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in Canadian and world studies may be found in the following resource materials:

- *Me Read? And How! Ontario Teachers Report on How to Improve Boys' Literacy Skills, 2009*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*

The Canadian and world studies program also builds on, reinforces, and enhances mathematical literacy. Many courses in Canadian and world studies provide students with opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs. For example, students exploring trends in geography might need to interpret population pyramids or climate graphs as well as data related to economic development and/or quality of life. Calculations and graphing are often used in field studies: students engaged in a field study focusing on traffic congestion, for example, may need to develop methods of gathering data on the vehicle count per minute for selected times of day and then might construct graphs to communicate their findings. In addition, student may use their mathematical literacy skills when interpreting data from various types of maps and when creating maps to communicate their findings.

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

## CRITICAL THINKING AND CRITICAL LITERACY IN CANADIAN AND WORLD STUDIES

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

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

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

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

The development of these critical-thinking skills is supported in every course in the Canadian and world studies curriculum by strand A on inquiry and skill development as well as by the concepts of disciplinary thinking that are identified as a focus for each overall expectation (for a description of the concepts of disciplinary thinking, see page 13). As they work to achieve the Canadian and world studies expectations, students frequently need to identify the possible implications of choices. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why a source might express a particular bias.

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



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

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

Another aspect of critical thinking is metacognition, which involves developing one’s thinking skills by reflecting on one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. In Canadian and world studies, metacognitive skills are developed in a number of ways. Throughout the inquiry process, students use metacognitive skills to reflect on their thinking, ensuring, for example, that their questions are appropriate, that they have logically interpreted the information they have generated, and that the appropriate concepts of disciplinary thinking are reflected in their analysis. Through the application of metacognitive skills, students constantly revisit and rethink their work, leading to a deepening of the inquiry process.

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

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

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

The school library program enables students to:

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

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

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

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

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

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

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

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

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT can help students not only to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings but also to make connections with other schools, at home and abroad, and to bring the global community into the local classroom.

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

- *In the inquiry process:* ICT programs can help students throughout the inquiry process as they gather, organize, and analyse information, data, and evidence, and as they write, edit, and communicate their findings.
- *When developing spatial skills:* Students can extract and analyse information using on-line interactive mapping and graphing programs. Such programs can also help students organize and present information in maps and graphs. Students in geography develop their ability to use GIS to layer information when analysing and creating new maps. The “using spatial skills” suggestions that follow some specific expectations in the geography courses provide students with opportunities to use various ICT tools and programs.
- *As part of field studies:* When engaging in a field study, students can combine a number of ICT tools such as GPS, hand-held personal digital devices, and digital cameras.
- *As simulations:* Various simulation programs are available that provide hands-on visual engagement to support student learning.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology to gain access to the websites of museums, galleries, archives, and heritage sites in Canada and around the world as well as to access digital atlases and other sources of information and data. They can also use cloud/online data storage and portable storage devices to store information, as well as technological devices, software, and online tools to organize and present the results of their investigations to their classmates and others.

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

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of digital resources to support learning are licensed through the ministry; they are listed at <https://www.osapac.ca/dlr/>.

## THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND BUILDING SKILLS

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

The Essential Skills identified in the OSP are:

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

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

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

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks and that teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum, 2009*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

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

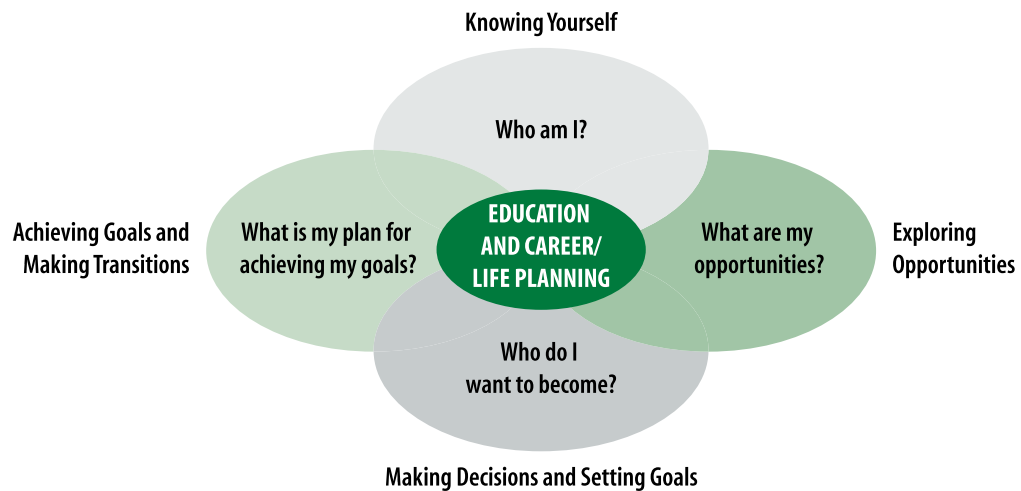
## EDUCATION AND CAREER/LIFE PLANNING THROUGH THE CANADIAN AND WORLD STUDIES CURRICULUM

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

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;

- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

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



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

## COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

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

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

Students may take the course Cooperative Education Linked to a Related Course (or Courses), with a Canadian and world studies course as the related course, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding cooperative education in Ontario schools, including workplace opportunities such as job twinning, job shadowing, and work experience, are outlined in the 2018 cooperative education curriculum policy document, available on the ministry website, at [www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html).

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students fourteen years of age or older participating in work education programs (also known as experiential learning programs) in which they are considered workers but are not earning wages, see Policy/Program Memorandum No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs”. Teachers should also make sure that students in work education or experiential learning programs meet the minimum age requirements set out in the Occupational Health and Safety Act (OHSa).

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

Canadian and world studies courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Canadian and world studies courses can also serve as the in-school link with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

## **HEALTH AND SAFETY IN THE CANADIAN AND WORLD STUDIES PROGRAM**

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

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

## **ETHICS IN THE CANADIAN AND WORLD STUDIES PROGRAM**

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

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





# COURSES



# GEOGRAPHY

## INTRODUCTION

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

## Strands

Each of the Grade 9 geography courses is organized into the following five strands:

- A. Geographic Inquiry and Skill Development:** This strand highlights the geographic inquiry process and the spatial skills that students need in order to think critically about geographic issues relating to interactions within and between the natural environment and human communities in Canada. Throughout the course, students will apply the geographic inquiry process, the concepts of geographical thinking, and related skills and spatial technologies in a variety of contexts, from local to global. In so doing, they will develop their ability to think critically, solve problems, and work collaboratively with their fellow citizens to make their community and Canada a more sustainable place in which to live.
- B. Interactions in the Physical Environment:** This strand develops students’ understanding of how natural phenomena and events influence their daily lives. They will analyse the role of physical systems and processes in shaping the natural environment and the many ways in which the natural environment influences the types of human activity that take place in Canadian communities. Students will also analyse the effects that human activities, such as transportation, recreation, and industrial processes, have on the Earth’s physical systems and processes.
- C. Managing Canada’s Resources and Industries:** In this strand, students will analyse issues related to Canadian resources and industries, and assess the impacts of resource policy, resource management, and consumer choices on resource sustainability. They will also investigate the growing importance of knowledge-based industries and human capital in our economy and assess the contribution of different industrial sectors to Canada’s export trade and economic performance.

- D. Changing Populations:** In this strand, students will analyse trends in Canada’s population and assess the implications of these trends in local, national, and global contexts. Students will have the opportunity to analyse geographic issues associated with population demographics and settlement patterns and to assess strategies that could be used to address the economic, environmental, social, and political implications of an aging and increasingly diverse population.
- E. Liveable Communities:** This strand focuses on the need for students to recognize how the infrastructure of a community can affect its liveability and its environmental, economic, and social sustainability. Issues relating to land use, urban growth, and human systems are analysed. Students will have the opportunity to develop strategies for making their community a more sustainable place in which to live.

### Citizenship Education

The expectations in the Grade 9 geography courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10).

## The Concepts of Geographic Thinking

The four concepts of geographic thinking – spatial significance, patterns and trends, interrelationships, and geographic perspective – underpin thinking and learning in all geography courses in the Canadian and world studies program. At least one concept of geographic thinking is identified as the focus for each overall expectation in strands B–E of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

Spatial Significance
<p>This concept requires students to determine the importance of a place or region. They explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place. Students come to understand that the significance of the same place may be different for humans, animals, and plants.</p> <p><b>Related Questions*</b></p> <ul style="list-style-type: none"> <li>– What are wetlands? Why are they important? (Grade 7, A3.4)</li> <li>– Why are there so many high-rise buildings in Hong Kong? (Grade 8, A1.1)</li> <li>– What does a population settlement map tell us about the preferred range of latitude for settlement in Canada? (CGC1P, B2.2)</li> <li>– How does the availability of fresh water in Canada compare with the availability of fresh water elsewhere in the world? (CGC1P, C3.2)</li> <li>– How does the official plan for your community address urban sprawl? (CGC1D, E2.3)</li> </ul>

*(continued)*

\* These “related questions” are drawn directly from the overview charts that precede the geography courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the geography courses in Grade 9 and those in Grades 7 and 8, and to show possible progression in the use of the concepts of geographic thinking over those grades, the chart includes some questions from the elementary geography curriculum as well.

<p><b>Patterns and Trends</b></p>
<p>This concept requires students to recognize characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental. Students analyse connections between characteristics to determine patterns; they analyse connections between those characteristics over time to determine trends.</p> <p><b>Related Questions</b></p> <ul style="list-style-type: none"> <li>– Where are mountains located in the world? What are the characteristics of a mountain? Are there different types of mountains? What characteristics make each type unique? (Grade 7, A3.1)</li> <li>– Why is there a global phenomenon of people moving to urban centres? (Grade 8, A3.4)</li> <li>– Is there a pattern in the types of resources and products that Canada exports and imports? (CGC1P, C2.2)</li> <li>– What trends do you see in the use of alternative energy in Ontario? (CGC1P, A1.5)</li> <li>– What pattern or patterns do you see in the location of First Nations reserves across Canada?" (CGC1D, D3.1)</li> </ul>
<p><b>Interrelationships</b></p>
<p>This concept requires students to explore connections within and between natural and human environments. The interconnected parts of an environment or environments work together to form a system. Students must understand the relationships that exist within a system and then critically analyse the relationships between systems in order to determine the impact they have on one another.</p> <p><b>Related Questions</b></p> <ul style="list-style-type: none"> <li>– Why does the process used to extract a natural resource depend on where the resource is located? (Grade 7, B1.1)</li> <li>– What factors influence the quality of life in different countries? Why is it important to be aware of and to address global inequalities of wealth and in quality of life? (Grade 8, Overview)</li> <li>– How does surrounding farmland support a community, and what stresses might the community place on the farmland? (CGC1P, E2.1)</li> <li>– How might the breaking up of continental ice in Greenland and the Antarctic affect Canada's coastline? (CGC1D, B2.1)</li> </ul>
<p><b>Geographic Perspective</b></p>
<p>This concept requires students to consider the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena that they are analysing. In order to solve problems, make decisions or judgements, or formulate plans of action effectively, students need to develop their ability to examine issues from multiple perspectives.</p> <p><b>Related Questions</b></p> <ul style="list-style-type: none"> <li>– What impact did this earthquake have on this city? How did it affect the people, their homes, schools, and businesses? ... Was the economic impact felt only within the city, or was its reach regional, national, or global? In what ways did the damage caused by the earthquake affect the natural environment? (Grade 7, A2.1)</li> <li>– What do we know about how improved access to education for girls can affect a society? How might an increase in education spending affect the health of the people in a country? (Grade 8, B2.1)</li> <li>– In what ways can cultural diversity enrich the life of a community? (CGC1P, D1.2)</li> <li>– What factors need to be considered when analysing the impact of expanding a highway? (CGC1D, A1.1)</li> <li>– Does the financial benefit of extracting natural resources justify related social and/or environmental impacts? (CGC1D, A1.6)</li> </ul>

## The Geographic Inquiry Process

In each of the geography courses in the Canadian and world studies curriculum, strand A focuses explicitly on the geographic inquiry process, guiding students in their investigations of issues, events, developments, and/or various geographic phenomena. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 27 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

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

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

*(continued)*

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

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

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

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



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



# Issues in Canadian Geography, Grade 9

Academic

CGC1D

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite:** None

## OVERVIEW

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

### Strand A

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

(continued)

**Overview** *(continued)*

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

**Strands B–E**

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
<b>B: Interactions in the Physical Environment</b>		
<b>B1. The Physical Environment and Human Activities:</b> analyse various interactions between physical processes, phenomena, and events and human activities in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	Physical processes influence where and how people live, work, and play in Canada.  People have different beliefs about the impact of human actions on the natural environment and global systems.	How do the natural characteristics of Canada influence human activity, and how might human activity influence Canada's natural characteristics?  In what ways do Earth's natural processes, phenomena, and events influence Canada's natural characteristics?
<b>B2. Interrelationships between Physical Systems, Processes, and Events:</b> analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems ( <b>FOCUS ON:</b> <i>Patterns and Trends; Interrelationships</i> )	Geological, climatic, and hydrological processes, phenomena, and events have shaped, and continue to shape, Canada's natural landscape.	In what ways is Canadian identity tied to our natural landscape?
<b>B3. The Characteristics of Canada's Natural Environment:</b> describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Natural environmental characteristics, such as climate, geology, drainage patterns, and vegetation, define the physical regions of Canada.	
<b>C: Managing Canada's Resources and Industries</b>		
<b>C1. The Sustainability of Resources:</b> analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	The way Canada's resources are used has a direct impact on the availability of resources for the future.	How do we balance our needs and wants with sustainable resource development?  What criteria should we set for the extraction and development of Canada's natural resources?
<b>C2. The Development of Resources:</b> analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	People have different points of view about how Canada's natural resources should be developed.	Which resources and industries would you consider to be most valuable to Canada?
<b>C3. Industries and Economic Development:</b> assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Canada's economic well-being relies on the development of both natural and human resources.	

*(continued)*

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
<b>D. Changing Populations</b>		
<b>D1. Population Issues:</b> analyse selected national and global population issues and their implications for Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Patterns and Trends</i> )	Global population trends and socio-economic issues can affect Canadian communities.	How might Canada's response to global population issues affect Canadian communities?
<b>D2. Immigration and Cultural Diversity:</b> describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada ( <b>FOCUS ON:</b> <i>Spatial Significance; Geographic Perspective</i> )	Immigration and cultural diversity present both opportunities and challenges for Canadian communities.	What criteria should be used to determine Canadian immigration policy?  In what ways do demographic characteristics affect communities in Canada?
<b>D3. Demographic Patterns and Trends:</b> analyse patterns of population settlement and various demographic characteristics of the Canadian population ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	The distribution and characteristics of human settlement in Canada are determined by many factors and may change over time.	
<b>E. Liveable Communities</b>		
<b>E1. The Sustainability of Human Systems:</b> analyse issues relating to the sustainability of human systems in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	People have a role in determining the sustainability of human systems, such as food production and transportation, within Canadian communities.	What criteria should we use when determining future development plans for communities?  How does one choose between conflicting land-use options for the same space?
<b>E2. Impacts of Urban Growth:</b> analyse impacts of urban growth in Canada ( <b>FOCUS ON:</b> <i>Spatial Significance; Geographic Perspective</i> )	The growth of urban settlements has an impact on the economy, the natural environment, society, and politics.	In what ways does urban growth affect the quality of life of a place?
<b>E3. Characteristics of Land Use in Canada:</b> analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Land is used in a variety of ways, and the way it is used depends upon the needs of a community and the physical features of the site.	What are some similarities and differences in land use in different Canadian communities?

\* See page 14 for a discussion of the purpose of big ideas and framing questions.

# A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

## OVERALL EXPECTATIONS

Throughout this course, students will:

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

## SPECIFIC EXPECTATIONS

### A1. Geographic Inquiry

Throughout this course, students will:

**A1.1** formulate different types of questions to guide investigations into issues in Canadian geography (e.g., factual questions: *What factors need to be considered when analysing the impact of expanding a highway?*; comparative questions: *What are the differences in energy resource availability between Ontario and Alberta?*; causal questions: *How does the infrastructure of this community support environmental sustainability?*)

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

**Sample questions:** “How might you use a variety of statistical indicators to analyse patterns and trends in regional economic differences?” “Where might you find this data and information?” “Why is it important to collect accurate locational data? What problems might arise from using inaccurate locational data?”

**A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible*

*bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)

**Sample questions:** “Whose point of view does this source represent?” “Do other sources support the interpretation offered by this source?” “Does this source present a single viewpoint or does it consider other points of view?” “How credible are the sources that the author has used?”

**A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret graphs and charts of various statistical indicators to analyse quality of life in Canada and compare it with that in other countries; use graphic organizers, such as cross-classification tables or ranking ladders, to interpret potential economic, political, social, and environmental impacts of a development project*)

**Sample question:** “Why would it be important to use qualitative data, such as descriptions of people’s experiences, as well as quantitative data when analysing an event or phenomenon?”

**A1.5** use the concepts of geographic thinking (i.e., *spatial significance, patterns and trends, interrelationships, geographic perspective*) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., *use the concept of spatial significance to evaluate competing land-use options, such as*

fruit farming and urban development; apply the concept of patterns and trends to temperature and precipitation data to assess how the climate of a region has changed over time; use the concept of interrelationships to assess how changes in technology affect industry, employment, and the consumption of natural resources; use the concept of geographic perspective to analyse the environmental, social, political, and economic impacts of globalization on various First Nations, Métis, and Inuit communities)

**Sample questions:** “How does the concept of spatial significance support our understanding of a place’s distinctive characteristics?” “What criteria could be used to determine if the characteristics of a place form a pattern?” “Which concept or concepts of geographic thinking could be used to evaluate how a change in the natural environment will affect people?” “How can using the concept of geographic perspective improve our understanding of a complex issue?”

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

**Sample questions:** “What geographic criteria could be used when considering possible changes to Canadian immigration policy?” “Does the financial benefit of extracting natural resources justify related social and/or environmental impacts?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the criteria that Canada should use to judge the merits of a trade agreement; a video for the local community showing the impact of a natural phenomenon or event in Canada; a written submission to municipal or band councillors recommending or opposing a land-use proposal, using an analysis based on geographic perspective)

**Sample questions:** “Who is your intended audience and why do you want to communicate with them? How much do they know about your topic? Do they need information summarized in a way that is easy to understand? Do they need more detailed information and arguments or just an overview?” “What format presents the results of your investigation most effectively?” “Do the symbols or shading used on a map present the intended message accurately and clearly?” “What scale interval should be used

on the map or graph to convey the intended message most effectively?”

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

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

## A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport (e.g., reading text, including graphic text; writing; oral communication; using maps, graphs, charts, and tables; computer use; use of geographic information systems [GIS], satellite imagery; measurement and calculation; data analysis; decision making; planning; organizing; finding information; problem solving), that can be transferred to the world of work and to everyday life

**Sample questions:** “How could GIS help you decide where you would like to locate a business involving entertainment?” “Why is the incorporation of a global positioning system (GPS) in everyday electronic devices both useful and a concern?”

- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., asking questions to deepen their understanding of an issue; listening to and considering multiple perspectives when discussing an issue; collaborating with a team to determine the criteria that need to be considered when making a decision; using quantitative data to support an idea; using spatial skills to determine best routes of travel)

- A2.3** apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., to identify locational factors that affect the importance of an issue; to identify patterns and trends that provide context for an issue; to identify interrelationships that clarify the factors involved in an issue; to understand the



*implications of different aspects of an issue and/or different points of view about the issue)* in order to enhance their understanding of these issues and their role as informed citizens

**Sample questions:** “How does the Canadian government use issues related to the spatial significance of global oil reserves to promote the Alberta oil sands? How might you use geographic perspective to assess the strength of the government’s arguments?” “What kinds of patterns and trends might you want to consider if you were analysing a news story about climate change?” “What is the relationship between the availability of inexpensive products in Canada and labour or environmental standards in developing countries?” “What concepts of geographic thinking might help you assess the strengths and weaknesses of arguments supporting different approaches to the expansion of public transit?”

**A2.4** identify careers in which a geography background might be an asset (*e.g., urban planner, emergency preparedness coordinator, land surveyor, GIS technician, transportation logistics coordinator, forester, politician, community events organizer*)

# B. INTERACTIONS IN THE PHYSICAL ENVIRONMENT

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Physical Environment and Human Activities:** analyse various interactions between physical processes, phenomena, and events and human activities in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B2. Interrelationships between Physical Systems, Processes, and Events:** analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3. The Characteristics of Canada’s Natural Environment:** describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. The Physical Environment and Human Activities

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B1.1** analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada’s natural environment, and explain how these ideas/beliefs affect the use and protection of Canada’s natural assets

**Sample questions:** “How does the traditional ecological knowledge of the First Nations, Métis, and Inuit peoples influence their beliefs about the natural environment and its importance to them?” “Is there a current issue that highlights conflicting beliefs about the value of Canada’s natural environment and how it should be used or protected? What actions and processes are occurring in order to resolve the conflict?” “What is the difference between a preservation or conservation park system?” “How might the opening of the Northwest Passage affect Canada’s claim to Arctic sovereignty?” “How does the protection of wildlife relate to one’s beliefs about the value of wildlife?”

- B1.2** analyse interrelationships between Canada’s physical characteristics and various human activities that they support (e.g., *mountainous*

*landforms support recreation; water bodies and flat land facilitate urban development and transportation*)

**Sample questions:** “How do the physical characteristics of different regions influence tourism in Canada?” “How would a graph showing seismic activity help planners make decisions relating to urban settlement?” “How would you use GIS to determine the best place to locate a wind farm?” “How do soil, climate, and landscape influence agricultural practices (e.g., contour ploughing, ranching, intensive agriculture)?” “How will the effect of warmer temperatures on caribou migration affect Inuit and First Nations communities in Canada’s North?”

**Using spatial skills:** GIS is a valuable tool for identifying relationships between physical features or events and human activities. For example, students can identify risks to various populations from natural hazards by layering a population density map with maps showing plate boundaries, hurricane paths, and flood lines.

- B1.3** assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth’s physical processes (e.g., *warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations [environmental], threatening*

*traditional Inuit culture [social], expanding opportunities for resource exploitation [economic], and creating conflict between nation states over territorial claims [political])*

**Sample questions:** “How might a warmer climate affect the skiing industry or the maple syrup industry in southern Ontario or grain farming on the Prairies?” “How do environmental changes affect plants and animals? What are some plants and animals that are now at risk or may become so because of environmental changes?” “How does a change in permafrost affect transportation and infrastructure?” “What influence might warmer temperatures and more frequent severe storms have on high-density urban centres in Canada?” “How can communities respond to shoreline erosion?”

- B1.4** explain how human activities can alter physical processes and contribute to occurrences of natural events and phenomena (*e.g., paving over land can alter drainage patterns and cause sink holes; some agricultural practices can contribute to soil erosion; deforestation can make slopes vulnerable to landslides*)

**Sample question:** “What impact do exhaust emissions from vehicles have on our climate? Why?”

- B1.5** analyse the risks that various physical processes and natural events, including disasters, present to Canadian communities, and assess ways of responding to these risks

**Sample questions:** “Why would people live in an area that is prone to natural disasters?” “What criteria should be used to determine whether rebuilding or relocating is the more sustainable choice after a community has been severely damaged by a natural disaster?” “What can be done to reduce the risk of earthquake damage in tectonically active regions like British Columbia, or flood damage in flood-prone areas along the Red River?” “How do governments and agencies use spatial technologies to monitor natural hazards and predict their occurrence (*e.g., violent weather, floods, avalanches, earthquakes, icebergs*)?” “How might a community respond to long-term changes in its environment, such as rising sea levels, coastal erosion, or lower lake levels, that threaten its economy or

survival?” “How does your personal emergency preparedness plan address natural risks, and what does it look like?”

**Using spatial skills:** Students can create a choropleth map, using intensity of shading to illustrate areas of Canada that are more at risk from disasters or more exposed to damage from natural processes than others. The shaded areas can then be annotated with comments summarizing the type of risks associated with the area.

## B2. Interrelationships between Physical Systems, Processes, and Events

**FOCUS ON:** *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- B2.1** analyse interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems

**Sample questions:** “What impact might a volcanic eruption or earthquake in Japan have on Canada? Why?” “How does a hurricane that hits New York influence weather in Canada?” “How might the breaking up of continental ice in Greenland and the Antarctic affect Canada’s coastline?”

**Using spatial skills:** Thematic maps of the world can be used to show how plate boundaries and mountain ranges on Canada’s West Coast connect to a global Pacific Rim system, how the jet stream in Canada is part of a global northern wind belt system, or how an ocean current from the Caribbean influences Canada’s Atlantic coast.

- B2.2** describe patterns (*e.g., spatial distribution of earthquakes, floods, ice storms*) and trends (*e.g., increased frequency of forest fires in British Columbia and northern Ontario, increased rainfall in most parts of Canada*) in the occurrence of a variety of natural phenomena and events in Canada

**Using spatial skills:** Students can use statistical data to map where tornadoes have touched down or earthquakes have occurred in Canada over the past few decades. This will help them identify areas where these events occur most frequently.

### B3. The Characteristics of Canada's Natural Environment

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**B3.1** explain how various characteristics of Canada's natural environment (*e.g., landforms, such as mountains and hills; drainage basins; bodies of water*) can be used to divide the country into different physical regions

**Sample question:** "What determines whether a certain area can be considered a physical region?"

**Using spatial skills:** Students can identify regional boundaries and develop their understanding of regional characteristics by using overlays of various thematic maps, such as those showing physical features, types of vegetation, and climate patterns. Features on large-scale maps of a community can be related to regional features by using successively smaller-scale maps. A waterway flowing through a municipality, for example, can be identified in this way as part of a watershed within a larger drainage basin. Cross-sectional profiles can be used to illustrate differences in elevation between regions. Climate graphs can be used to compare temperature and precipitation differences between regions.

**B3.2** explain how geological, hydrological, and climatic processes formed and continue to shape Canada's landscape (*e.g., folding and faulting formed and continue to shape Canada's western mountains; glacial recession left scoured landscape in Ontario's north and fertile landscape in the south and shaped the Great Lakes drainage system; winds continue to change landform features in the badlands of Alberta*)

**Sample questions:** "How have climatic processes influenced the physical features of the area in which you live? What evidence illustrates that climatic processes are continuing to affect the landscape?" "How do the climatic characteristics of Canada's prairie region influence the types of vegetation within the region?" "How do the rock types in different regions of Canada affect the topography of the Canadian landscape?" "How did glaciation affect drainage, soil quality, and vegetation in the Canadian Shield as compared to in the Great Lakes–St. Lawrence Lowlands and/or the Hudson Bay Lowlands?"

**Using spatial skills:** Students can identify areas of potential erosion by layering maps showing the location of waterways with maps showing elevation. A tectonic boundary map can be used to determine where a potential for mountain building or other tectonic activity exists.

# C. MANAGING CANADA'S RESOURCES AND INDUSTRIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Sustainability of Resources:** analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. The Development of Resources:** analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Industries and Economic Development:** assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### C1. The Sustainability of Resources

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** describe strategies that industries and governments have implemented to increase the sustainability of Canada's natural resources (e.g., *green belts, tourism restrictions in environmentally fragile regions, wildlife culling, rehabilitation of aggregate quarries, sustainable yield management of forests and fisheries, recovery of minerals from mine tailings, community composting, recycling and recovery*), and evaluate their effectiveness

**Sample questions:** "How effective are the waste management practices in your community in supporting sustainability? What happens to material that is recycled in your community? Is the recycling program reducing the amount of waste people produce?" "How have various mine sites (open pit, quarry, and/or shaft mines) been rehabilitated?" "How have cod stocks responded since the federal government closed the cod fishery in 1992? What problems continue to prevent the recovery of the cod population?"

**Using spatial skills:** Graphs can help students visualize statistical data about the type and quantity of waste or emissions produced by a given community or industry. Local data on the

quantity of material being recycled compared to that going to landfill and on the amount and type of contaminants in that material could also be gathered, graphed, and analysed.

- C1.2** assess the impact of Canada's participation in international trade agreements and of globalization on the development and management of human and natural resources in Canada (e.g., *participation in international organizations and accords related to deforestation, pesticide use, cross-border pollution, species protection, free trade, labour standards, intellectual property*)

**Sample questions:** "What, in your opinion, are the three most important criteria that a trade agreement with another country should meet in order for it to be acceptable to Canada? How important is it that a trade agreement expand the market for Canadian resources? How important is it to address labour and environmental standards in such an agreement?" "How might water or oil shortages in other parts of the world influence Canada's resource development strategies?" "How might foreign ownership of companies extracting resources within Canada affect long-term employment prospects or sustainability policies?" "What impact might the enforcement of international embargoes on oil and gas or conflict diamonds and minerals have



on Canadian resource extraction operations?" "What responsibility does Canada have for ensuring that export commodities such as uranium and potash are used in an ethical manner?"

- C1.3** analyse the influence of governments, advocacy groups, and industries on the sustainable development and use of selected Canadian resources (e.g., *International Joint Commission; Niagara Escarpment Commission; Ministry of Natural Resources; First Nations, Métis, Inuit organizations; individual industries; transnational corporations; trade unions; advocacy groups, such as the Forest Stewardship Council, Greenpeace, engineering non-governmental organizations*)

**Sample questions:** "How has the Forest Products Association of Canada influenced how Canadian forests are used?" "In what ways can the Niagara Escarpment be considered a natural resource? What are some groups that work on sustainability issues relating to the escarpment, and what are their concerns?" "How do government subsidies influence the development and use of Canadian resources?" "What impacts do different kinds of industries have on the environment, and what can they do to operate more sustainably?"

**Using spatial skills:** Creating thematic maps showing energy production and consumption by political region can help students interpret different regional, economic, and environmental perspectives on the use of various energy sources. The alteration of waterways can be analysed by overlaying a map of rivers and water bodies with a map showing the location of hydroelectric stations. Potential water pollution problems (e.g., thermal, bacterial, chemical, and heavy metal contamination) can be identified by overlaying a map of rivers and water bodies with a map of industrial sites.

- C1.4** analyse the roles and responsibilities of individuals in promoting the sustainable use of resources (e.g., *managing one's own ecological footprint, making responsible consumer choices, recycling, advocating sustainable resource-use policies and practices*)

**Sample questions:** "What does your ecological footprint indicate about your personal impact on the sustainability of Canada's natural resources?" "How can we balance our individual needs and wants against the need for sustainable resource use?" "How might a company's environmental record influence a consumer's decision about buying their products?"

## C2. The Development of Resources

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** explain how the availability and spatial distribution of key natural resources, including water, in Canada are related to the physical geography of the country, and assess the significance of their availability and distribution, nationally and globally (e.g., *the amount of bright sunshine in a region determines the potential viability of solar energy development; a region's rock type determines which mineral resources are available and the way they are mined; a region's precipitation, temperature, and soil type determine the type of agriculture that is practised there*)

**Sample questions:** "Which Canadian resources do you predict other countries in the world will want to include in trade agreements?" "What are some political issues that are related to the location of rivers and lakes in Canada?" "Is there a relationship between resource availability and economic value?" "How might the distribution of arable land in Canada influence future land-use planning?" "What kinds of political issues (e.g., Aboriginal rights and concerns, boundary disputes, stakeholder concerns) may be related to the location of a resource and its development?"

- C2.2** analyse, from a geographic perspective, issues relating to the development, extraction, and management of various natural resources found in Canada (e.g., *export of icebergs for fresh water and potential political controversies relating to ownership of the resource; development of oil and gas pipelines and related economic pressures and social and environmental concerns; management of wild fish stocks and related economic, environmental, social, and political concerns*)

**Sample questions:** "Who do you think owns a resource, such as water or air, that crosses political borders? What view do First Nations people take of the ownership of such resources?" "What implications would the development of the rich mineral resources of northern Ontario's ring of fire region have for Ontario's economy? For the environment? For First Nations communities in the area?"

**Using spatial skills:** Examining appropriate thematic maps can help students visualize the lengths of pipelines and the landforms, waterways, boundaries, and other natural and built features that they cross. This will help students identify what is affected by the pipeline and determine whose interests need to

be considered when development of a pipeline is proposed. A polar projection of the Arctic can be used to highlight relationships between geopolitical boundary issues and the management of water bodies.

- C2.3** assess the renewability and non-renewability of various natural resources in Canada

**Sample questions:** “How does time affect whether a natural resource is renewable or not?” “Choose two or three flow resources. How sustainable are they in the long term?”

**Using spatial skills:** Students can create maps illustrating the location of various natural resources, using appropriate symbols to indicate whether a resource is renewable or non-renewable.

- C2.4** assess the feasibility of using selected renewable and alternative energy sources (*e.g., solar, wind, tidal, hydro*) to augment or replace existing power sources in various parts of Canada

**Sample questions:** “What would the costs and benefits of developing a wind and/or solar farm be for your community, a community in southern Alberta, or another location of your choice?” “In what areas of Canada might it be feasible to use tides as an energy source?”

### C3. Industries and Economic Development

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- C3.1** compare the economic importance (*e.g., in terms of contribution to gross domestic product [GDP], employment*) of different sectors of the Canadian economy (*i.e., primary, secondary, tertiary, quaternary*)

**Sample questions:** “How does the contribution of resource-based industries to Canada’s GDP compare with that of manufacturing industries and service and knowledge-based industries?” “Does the sector that employs the most people also contribute the most to Canada’s GDP?” “Which sectors have grown the most over the past ten years? Have any declined?”

- C3.2** identify patterns and trends in imports and exports for various sectors of the Canadian economy

**Sample questions:** “Which industry sectors does Canada rely on for most of its export income?” “With which countries does Canada do most of its trade?”

**Using spatial skills:** Students can create proportional flow maps of Canadian imports and exports to help them visualize trade data and analyse the volume and direction of trade flows. Using graphs to depict the value of exports and imports can help students measure and understand trade balances.

- C3.3** assess the national and global importance of Canada’s service and knowledge-based industries and other industries based on human capital (*e.g., banking, culture and entertainment, education, information technology, scientific research*)

**Sample questions:** “What are the costs and benefits of hosting an international event such as the Olympics or Pan Am Games?” “How is the Canadian Space Agency involved in international space research? How is its work related to the space industry and the study of geography?” “What are some technological developments that Canada is currently playing a leading role in, exploring, or contributing to?” “How might Canada’s involvement in the movie and/or music industry influence the perception of Canada in other countries?”

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

- C3.4** analyse the main factors (*e.g., availability of resources, distance to market, transportation costs, government incentives, labour force*) that need to be considered when determining the location of sites for different types of industries (*e.g., resource extraction industries, manufacturing industries, service industries, knowledge-based industries, cultural industries*)

**Sample questions:** “How might the key location factors differ for different kinds of farming (*e.g., corn, dairy, fruit*)?” “What industrial location factors make Sault Ste. Marie an attractive site for alternative energy development?” “What, in order of importance, are the most significant location factors for an entertainment business?”

**Using spatial skills:** GIS is a useful tool for integrating the many factors that determine the best location for a business or industry. Students can use a base map of Canadian towns and cities and overlay it with maps showing a variety of key location factors to identify the best locations for businesses that they are interested in.



# D. CHANGING POPULATIONS

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Population Issues:** analyse selected national and global population issues and their implications for Canada (**FOCUS ON:** *Interrelationships; Patterns and Trends*)
- D2. Immigration and Cultural Diversity:** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- D3. Demographic Patterns and Trends:** analyse patterns of population settlement and various demographic characteristics of the Canadian population (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### D1. Population Issues

**FOCUS ON:** *Interrelationships; Patterns and Trends*

By the end of this course, students will:

- D1.1** analyse the impact of selected population trends on people living in Canadian communities (e.g., *aging population increases demand for health care and institutional support; increasing population density affects housing, job, and transportation needs; increased number of working parents with responsibilities for both child and elder care affects family life and housing needs; neighbourhoods that consist largely of a single ethnic or cultural group pose challenges to social integration; growth of First Nations, Métis, and Inuit populations increases need for education, housing, health care, infrastructure, and resolution of land claims and rights disputes*) and their implications for the future (e.g., *aging population will further increase demand for health care, retirement housing, and transit support; increased diversity of newcomers will increase demand for language training*)

**Sample questions:** "Are most communities in Canada being affected by the same major population trends, or do the trends and impacts vary from one community to another?" "As the number of elderly people increases, what changes will communities have to make to their infrastructure?" "Will today's major population trends remain important in the future? Why or why not?"

**Using spatial skills:** Students can use population pyramids and graphs to help them analyse the age and sex composition of the Canadian population, make projections of future trends,

and predict related social and economic needs. Proportional arrow flow maps can help them identify trends in the countries of origin of immigrants and their Canadian settlement destinations. This information can be used to predict different kinds of socio-economic needs in different parts of Canada and the kinds of supports required to meet these needs.

- D1.2** identify global demographic disparities that are of concern to people living in Canada, and assess the roles of individuals, organizations, and governments in Canada in addressing them (e.g., *role of individuals in contributing to charities that provide relief and support to developing countries or in volunteering to assist with aid programs; role of non-governmental organizations in providing relief and supporting development in developing countries; role of federal government in setting immigration and refugee policies and practices, providing aid to developing countries, and contributing to work of UN agencies such as the World Food Programme and UNESCO*)

**Sample questions:** "How has Canada's spending on foreign aid changed over the past two decades?" "Why should disparities in health care be of concern to everyone? What role does the World Health Organization (WHO) play in monitoring the spread of disease? What other types of aid are associated with health care?" "What role does the Canadian military play in building international relationships?" "How is Canada involved with the work of the World Bank and the International Monetary Fund?"

**Using spatial skills:** Students can use a Peters projection map, in which the size of land areas is proportional to the magnitude of the variable

being mapped, to help them visualize global disparities with respect to such matters as access to food, water, health care, and education, vulnerability to disease, and freedom from political unrest, consumption of resources, and emissions of carbon dioxide. By comparing differences between the way that a Peters projection shows data and the way that other projections, such as Mercator, do, students can improve their understanding of the purposes for which different projections are best suited. Students can also use scatter graphs to plot statistical data and identify correlations between various socio-economic indicators.

**D1.3** determine criteria (*e.g., number of people affected, type of political leadership in region of need, degree and type of support required from Canada, ability to make a difference for the long term*) that should be used to assess Canada's responses to global population issues (*e.g., food and water shortages, lack of health care, illiteracy, displacement, poverty, overcrowding*)

**Sample questions:** "What would you consider to be the three most important global population issues?" "Has Canada responded to these issues? If so, has its response been effective?" "How might a selected global population issue affect Canada now and in the future?"

## D2. Immigration and Cultural Diversity

**FOCUS ON:** *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

**D2.1** identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada (*e.g., expansion of business opportunities, cultural enrichment, global engagement and citizenship; neighbourhood segregation and lack of social integration, hate crimes*)

**Sample questions:** "Why do immigrants settle in a particular location?" "Should governments attempt to control where immigrants settle in Canada?" "Why are workers from other countries sometimes brought into Canada on a temporary basis instead of being allowed to enter as immigrants?" "What types of incentives might companies and/or governments offer to encourage people to settle in a particular location?"

**Using spatial skills:** Students can use thematic maps and/or circle graphs to analyse factors

that influence where particular ethnic groups settle, and use it to determine possible needs for that community.

**D2.2** evaluate strategies used to address the needs of various immigrant groups within communities (*e.g., provision of language training, celebration of traditions from various cultures, provision of cultural and social support services in several languages, addressing hate crimes through community policing and education*)

**Sample questions:** "What support may newcomers need to settle comfortably into a community (*e.g., assistance with jobs and housing, language training*)?" "What are the advantages and disadvantages of providing supports for immigrant groups within a community?"

**D2.3** analyse social, political, and economic impacts of Canada's immigration and refugee policies

**Sample questions:** "What are the costs and benefits, for refugees and for Canada, of admitting refugees?" "What criteria should be considered to determine the number of refugees Canada accepts?" "How do you think Canada's immigration needs and refugee obligations may change in the future, and how might those changes affect the categories under which immigrants are admitted?" "In what ways can a community's ethnic and cultural composition influence the way it looks and the way it functions?"

## D3. Demographic Patterns and Trends

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**D3.1** describe patterns of population settlement in Canada (*e.g., linear, scattered, clustered*), and assess the importance of various factors in determining population size, distribution, and density (*e.g., landforms; climate; proximity to food and water sources; connections to transportation, communications, energy, and economic networks*)

**Sample questions:** "Where do people live in Canada and why?" "What pattern or patterns do you see in the location of First Nations reserves across Canada? What are some factors that account for the location of reserves?" "What are some physical factors that may influence the location of a settlement?" "How might access to various forms of transportation

influence the development and density of communities? How would a settlement pattern influenced by highway routes differ from one influenced by flight routes?" "What's the difference between a town, a city, and a census metropolitan area (CMA)? Why might a city prefer to be called a town?" "Why do some settlements grow into large metropolitan areas and others stay as small towns?"

**Using spatial skills:** Students can use GIS to compare the relative sizes of communities across Canada. Students will need to determine the scale intervals that best facilitate comparisons of community size and enable them to describe related characteristics and patterns of settlement. The comparisons will enable them to identify areas of the country that are congested and areas that could support future growth.

**D3.2** identify factors (*e.g., job opportunities, accessibility of transportation and communication networks, availability of social services, availability of natural resources, cultural attitudes*) that influence the demographic characteristics of settlements across Canada (*e.g., ethnic composition, age-sex distribution, types of employment, levels of education*)

**Sample questions:** "Why do people live where they do? What would you do to attract people to a particular location?" "How can an industry influence the demographics of a community?"

**D3.3** analyse the major demographic characteristics of the Canadian population (*e.g., rate of natural increase, growth rate, age-sex distribution, dependency load, doubling time, cultural background*)

**Sample questions:** "How do the demographic characteristics of your community compare with more general national characteristics?" "How is the percentage of working-age people (20–65) in the total population changing? What are the implications of this change?" "What is

the age distribution in your community, and how does it affect your community now?"

**Using spatial skills:** Students can develop their graphic communication skills by using a variety of graphs (*e.g., line, bar, circle*) to illustrate statistics relating to Canadian demographics.

**D3.4** compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world

**Sample questions:** "Choose two communities other than your own, one with a large population and one with a small population. How do the population characteristics of your community compare with the population characteristics of these communities?" "How do the population characteristics of the three largest cities in Canada compare with each other?" "How do Canada's general population characteristics compare with those of other countries around the world?"

**D3.5** analyse trends in the migration of people within Canada (*e.g., increase in First Nations, Métis, and Inuit peoples moving into urban centres, rural residents moving to urban centres, people from central and eastern provinces moving to northern Alberta and the Northwest Territories*)

**Sample questions:** "Why would people choose to leave a rural life and move to an urban settlement? Why would people choose to move to another province or territory? What are the impacts of these trends on society?"

**Using spatial skills:** Proportional arrows of varying size and thickness are a useful graphic device for illustrating population flows. They can help students visualize where migrants are coming from, where they are going, and how many people are included in each migration stream.

# E. LIVEABLE COMMUNITIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. The Sustainability of Human Systems:** analyse issues relating to the sustainability of human systems in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Impacts of Urban Growth:** analyse impacts of urban growth in Canada (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)
- E3. Characteristics of Land Use in Canada:** analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### E1. The Sustainability of Human Systems

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse the effects of food production practices, distribution methods, and consumer choices on the sustainability of Canada’s food system

*Sample questions:* “Do present food production practices support the sustainability of the food system?” “Why would it be important to have dairy farming close to urban centres?” “What role does the availability of local food play in making communities more sustainable?” “What options are available to consumers if they wish to make more sustainable food choices?”

- E1.2** analyse the sustainability of existing and proposed transportation systems, locally, provincially, nationally, and internationally, and assess options for their future development (*e.g., widening highways, creating high occupancy vehicle lanes, creating bike lanes, improving mass transit infrastructure, upgrading train corridors, opening the Northwest Passage to international shipping*)

*Sample questions:* “What are the costs and benefits of air travel? How do carbon offset programs mitigate the environmental impact of air travel? Are they enough?” “How can changes in transportation systems help to control urban sprawl?” “Why might some communities

consider creating a bike lane as an alternative to widening a roadway? Why might this option be better in some communities than others?”

- E1.3** analyse the effects of individual lifestyle choices on energy consumption and production, and assess the implications for sustainability in Canada

*Sample questions:* “What do we, as consumers, use the largest amounts of energy for?” “How might a community meet the energy needs and wants of its residents with the least environmental impact?” “What is the role of stewardship in supporting a sustainable community?”

- E1.4** analyse factors that affect the social and economic sustainability of communities (*e.g., diversified economy; investment in public services and infrastructure, such as transportation networks, health and social services, recreational and cultural facilities; educational opportunities; recognition of heritage; diverse neighbourhoods*)

*Sample questions:* “What is the multiplier effect? How does the establishment or loss of a major industry affect other businesses in a community?” “How have towns that have lost their major industry been able to survive (*e.g., Stratford, Elliot Lake*)? Why have some other communities become ghost towns?” “What kinds of public services and infrastructure does a community need to remain socially stable and economically viable?” “What role do taxes have in sustaining a community?” “What are the economic and social characteristics of a diverse neighbourhood, and how do they support sustainability?”



**E1.5** propose courses of action that would make a community more sustainable (e.g., *improving community/neighbourhood amenities, establishing local markets, replacing individual ownership of equipment with cooperative ownership, sharing cars, introducing a rental bike network, expanding the amount of green space*)

**Sample questions:** “What criteria could be used to evaluate a community’s progress in achieving environmental sustainability? What economic criteria would a plan to improve environmental sustainability have to meet in order to be practical to adopt and viable in the long term?” “Does your course of action support the cultural needs of the people living in the community?”

## E2. Impacts of Urban Growth

**FOCUS ON:** *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

**E2.1** assess the impact of urban growth on natural systems (e.g., *impact of urban sprawl, vehicle use, and waste disposal on water and air quality*)

**Sample questions:** “How might the draining of marshland for urban development affect drainage patterns, the microclimate, and/or wildlife?” “What impact might an increase in population density have on sewage treatment processes and on nearby bodies of water?” “What effects have increases in the amount of paved land had on groundwater? How have water bodies been affected by increased runoff from paved areas, and how might communities that use that water be affected?” “How do paved areas affect air temperature?”

**Using spatial skills:** Students can use aerial images to analyse changes in urban size and determine how much the area of urban sprawl has increased over time. Remote sensing images can be used to analyse the amount of vegetation growth in urban locations.

**E2.2** analyse various economic, social, and political impacts of urban growth (e.g., *cost of expanding infrastructure and public services; health impacts, such as faster spread of disease in densely populated communities, increases in asthma attacks as a result of poor air quality, and stress related to crowding; traffic congestion and related economic costs; conflict over development priorities*)

**Sample questions:** “In what ways might urban growth influence the type of policing in a community?” “What types of health care services might be needed in a large urban community? Why might they be different from those needed in a small town?” “How might the increased

migration of First Nations people from reserves to urban centres have an impact on both communities?”

**E2.3** describe strategies that urban planners use to control urban sprawl (e.g., *green belts, high density residential infill, gentrification*), and analyse examples of their implementation

**Sample questions:** “How does the official plan for your community address urban sprawl?” “Should there be maximum size limits for cities?” “Should there be restrictions on the use of farmland for development or on other land uses near urban centres?”

**Using spatial skills:** Official plans provide abundant opportunities for examining planning strategies within a local context. For example, students can assess the extent to which features, such as green belts, park areas, and bike lanes, that reduce the impact of urban sprawl on natural systems have been incorporated in the plan. They can analyse infrastructure needs and capacity (e.g., the number of access roads, water mains, gas lines, or sewage facilities) to determine whether existing infrastructure is sufficient to meet the needs of a locality, or whether infrastructure should be expanded or population growth capped. They can also create their own maps to determine where water and waste management sites should be located or transportation access provided.

## E3. Characteristics of Land Use in Canada

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**E3.1** analyse the characteristics of different land uses in a community (e.g., *size and distribution of transportation corridors, differences in residential types, location of industrial land*), and explain how these characteristics and their spatial distribution affect the community

**Sample questions:** “What services does a city’s central business district or downtown provide? Why is a thriving central business district important to a city?” “How do the commercial land uses within a community help to unite the community or divide it?” “What benefits do recreational spaces and facilities provide for this community? Are all age groups supported by the recreational spaces available?” “Do all neighbourhoods have equal access to parks and green space?” “Why is industrial land often located on the perimeter of the city?” “Why might the location of a specific kind of land use within a community change over time?” “How

do municipal taxes both influence and reflect the characteristics of land use in the community?"

**Using spatial skills:** Students can gain useful insights into land use and land-use planning by analysing the official plans of various communities to identify features such as low-, middle-, and high-density residential neighbourhoods and relate their location to commercial areas, institutions, recreational spaces, and industrial areas. They may also use these maps to identify specialized areas within communities (e.g., entertainment districts, ethnic neighbourhoods). There is an opportunity as well for students to create their own maps, using the appropriate colour conventions for different types of land use, to show patterns of land use or to use for land-use analyses.

- E3.2** explain how the natural environment may influence land-use patterns within the built environment (e.g., roads tend to be on flatter land; parks are often near water)

**Sample questions:** "How has the physical site of a community influenced land use within it?" "Are there any physical features within the

community that might have been built (e.g., hills, lakes, waterfront land)? If so, why were they built?"

**Using spatial skills:** Students can use topographic maps or official plans to analyse relationships between built features and physical features (e.g., waterways and coastal features can influence settlement location and industrial usage; hillsides may be an obstacle to building or an asset for recreational uses; wetlands may be used as flood control reservoirs, recreational areas, wildlife habitat, or, if drained, as building sites).

- E3.3** analyse a land-use map or official plan for a specific community, and describe the spatial significance of the community's land-use pattern

**Sample questions:** "Which type of land use takes up the most space in the community?" "Where is most of the commercial space?" "What reasons support having that type of land use in that particular location and not somewhere else?"

# Issues in Canadian Geography, Grade 9

Applied

CGC1P

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**Prerequisite:** None

## OVERVIEW

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

### Strand A

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

(continued)



**Overview** *(continued)*

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

**Strands B–E**

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
<b>B: Interactions in the Physical Environment</b>		
<b>B1. Natural Processes and Human Activity:</b> analyse some interactions between physical processes, events, and phenomena and human activities in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	Natural phenomena and events have an impact on people. Likewise, people's actions can also influence natural processes and phenomena.	What are the most significant effects of natural processes and events, including natural disasters, on Canadian communities?
<b>B2. Influence of the Natural Environment on Human Activity:</b> explain how physical processes and the natural environment influence human activity in Canada ( <b>FOCUS ON:</b> <i>Spatial Significance; Interrelationships</i> )	Natural processes and the surrounding natural environment can influence where people live and what they do.	How does human activity affect the natural environment in your local community?  In what ways does the natural environment influence the way you live and what people do in your community?
<b>B3. Characteristics of Canada's Natural Environment:</b> describe some natural processes and key characteristics of the natural environment in Canada ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Physical regions are areas with similar natural characteristics. Canada has diverse physical regions.	How do you think the natural environment would influence the way you live if you moved to another part of Canada?  What are the significant characteristics of Canada's natural identity?
<b>C: Managing Canada's Resources and Industries</b>		
<b>C1. Managing Resources:</b> assess the influence of personal choices and community actions on the use of natural resources in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	Individuals can influence how natural resources are used.	How can you change your way of living to reduce your consumption of resources?  What roles do various industries play in your community?
<b>C2. Canadian Industries:</b> describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries ( <b>FOCUS ON:</b> <i>Patterns and Trends; Geographic Perspective</i> )	People have different points of view about the value of different industries and their use of resources.	Which of Canada's natural resources do you think has the most important uses?
<b>C3. The Use of Natural Resources:</b> describe the distribution and use of selected natural resources in Canada ( <b>FOCUS ON:</b> <i>Spatial Significance; Interrelationships</i> )	Canada has a wide variety of natural resources, and they are used in many different ways.	

*(continued)*

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
<b>D. Changing Populations</b>		
<b>D1. Population Trends and Their Impacts:</b> assess the impact on Canadian communities of changes in the characteristics of Canada's population, and describe ways of responding to these changes ( <b>FOCUS ON:</b> <i>Pattern and Trends; Geographic Perspective</i> )	Canadian communities respond to the aging and diversity of their populations in a variety of ways.	How can communities meet the needs of the people who live there?  Why is immigration important to Canada?
<b>D2. Immigration Trends:</b> analyse recent immigration trends in Canada ( <b>FOCUS ON:</b> <i>Interrelationships; Patterns and Trends</i> )	Canada's population is becoming more culturally diverse in response to both national and global needs.	In what ways are the patterns and trends in Canada's population reflected in your community?
<b>D3. Population Characteristics:</b> describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Communities in Canada vary in terms of characteristics such as population size, age breakdown, and cultural diversity.	
<b>E. Liveable Communities</b>		
<b>E1. Sustainable Communities:</b> identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	Individual actions can make a community more sustainable.	What can you do to make your community more sustainable?  What factors should be considered in order to determine the impacts that a development project or a change in land use would have on your community?
<b>E2. Impacts of Land Use:</b> analyse impacts of land use in Canada on communities and the natural environment ( <b>FOCUS ON:</b> <i>Spatial Significance; Interrelationships</i> )	A community's built environment can have an impact on both the natural environment and the people who live in the community.	
<b>E3. Patterns of Land Use:</b> describe patterns of land use in their local community ( <b>FOCUS ON:</b> <i>Spatial Significance; Patterns and Trends</i> )	Land is used in various ways within their community, and many land uses are connected to broader, external networks.	What are the characteristics of land use within your community, and how do land uses in the community connect with provincial, national, and global networks?

\* See page 14 for a discussion of the purpose of big ideas and framing questions.

# A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

## OVERALL EXPECTATIONS

Throughout this course, students will:

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

## SPECIFIC EXPECTATIONS

### A1. Geographic Inquiry

Throughout this course, students will:

**A1.1** formulate different types of questions to guide investigations into issues in Canadian geography (e.g., factual questions: *What are the cultural backgrounds of people living in your community?*; comparative questions: *Which uses of energy have the highest consumption?*; causal questions: *How can increasing the use of public transit contribute to better air quality in your community?*)

**A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from field work, both quantitative and qualitative; statistics; photographs; satellite images*; secondary: *newspaper columns, books, atlases, geographic magazines, websites, graphs, charts, published maps*), ensuring that their sources represent a diverse range of views

**Sample questions:** “How might you use statistics relating to temperature and precipitation for a specific location? Where might you find these data?”

**A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author’s point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)

**Sample questions:** “Whose point of view does this source represent? Why would it be important

to determine whether there are other points of view? How will you decide which points of view to include in your investigation?”

**A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *use data about their way of living and use of resources to calculate their ecological footprint and compare it to the ecological footprints of people in Canada and other parts of the world; use graphic organizers, such as cross-classification tables or ranking ladders, to interpret the potential economic, political, social, and/or environmental impacts of an industry that wants to establish itself in their community*)

**Sample questions:** “What kinds of tools, including organizers, can you use to analyse data and information? How are they helpful?” “What graphic organizer could you use to compare data and information on different communities in order to make a decision on where to live?”

**A1.5** use the concepts of geographic thinking (i.e., *spatial significance, patterns and trends, interrelationships, geographic perspective*) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., *use the concept of spatial significance to assess the characteristics of locations for different types of land use when planning city spaces; use the concept of patterns and trends to analyse the impact of earthquakes on urban structures; use the concept of interrelationships to guide personal behaviours that may affect the natural environment; use the concept of geographic perspective to analyse the*

*environmental, social, political, and/or economic impacts of building a highway or energy pipeline through the lands of a First Nation, Métis, and/or Inuit community)*

**Sample questions:** “What would be the advantages and disadvantages of building high-rise apartments in a particular place?” “What trends do you see in the use of alternative energy in Ontario?” “How might consumer choices relate to social justice and environmental sustainability?” “What is the relationship between a particular resource and the economy?” “How will warmer winter temperatures affect businesses that rely on cooler temperatures (e.g., skiing resorts, wineries that make ice wine)?” “When considering an issue, how does using geographic perspective enable you to analyse its complexity?”

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

**Sample questions:** “What criteria could be used to choose the best place to live in Canada?” “Given your community’s current population trends, what will its land-use needs be in the near future?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a debate for classmates on the ideal population size for their local community; a video for a Grade 7 geography class showing the impact of a severe thunderstorm or tornado near their local community; a webcast or podcast for parents and other community members, using an analysis based on geographic perspective to recommend guidelines for the use of water on hot summer days; a blog for the school on proper disposal and recycling of electronic waste)

**Sample questions:** “Who is your intended audience? How much do they know about your topic? Do they need information presented to them in a way that is easy to understand? Do they need more detailed information and arguments? What format and level of difficulty will meet your audience’s needs and present your ideas most effectively?” “How can symbols, shading, and colour be used on a map to convey your intended message more clearly?”

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

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

## A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe ways in which geographic investigation can help them develop skills, including spatial technology skills and the essential skills in the Ontario Skills Passport (e.g., reading text, including graphic text; writing; oral communication; using graphs, charts, and tables; computer use; use of a geographic information system [GIS], satellite imagery; measurement and calculation; data analysis; decision making; planning; organizing; finding information; problem solving), that can be transferred to the world of work and to everyday life

**Sample questions:** “How useful is GIS in helping you determine where you would like to live within a community?” “Why is it important to plan ahead and understand the route you are following when you are relying on a global positioning system (GPS) for directions?”

- A2.2** apply in everyday contexts skills and work habits developed through geographic investigation (e.g., asking questions to deepen their understanding of an issue; listening to and considering other people’s points of view when discussing an issue; collaborating with a team to determine the criteria that need to be considered when making a decision; using spatial skills to determine best routes of travel)

- A2.3** apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., to identify locational factors that affect the importance of an issue; to identify patterns and trends that provide context for an issue; to identify interrelationships that clarify factors involved in an issue; to understand the implications of different aspects of an issue and/or different points of view about the issue) in order to enhance their understanding of these issues and their role as informed citizens

**Sample questions:** “Why would understanding the spatial significance of the global distribution of fresh water help you analyse a controversy over foreign access to Canada’s fresh water?” “What kinds of patterns and trends might you want to consider if you were discussing a news story about climate change?” “What

is the interrelationship between resource use, the environment, and current debates about expanding public transit? How does this issue affect you or your personal choices?”  
“How will an analysis based on geographic perspective help you achieve a more balanced understanding of a controversial issue, such as a proposal to build a large industrial facility near a residential area?”

**A2.4** identify careers in which a geography background might be an asset (*e.g., GIS technician, park ranger, municipal parks or recreation worker, forester, land surveyor*)

# B. INTERACTIONS IN THE PHYSICAL ENVIRONMENT

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Natural Processes and Human Activity:** analyse some interactions between physical processes, events, and phenomena and human activities in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- B2. Influence of the Natural Environment on Human Activity:** explain how physical processes and the natural environment influence human activity in Canada (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- B3. Characteristics of Canada’s Natural Environment:** describe some natural processes and key characteristics of the natural environment in Canada (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. Natural Processes and Human Activity

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- B1.1** describe the types of natural disasters that can occur in Canada, and analyse the impacts of selected events

**Sample questions:** “What were some of the social, political, environmental, and economic impacts of the tornado that hit Goderich in 2011?” “What are some typical impacts of ice storms on communities in southern Ontario and Quebec?” “How does heavy flooding, like that along the Red River in 2011, affect communities?” “How does the risk of an earthquake in southern Ontario compare with that in British Columbia?” “Can a natural disaster have positive impacts? Can you give examples?”

- B1.2** assess ways of minimizing the impacts of different kinds of natural disasters, events, and phenomena

**Sample questions:** “What can the owners of houses on a river bank do to protect their homes from flooding?” “What can individuals and public officials in tornado-prone areas do to reduce the risk of injury and damage from tornadoes?” “What is the role of the media in

warning people of natural disasters?” “How can spatial technologies (e.g., cartography, GIS, GPS, remote sensing) help monitor or predict violent weather, floods, avalanches, earthquakes, or coastal erosion?”

**Using spatial skills:** Examples of GIS maps can be used to illustrate the types of information about disasters, events, and phenomena that can be captured and monitored through mapping.

- B1.3** analyse some environmental, economic, and social impacts of changes in Canada’s climate (e.g., *effects of drought on crop production in the Prairies; effects of less sea ice on Inuit communities, Arctic shipping routes, and wildlife habitat; effects of more extreme weather on public safety, personal comfort, and the economy*)

**Sample questions:** “How might more snow in winter be related to a warming climate?” “Why would coastlines be more prone to flooding as temperatures rise?” “What effects might milder winters have on insect pests, and how, in turn, would people be affected by changes in insect populations?”

- B1.4** explain how human activities in their local region can have an impact on natural processes (e.g., *vehicle use, chimney emissions, and barbecue and lawn mower usage contribute to smog and*



can change the acidity of lake water; blasting and drilling may trigger land instability; removing trees and paving over land change the amount of water going into the soil and back into the air; expansion of highways can lead to more animals being struck by vehicles and can also disrupt animal migration patterns and separate animals from their food supplies, thus endangering their populations)

**Sample questions:** “How do human activities contribute to changes in Canada’s climate?” “What are some of the environmental costs that may occur when humans adapt the natural landscape to their needs (e.g., by building irrigation systems, clearing land, draining marshes)?” “Consider a proposal for adapting a natural feature in your area for human use (e.g., filling in a swamp and building a shopping mall on it). What are the environmental, economic, social, and political implications of the proposal? How would the costs and benefits of this proposal compare with those of leaving the natural feature untouched or modifying it in a way that preserved most of its natural characteristics but allowed some human use?”

## B2. Influence of the Natural Environment on Human Activity

**FOCUS ON:** *Spatial Significance; Interrelationships*

By the end of this course, students will:

**B2.1** explain how the natural characteristics of an area in Canada influence human activities

**Sample questions:** “What natural criteria would you use to identify the best place in Canada for downhill skiing? For cross-country skiing?” “What are the possibilities for growing food in the Arctic?” “How does the maple syrup industry or the peach-growing industry depend on the natural environment?”

**B2.2** explain the influence of Canada’s natural characteristics (e.g., climate, soils, topography, proximity to water, natural resources) on the spatial distribution of its population

**Sample questions:** “What does a population settlement map tell us about the preferred range of latitude for settlement in Canada?” “Where will people resettle if coastal areas are flooded?” “How have people adapted to areas where natural characteristics are not conducive to settlement?”

## B3. Characteristics of Canada’s Natural Environment

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**B3.1** describe the natural characteristics (e.g., landscape, weather, drainage, vegetation, wildlife) of their local area or region, and explain their significance for the region

**Sample questions:** “What would you consider to be the three most important natural features in your community? What makes them important to the community? Should the community ensure that they are preserved?”

**Using spatial skills:** This expectation provides an excellent opportunity to develop skills in using topographic maps. Students will be able to relate mapping conventions, such as the use of symbols, colour, and lines, to physical features in their area.

**B3.2** compare the natural characteristics of their local community with the natural characteristics of other communities across Canada

**Sample questions:** “Which community would be the hardest to adjust to if you were to move to it? Why?” “Which communities are in the best food-growing areas?” “Which of the communities you have looked at has the landscape and climate conditions best suited to your favourite outdoor activities?”

**Using spatial skills:** Climate graphs are a useful tool for visualizing and comparing temperature and precipitation patterns. Students can use them to compare the climate characteristics of different cities across Canada. Understanding contour lines on topographic maps can help students compare differences in landscape relief.

**B3.3** describe the spatial distribution of different types of natural regions in Canada (e.g., landform regions, vegetation regions, climate regions)

**Sample questions:** “Which would be more representative of Canada’s natural landscape, a picture of the Western Cordillera or one of the Canadian Shield?” “Which landform regions attract the most tourists to Canada?” “What are the ten natural features in Canada that you would most like to see?” “Which communities



would you include in a tour for people who want to experience the variety of natural regions found in Canada?"

**Using spatial skills:** Students can consolidate their knowledge of natural regions by annotating a thematic map of Canadian landforms with photographs and descriptions of a tour they designed to highlight the diversity of Canadian natural regions.

**B3.4** describe how natural processes relating to hydrology, geology, and climate continue to shape Canada's landscape (*e.g., precipitation, waves, and shoreline currents continue to erode the land in some places and build up silt elsewhere; earthquakes caused by faulting continue to occur and move the land*)

**Sample questions:** "In your region, what evidence can you find that shows natural processes at work?" "What natural processes formed the Great Lakes–St. Lawrence Lowlands? What impact have these same processes had on most of northern Ontario and the Canadian Shield?"

**B3.5** identify ways in which natural events in Canada and other parts of the world are linked by Earth's physical processes (*e.g., a large volcano can put sunlight-reflecting particles into the air and cause a general cooling of the global climate for a year or more; a large earthquake under the Pacific Ocean near Japan can cause a tsunami in British Columbia; hot humid air masses from the Gulf of Mexico can cause high humidity and severe thunderstorms in southern Ontario in the summer*)

**Sample question:** "What are some of Earth's natural processes that can result in different types of natural disasters in Canada?"

# C. MANAGING CANADA'S RESOURCES AND INDUSTRIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Managing Resources:** assess the influence of personal choices and community actions on the use of natural resources in Canada (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Canadian Industries:** describe the economic, environmental, social, and political significance of selected aspects of Canada's resources and industries (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- C3. The Use of Natural Resources:** describe the distribution and use of selected natural resources in Canada (**FOCUS ON:** *Spatial Significance; Interrelationships*)

## SPECIFIC EXPECTATIONS

### C1. Managing Resources

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** identify major sources of energy used in Canada (*e.g., fossil fuels, nuclear, hydro*), and assess the viability of alternative energy options for various communities across Canada

**Sample questions:** "Where in Canada would wind energy be a good option for a community?" "How are individuals, businesses, and communities in Canada using solar energy?" "Which alternative energy option(s) would be best for your community or local area?"

- C1.2** assess the impact of different types of food production on resource use and the environment in Canada

**Sample questions:** "Are there certain food products that consume fewer or smaller amounts of natural resources than others or whose production has less of an impact on the environment?" "Are there actions you could take or choices you could make that would reduce the resources needed to produce the food you eat?"

- C1.3** analyse their personal use of natural resources

**Using spatial skills:** Calculating their ecological footprint, using one of many available online

tools, gives students an opportunity to recognize the nature and extent of their personal impact on resource use and the environment. Students can also measure their personal consumption of various resources directly, recording such variables as the length of time they run water or the type of vehicle they use and the distance they travel in it.

- C1.4** develop a personal plan of action that supports the idea of stewardship of resources

**Sample questions:** "How might one's personal beliefs influence one's use of resources?" "What can you as an individual do to make better use of our natural resources? How can calculating your ecological footprint help you do this?"

### C2. Canadian Industries

**FOCUS ON:** *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- C2.1** assess the value (*e.g., in terms of gross national product and other measures, such as numbers employed, contribution to culture and national identity*) of various industrial sectors in Canada (*e.g., energy, aerospace, automotive, food, agricultural, medical, software, financial*)

**Sample questions:** "What is the value of tourism to Canada?" "Which industrial sector employs the most people?" "How would you decide the value of an industry, such as Alberta's oil sands

industry, that has large economic benefits but also high environmental and social costs?" "Why would people hold different points of view about the value of an industry?" "In which service and knowledge-based industries is Canada known as a global leader? Why might this be important?" "What other industries does the forestry industry supply or support?"

**C2.2** describe Canada's major exports and imports, and assess some of the environmental, economic, social, and political implications of Canada's current export and import patterns

**Sample questions:** "Is there a pattern in the types of resources and products that Canada exports and imports?" "Are most of our exports natural resources, items that have been manufactured, or goods and services?" "Would people living in Canada be able to produce the commodities that Canada imports?" "How do your choices as a consumer affect Canadian imports?"

**Using spatial skills:** Having students read different types of graphs can help them visualize statistical data. Bar or pie graphs, for example, can be used to show the value of exports by different economic sectors. Line graphs can be used to show changes over time in our trade balance.

**C2.3** assess the economic, environmental, social, and political significance of a specific industry for their local area or another area of their choice

**Sample questions:** "What are the social, economic, and environmental costs and benefits of having this industry in the area?" "How would other businesses in our area be affected if this industry were to collapse? How might this affect you?" "How would a new sports attraction (e.g., a hockey team, a major sporting event) affect a community? What other businesses might it attract?" "How might the development of the rich mineral resources of northern Ontario's ring of fire region affect First Nations communities in the area?"

### C3. The Use of Natural Resources

**FOCUS ON:** *Spatial Significance; Interrelationships*

By the end of this course, students will:

**C3.1** identify the natural resources needed to produce and distribute a product that is used

in the everyday lives of people living in Canada (e.g., raw materials, resources used in production and transportation)

**Sample questions:** "What are some of the natural resources that are used in making bread, a car, a cellphone, or other product, and where do they come from?" "Why might you want to know what natural resources a product contains and where they come from before purchasing it?"

**Using spatial skills:** Students can create a flow map showing where the resources, including parts, come from for a local industry. This will help them visualize the economic relationships the local area has with other parts of the country and/or world.

**C3.2** describe the location, use, and importance of selected natural resources, including water resources, that are found in Canada, and compare the availability of these resources with their availability in the rest of the world

**Sample questions:** "How does the availability of fresh water in Canada compare with the availability of fresh water elsewhere in the world?" "What are some of the more valuable resources found in Canada, and why are they valuable?" "How does the accessibility of a resource influence its use?"

**C3.3** describe the characteristics (e.g., distribution, accessibility, abundance, sustainability, cost of developing) of various renewable, non-renewable, and flow resources that are found in Canada

**Sample question:** "How might understanding the renewability of different types of resources make a difference in how people use the resources?"

**C3.4** describe how energy is used in Canada (e.g., transportation, residential use, industrial use)

**Sample questions:** "How do different types of transportation vary in their usage of energy?" "What types of energy do you use in your day-to-day living, and for what purposes?"

**Using spatial skills:** Students can use statistics and graphs to compare the amount of fuel different vehicles use per 100 kilometres or the amount of electricity needed to operate various appliances.

# D. CHANGING POPULATIONS

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Population Trends and Their Impacts:** assess the impact on Canadian communities of changes in the characteristics of Canada’s population, and describe ways of responding to these changes (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- D2. Immigration Trends:** analyse recent immigration trends in Canada (**FOCUS ON:** *Interrelationships; Patterns and Trends*)
- D3. Population Characteristics:** describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### D1. Population Trends and Their Impacts

**FOCUS ON:** *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

- D1.1** assess economic, social, and environmental impacts of major population trends in Canada today (*e.g., aging of the population; increasing cultural, linguistic, and social diversity; changes in family structure*)

**Sample questions:** “How will people’s needs change as they get older?” “How will an aging population affect the types of goods and services available in their community?” “What do immigrants need to establish themselves in a new country?” “How are Canadian families changing?”

**Using spatial skills:** Students can read population pyramids, graphs, and thematic maps to help them identify patterns and trends related to the aging of the population and assess their consequences. They can also use statistical data to analyse changes in family structures and thematic maps to highlight aspects of cultural diversity in various communities.

- D1.2** describe some opportunities (*e.g., cultural enrichment, new economic opportunities*) and challenges (*e.g., communication barriers,*

*ghettoization*) that may arise for communities whose populations come from a diversity of cultural backgrounds

**Sample questions:** “In what ways can cultural diversity enrich the life of a community?” “Why might tensions develop between people from different ethnic backgrounds? What strategies might prevent or reduce these tensions?”

- D1.3** describe ways in which Canadian society can respond to the needs of a changing population

**Sample questions:** “Is it better to invest in more nursing homes for the elderly or more home-care support?” “What kinds of support services are available for immigrants? Who provides them?” “How can schools help newcomers?” “What can employers do to help single parents balance work and childcare responsibilities?”

- D1.4** analyse population trends in their local community or area, assess related needs, and recommend appropriate responses to those needs

**Sample questions:** “Are the population trends in your community similar to the trends in Canada as a whole?” “What do you anticipate will be the biggest area of concern in your community as a result of these trends?” “What kinds of business opportunities do you see emerging as a result of the changes taking place in the population of your community?”

## D2. Immigration Trends

**FOCUS ON:** *Interrelationships; Patterns and Trends*

By the end of this course, students will:

**D2.1** analyse current immigration trends in Canada (*e.g., trends in overall numbers, numbers in different immigrant categories, countries of origin*)

**Sample questions:** “What are the different categories in which immigrants can apply for entry into Canada? What factors affect the number of people applying in each category? Which category do you think most future immigrants will apply for and why?”

**Using spatial skills:** Students can read flow maps or country-of-origin statistics to help them analyse trends in immigrant origins.

**D2.2** explain the role of push factors (*e.g., unemployment, political unrest, war, high crime rate*) and pull factors (*e.g., job opportunities, political stability, democratic society, low crime rate*) in shaping current Canadian immigration patterns

**Sample questions:** “What issues or circumstances might make people want to leave their home countries? Why might they choose Canada instead of some other country as their preferred destination?”

**Using spatial skills:** Comparing quality-of-life statistical indicators for Canada and other countries (*e.g., infant mortality rate, literacy rate, gross domestic product per capita, percentage of population with access to potable water, number of doctors per 1000 people*) can help students understand why people might want to come to Canada.

## D3. Population Characteristics

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**D3.1** describe key characteristics of different types of population settlements in Canada (*e.g., towns, cities, census metropolitan areas, megalopolises,*

*First Nations reserves*), and explain their distribution (*e.g., near rivers, highways, natural resources*)

**Sample questions:** “What are the advantages and disadvantages of living in a suburb of a large city? Which would you prefer to live in, the suburb or the city?” “Why might a First Nation student prefer to live on a reserve rather than in a nearby city?” “Is there a pattern to where people live in Canada?” “What role does the Trans-Canada Highway play in the distribution of population settlement in Canada?”

**Using spatial skills:** Students can use GIS to identify correlations between population settlements and characteristics such as transportation routes, physical features, industries, and resources. A different size of symbol, based on various statistical intervals, can be used to illustrate the relative size of different populations. Students can also create an annotated thematic map to highlight characteristics associated with different sizes of settlements across Canada.

**D3.2** describe the major demographic characteristics of present-day Canada (*e.g., population density, growth rate, age-sex distribution, cultural diversity*), and compare them to those of your community or local area

**Sample questions:** “What three languages are most commonly spoken in Canada?” “How does the number of people under 25 compare to the number of people over 65? Why is this important to know?” “How do the population density and other population characteristics of your community or local area compare with those of other Canadian communities?”

**Using spatial skills:** Students can use different types of graphs to compare demographic statistics. Students may also create graphs to compare demographic statistics for their own community with national statistics. Reading population pyramids for different communities or areas can help them recognize differences in their age structures.



# E. LIVEABLE COMMUNITIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Sustainable Communities:** identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Impacts of Land Use:** analyse impacts of land use in Canada on communities and the natural environment (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- E3. Patterns of Land Use:** describe patterns of land use in their local community (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### E1. Sustainable Communities

**FOCUS ON:** *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** use a variety of measurements (*e.g., ecological footprint, carbon footprint, water footprint*) to compare the impact on the natural environment of people in Canada and people in other countries

**Sample question:** “How does your ecological footprint compare to that of the average Canadian and those of people in other countries?”

- E1.2** identify various ways in which communities in Canada dispose of their waste material (*e.g., landfilling, composting, incineration, primary and secondary sewage treatment*), and describe potential environmental impacts of these methods

**Sample questions:** “Can all waste materials be disposed of in the same manner? Why or why not?” “How does your community dispose of unwanted electronics?” “What happens to your garbage if your community does not have a landfill site?” “What could communities and individuals do to minimize the amount of material that has to be landfilled or incinerated?”

**Using spatial skills:** Students can create an annotated thematic map to highlight where waste materials (hazardous, solid, and liquid) end up. Field trips to local sewage treatment plants and landfill sites can help students better understand the challenges involved in waste management.

- E1.3** describe ways in which communities can improve their environmental sustainability (*e.g., expansion of recycling programs, promotion of infill development, expansion of mass transit systems, addition of bike lanes to major roadways, support of local market gardens, preservation or addition of green space, promotion of programs to make houses and industries more energy efficient*)

**Sample questions:** “What actions could businesses such as grocery and clothing stores take to be more environmentally sustainable?” “What kind of programs are available in your area that support energy conservation? Is your school part of an energy monitoring program?” “Does your community have water usage guidelines for particular situations, such as dry spells or extremely cold weather?”

**Using spatial skills:** Students may create maps and diagrams to illustrate the changes they would make to a community in order to make it more environmentally sustainable (*e.g., changes in transportation, land use, buildings*).

- E1.4** identify actions that individuals can take to live more sustainably, and explain the benefits for their local community

**Sample questions:** “What can you do to make a difference in your community?” “How does the community benefit if you take your own bag when you shop for groceries?” “How does eating local foods, cleaning up a local river, installing a green roof on the school, or using alternative energy support sustainability?” “How might the community benefit economically, socially, and environmentally from the preservation or restoration of a heritage

building?" "What changes can you make to your home that would help make the community more environmentally sustainable?"

## E2. Impacts of Land Use

**FOCUS ON:** *Spatial Significance; Interrelationships*

By the end of this course, students will:

**E2.1** analyse interrelationships between the built and natural environments

**Sample questions:** "Why are many communities built on the shoreline of a body of water? What are the benefits for these communities? What are the risks?" "How does surrounding farmland support a community, and what stresses might the community place on the farmland? How might the loss of nearby farmland affect a community?" "What are some of the ways in which activities within communities affect air and water quality locally and further afield?" "Which type of environment best suits the way you would like to live: urban, suburban, or rural?" "Which natural and built characteristics (e.g., climate, resources, landscape, water bodies; transportation networks, industries, social and cultural amenities, architecture, recreational areas) would you include in a list of criteria for selecting an ideal place to live?"

**Using spatial skills:** Students can compare maps of urban areas from different time periods to assess the direction and scope of urban growth. The class could create a shared annotated map illustrating their preferred places to live in Canada.

**E2.2** assess the compatibility of different types of land uses with each other within their local community (e.g., *land uses that conflict with each other, land uses that make other land uses more efficient or less efficient*)

**Sample questions:** "Are recreational areas close to the residential areas?" "Do public transportation routes provide easy access to commercial areas?" "Is residential land located near industrial spaces?" "Are sewage treatment plants next to recreational land?" "If you were to redesign your community, would you change the patterns of land use in any way?"

**E2.3** explain how changes in land use can affect the growth or decline of different parts of a community (e.g., *new suburban malls can drain business from downtown stores and lead to the decline of a community's central core; replacing an old industrial district with retail or recreational development, adding additional transportation*

*capacity, new cultural institutions, amenities, industrial parks can stimulate growth*)

**Sample questions:** "How might the closure of a pulp and paper mill lead to the decline of a community?" "Why would people choose to move to the suburbs? Why is the resulting urban sprawl a problem?" "Why is it beneficial to have housing near a downtown commercial area?" "What types of social issues may arise from changes in land use in an urban community?"

**E2.4** analyse the impact of a selected project on a community (e.g., *residential or resort development, urban renewal, installation of water and waste management systems, creation of a park or recreational site, addition of bike lanes on major streets, opening of a mine near a reserve community*)

**Sample questions:** "If you were planning on moving to a new community, why would it be important for you to check on future plans for the community?" "Why might it be worthwhile to attend a planning meeting about a proposed project in your community? What could you do to voice your ideas?"

## E3. Patterns of Land Use

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

**E3.1** describe different types of land use within their community (e.g., *commercial, transportation, industrial, residential, institutional, recreational, agricultural, open space*), and explain reasons for their location

**Sample questions:** "How can aerial photographs of the community help us identify different land uses? How could you use the photographs to see changes in land use and plan for future land-use needs?"

**Using spatial skills:** Students can deepen their understanding of land use by carrying out a land-use field study in a selected area of their community. They can then compare their land-use descriptions with those in the municipality's official plan and propose ways of modifying the official plan.

**E3.2** describe spatial distribution patterns for human systems and services in their community (e.g., *infrastructure components, such as transportation and energy networks, communication towers, water and waste facilities*)

**Using spatial skills:** Official plans are useful for identifying how transportation routes,



hydro lines, and other infrastructure corridors are distributed and relating their location to other land uses.

**E3.3** identify spatial connections between human systems and services in their community and the broader regional, national, and/or global networks to which they belong (*e.g., food distribution, communications, transportation, and energy networks*)

**Using spatial skills:** Students can create maps to illustrate connections between various communities and other regions and networks, such as farming regions and transportation and energy networks.

# HISTORY

## INTRODUCTION

The study of history fulfils a fundamental human desire to understand the past. It also appeals to our love of stories. Through the narrative of history, we learn about the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The study of history enables students to become critically thoughtful and informed citizens who are able to interpret and analyse historical, as well as current, issues, events, and developments, both in Canada and the world.

## Strands

Each course in Grade 10 history has five strands. Strand A, Historical Inquiry and Skill Development, is followed by four content strands, which are divided chronologically. The five strands are as follows:

- A:** Historical Inquiry and Skill Development
- B:** Canada, 1914–1929
- C:** Canada, 1929–1945
- D:** Canada, 1945–1982
- E:** Canada, 1982 to the Present

### Citizenship Education

The expectations in the Grade 10 history courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10).

## The Concepts of Historical Thinking

The four concepts of historical thinking – historical significance, cause and consequence, continuity and change, and historical perspective – underpin thinking and learning in all history courses in the Canadian and world studies program. At least one concept of historical thinking is identified as the focus for each overall expectation in strands B–E of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

### Historical Significance

This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction, etc.) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past and how it connects to a current issue or event.

#### Related Questions\*

- Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1)
- How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities? (Grade 8, Overview)
- Why do you think that certain people or events become national symbols? (CHC2P, D3.1)
- What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation? (CHC2D, B1.4)

### Cause and Consequence

This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction, etc.) and its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.

#### Related Questions

- Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties? (Grade 7, A3.2)
- What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors? (Grade 8, A1.1)
- What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II? (CHC2P, C1.2)
- What impact did Canada's responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States? (CHC2D, E3.4)

### Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

#### Related Questions

- What can we learn from the ways in which people met challenges in the past? (Grade 7, Overview)
- What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century? ... What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today? (Grade 8, B1.2)
- What was new about the teen subcultures that developed after World War II? In what ways were the lives of youth in the 1950s and 1960s different from those who lived in the 1920s? (CHC2P D1.1)
- To what extent do First Nation, Inuit, and Métis individuals and communities have a say in the development of resources within their home territories and/or communities? Is their involvement a change in or continuation of their historical role in resource development on their territory and/or community? (CHC2D, E2.2)

*(continued)*

\* These "related questions" are drawn directly from the overview charts that precede the history courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the history courses in Grade 10 and those in Grades 7 and 8, and to show possible progression in the use of the concepts of historical thinking over those grades, the chart includes some questions from the elementary history curriculum as well.

### Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

#### Related Questions

- What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants? (Grade 7, B1.1)
- What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? (Grade 8, B1.3)
- What impact have Hollywood portrayals of Indigenous individuals and communities during this period had on Canadians' understanding of First Nations, Métis, and Inuit cultures? (CHC2P, E1.1)
- What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view? (CHC2D, D2.1)

## The Historical Inquiry Process

In each history course in the Canadian and world studies curriculum, strand A focuses explicitly on the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 27 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

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

### Formulate Questions

Students formulate questions:

- to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry
- to help them determine which key concept or concepts of historical thinking are relevant to their inquiry
- that reflect the selected concept(s) of historical thinking
- to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions

(continued)

### Gather and Organize

Students:

- collect relevant evidence and information from a variety of primary sources<sup>a</sup> and secondary sources,<sup>b</sup> including community sources<sup>c</sup>
- determine if the sources are credible, accurate, and reliable
- identify the purpose and intent of each source
- identify the points of view in the sources they have gathered
- use a variety of methods to organize the evidence and information from their sources
- record the sources of the evidence and information they are using
- decide whether they have collected enough evidence and information for their investigation

### Interpret and Analyse

Students:

- analyse evidence and information, applying the relevant concepts of historical thinking (see preceding chart)
- use different types of graphic organizers to help them interpret and/or analyse their evidence and information
- identify the key points or ideas in each source
- interpret maps to help them analyse events, developments, and/or issues
- analyse their sources to determine the importance of the event, development, or issue for individuals and/or groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

### Evaluate and Draw Conclusions

Students:

- synthesize evidence and information, and make informed, critical judgements based on that evidence, information, and/or data
- make connections between the past and present
- determine short- and long-term consequences of events, developments, and/or issues for different individuals, groups, and/or regions
- assess whether an event or action was ethically justifiable, given the context of the time
- reach conclusions about events, developments, and/or issues, and support them with their evidence

### Communicate

Students:

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

a. Primary sources may include, but are not limited to, artefacts, art works, census data and other statistics, diaries, letters, legislation and policy documents, oral histories, period newspapers, photographs, speeches, treaties, and some maps.

b. Secondary sources may include, but are not limited to, current news and scholarly articles, documentaries and other films, reference books, textbooks, and most websites.

c. Community sources may include, but are not limited to, local museums and heritage sites, and resources from community groups and associations.

# Canadian History since World War I, Grade 10

Academic

CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

## OVERVIEW

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

### Strand A

<b>A: Historical Inquiry and Skill Development</b>
<b>Overall Expectations</b>
<b>A1. Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
<b>A2. Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

(continued)

**Overview** *(continued)*

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

**Strands B–E**

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
<b>B: Canada, 1914–1929</b>		
<b>B1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways.	Why might different individuals and communities in Canada view the same event, trend, or development in different ways? Why might we view it differently now?
<b>B2. Communities, Conflict, and Cooperation:</b> analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics ( <b>FOCUS ON:</b> <i>Historical Significance; Cause and Consequence</i> )	This was a period of major conflict and change in Canada and abroad.	In what ways did government policy during this period create or contribute to divisions in Canadian society?  Was this period a turning point for women in Canada?
<b>B3. Identity, Citizenship, and Heritage:</b> explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada ( <b>FOCUS ON:</b> <i>Continuity and Change; Historical Perspective</i> )	During this period, predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.	In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?
<b>C: Canada, 1929–1945</b>		
<b>C1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities ( <b>FOCUS ON:</b> <i>Cause and Consequence; Historical Perspective</i> )	Major events during this period, including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.	Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period?  How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
<b>C2. Communities, Conflict, and Cooperation:</b> analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them ( <b>FOCUS ON:</b> <i>Cause and Consequence; Continuity and Change</i> )	This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.	In what ways did events during this period reflect Canadians' views on human rights? Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada's response to later human rights issues?
<b>C3. Identity, Citizenship, and Heritage:</b> explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.	

*(continued)*



Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
<b>D: Canada, 1945–1982</b>		
<b>D1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities <b>(FOCUS ON: Historical Significance; Continuity and Change)</b>	Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.	What impact did international politics and movements during this period have on the quality of life of people in Canada?  Why do times of change lead to both conflict and cooperation?
<b>D2. Communities, Conflict, and Cooperation:</b> analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them <b>(FOCUS ON: Continuity and Change; Historical Perspective)</b>	Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.	What factors contributed to the development of social movements in Canada during this period?  In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and Inuit individuals and communities during this time?
<b>D3. Identity, Citizenship, and Heritage:</b> analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 <b>(FOCUS ON: Historical Significance; Cause and Consequence)</b>	This was a time of major transformation in identities in Canada.	Which event or development during this period made the most significant contribution to the development of identities in Canada? What criteria can we use to make that judgement?
<b>E: Canada, 1982 to the Present</b>		
<b>E1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities <b>(FOCUS ON: Historical Significance; Continuity and Change)</b>	National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.	What impact have changing demographics had on different groups in Canada since 1982?  What impact has regionalism had on Canada and on identities in Canada?
<b>E2. Communities, Conflict, and Cooperation:</b> analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions <b>(FOCUS ON: Continuity and Change; Historical Perspective)</b>	Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.	Why have people in Canada become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals and communities? What actions have individuals and communities been taking to change this colonial relationship?
<b>E3. Identity, Citizenship, and Heritage:</b> analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present <b>(FOCUS ON: Historical Significance; Cause and Consequence)</b>	Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years.	Which individuals or groups made the greatest contribution to heritage in Canada during this period? How can we measure that contribution?

\* See page 14 for a discussion of the purpose of big ideas and framing questions.

# A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

## SPECIFIC EXPECTATIONS

### A1. Historical Inquiry

Throughout this course, students will:

**A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914 (e.g., factual questions: *What were the provisions of the Chinese Immigration Act of 1923?*; comparative questions: *In what ways was the impact of the Great Depression different for people living on the Prairies than for people living in Ontario?*; causal questions: *What were the key causes of the Quiet Revolution?*)

**A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: *art works from the time, diaries, legislation, letters, maps, period newspapers, photographs, political cartoons, statistics, treaties*; secondary sources: *books and/or articles from the library, current newspaper or magazine articles, documentary and/or feature films or videos, information from websites, textbooks*), ensuring that their sources reflect multiple perspectives

**Sample questions:** “Why is it important to gather evidence from primary sources when investigating past developments and events?” “What are some sources you might consult to try to identify voices that may be missing from the official version of an event?” “If you are trying to determine the position of various groups on the issue of the Canada-U.S. Free Trade Agreement, why might you consult newspaper editorials and editorial cartoons?”

What other sources might you consult?” “Why would it be useful to consult photographs and news reports from the time in your investigation of Canada’s military contribution to the Korean War?”

**A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)

**Sample question:** “If you were consulting various websites for information on the First Nations protests in Caledonia, how would you determine which sites were the most reliable and credible?”

**A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *develop criteria for evaluating the relative importance of consequences of the Great Depression; compare the points of view in two or more primary sources on prohibition; assess the effectiveness of the argument in a secondary source on Canadian-American relations under Prime Minister Diefenbaker; use a concept map to help them assess the short- and long-term consequences of residential schools for First Nations, Métis, and Inuit individuals and communities*)

**Sample questions:** “What type of graphic organizer do you think would be most useful in helping you compare World War I and World War II – a T-chart, a Venn diagram, or a cross-classification table? Why?” “What criteria might you use to rank the causes of the Regina Riot?”

**A1.5** use the concepts of historical thinking (*i.e., historical significance, cause and consequence, continuity and change, and historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914 (*e.g., use the concept of historical significance to assess the impact of Vimy Ridge on the evolution of Canadian identity; use the concept of cause and consequence when assessing the social, economic, and political context of the Winnipeg General Strike; use the concept of continuity and change when analysing the evolution of the relationship between Canada and Great Britain; use the concept of historical perspective when assessing the motives of the Woman's Christian Temperance Union*)

**Sample questions:** "What is 'presentism'? How can using the concept of historical perspective help you avoid the trap of presentism?" "What criteria can you use to determine the historical significance of this event? Was the event significant to everyone at the time? Is it significant to you and/or your community now?" "Which concept or concepts of historical thinking might help you analyse the Canadian government's decision to forcibly relocate Inuit people in the 1950s?"

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

**Sample questions:** "Was the federal government justified in invoking the War Measures Act during the October Crisis? How convincing is the evidence in your sources?" "Based on your study of its development, as well as changes in Canadian society and politics, what do you think is the future of the Canadian welfare state? Why?"

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., a seminar on Canadian-U.S. relations; an essay on turning points for Indigenous people since 1960; a debate on whether Prime Minister Trudeau's policies contributed to a "Just Society"; a presentation on the changing roles of women in Canada; a video on social conditions during the Great Depression; a role play on negotiations to patriate the constitution; a project to write the text for a wiki on developments in Canadian culture in the second half of the twentieth century; a blog from the perspective of a soldier in Afghanistan*)

**A1.8** use accepted forms of documentation (*e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits*) to acknowledge different types of sources (*e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites*)

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

## A2. Developing Transferable Skills

Throughout this course, students will:

**A2.1** describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (*e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy*), that can be transferred to the world of work and to everyday life

**A2.2** apply in everyday contexts skills and work habits developed through historical investigation (*e.g., use skills to assess the credibility of sources, understand and appreciate multiple perspectives and engage in informed discussions, detect bias, understand historical context; apply work habits such as collaborating with peers or taking initiative*)

**A2.3** apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (*e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past*), in order to enhance their understanding of these events and their role as informed citizens

**Sample question:** "Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?"

**A2.4** identify some careers in which the skills learned in history might be useful (*e.g., editor, journalist, lawyer, mediator, museum curator, politician, teacher*)

## B. CANADA, 1914–1929

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

### SPECIFIC EXPECTATIONS

#### B1. Social, Economic, and Political Context

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** analyse historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929 (*e.g., trends related to immigration to Canada; First Nations, Métis, and Inuit populations; migration between provinces and to urban centres; the number of women in the labour force and the type of work they performed; birth rates or life expectancy*), and assess the significance of these trends for different groups and communities in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “When you analyse census data, what do you think is the most significant trend in the Canadian population between 1914 and 1929? Why? Did this trend affect all people in Canada?” “What trends do you see with respect to birth rates among different groups in Canada?” “Is statistical information on Indigenous communities and individuals during this period reliable and valid? Why or why not?” “From the perspective of First Nations, Métis, and Inuit, why is the 1921 census flawed?” “Why did many Métis people choose not to publicly identify as Métis during this period? What was the significance of this decision?”

- B1.2** identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities (*e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada*)

**Sample questions:** “What criteria might you use to determine the significance of a scientific or technological development? Using these criteria, which development during this time period do you think was the most significant? Why?” “How did the application of advances in film and photography during this period influence the ways in which Indigenous people were perceived, both within Canada and elsewhere in the world? How did the film *Nanook of the North* affect the way Inuit were perceived? Whose perspective did the film reflect?” “How did the Canadian Arctic Expedition of 1913–18 benefit from Inuit scientific and technological knowledge?”



**B1.3** describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices, trends in the whaling and fur industry in the Canadian North), and assess their impact on various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “Which regions or groups in Canada benefited the most from the prosperity of the 1920s? Why? Which communities did not benefit from this prosperity? Why?” “When you look at economic conditions in the Maritimes during the 1920s, which development do you think is the most significant in terms of its impact on people’s lives? Why? Who was affected by this development?” “How significant was the collapse of the bowhead whale and/or fur industry for Inuit individuals and communities?” “How did political policies affect the price of goods traded by Inuit and First Nations people in the North? What impact did these policies have on the income and lives of Indigenous traders and on Indigenous economic and social structures?”

**B1.4** explain the impact on Canadian society and politics of some key events and/or developments during World War I (e.g., with reference to shortages on the home front; the internment of “enemy aliens”; an increase in the number of women in the workforce; the Union government; new laws such as the Military Voters Act, the Wartime Elections Act, the Income Tax Act, and/or the War Measures Act; the enlistment, military, and post-military experiences of First Nations, Métis, and Inuit men; the Halifax Explosion; the role of veterans in postwar labour unrest)

**Sample questions:** “What does the term ‘enemy alien’ mean? Which groups did the Canadian government consider to be enemy aliens during World War I? What was the significance of Canada’s treatment of these groups?” “What was the impact of the conscription crisis on politics in Canada?” “Why did First Nations, Métis, and Inuit men choose to fight for a country in which they experienced oppression and mistreatment?” “What impact did military enlistment have on the status of First Nations men and their families?” “What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation?” “Who gained the franchise under the Military Voters Act and the Wartime Elections Act? Who did not? Why were Indigenous women excluded from these acts?”

## B2. Communities, Conflict, and Cooperation

**FOCUS ON:** Historical Significance; Cause and Consequence

By the end of this course, students will:

**B2.1** explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; enfranchisement; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; the Soldier Settlement Board; Remembrance Day)

**Sample questions:** “When recruitment drives were held, were all young people welcome to join the armed forces?” “What were some of the short- and long-term consequences of Canadians’ participation in battles such as the Somme, Ypres, Passchendaele, and Vimy Ridge?” “In what ways were the issues facing First Nations, Métis, and Inuit veterans similar to and/or different from those facing other veterans?”

**B2.2** analyse, with reference to specific events or issues, the significance of and perspectives on Canada’s participation in international relations between 1914 and 1929 (e.g., with reference to Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)

**Sample questions:** “How did First Nations, Métis, and Inuit tend to view Canada’s participation in World War I? How did they view Canada’s status as part of the British Empire?” “What criteria would you use to determine the significance for Canada of the country’s contributions to World War I?” “What was the significance of the Halibut Treaty in the history of Canada’s relationship with Great Britain?”

**B2.3** describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the need for conscription; the Ontario Schools Question and the response to Regulation 17; Henri Bourassa’s French-Canadian nationalism versus the imperialist perspectives of some English Canadians; labour unrest, including the Winnipeg General Strike;

the King-Byng affair; the activities of the Ku Klux Klan and/or the Orange Order of Canada), and analyse some of their causes and consequences

**Sample questions:** “What were the intended and unintended consequences of Regulation 17?” “What were the most significant causes of the Winnipeg General Strike? What were its short- and long-term consequences?” “What prompted the federal government to amend the Criminal Code to prevent ‘unlawful associations’? For what purposes was this law used?”

- B2.4** explain the goals and accomplishments of some groups, organizations, and/or movements in Canada, including First Nations, Métis, and Inuit organizations and/or movements, that contributed to social and/or political cooperation during this period (e.g., the Union government, the One Big Union or other labour unions, the Maritime Rights movement, the League of Indians, the Métis Nation of Alberta, temperance organizations, the United Farmers of Ontario, women’s suffrage organizations, the Famous Five, the Black Cross nurses)

**Sample questions:** “How did the federal government react to F. O. Loft and the creation of the League of Indians of Canada? What does this reaction tell you about the relationship between the federal government and First Nations people at this time? What impact did the League of Indians have on the lives of Indigenous peoples in Canada?” “What social and economic conditions motivated the social gospel movement? What impact did the movement have on people’s lives? How much political influence did it have?” “What Inuit political organizations existed during this period? What were their goals? What impact did they have?”

- B2.5** describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (e.g., with reference to mandatory attendance at residential schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies), and explain some of their long-term consequences

**Sample questions:** “What were the educational experiences of First Nations and Métis children during this period? How did the experiences of children in residential schools differ from the experiences of children in training schools and in public schools?” “Why was the Indian Act amended in 1924 to transfer federal government

responsibility for Inuit to the Department of Indian Affairs? Why was this amendment short lived? What do these changes reveal about the government’s attitudes towards Inuit?” “In what ways were the Indian Act amendments during this time a reflection of attitudes towards First Nations, Métis, and Inuit individuals and communities?”

- B2.6** describe attitudes towards as well as discrimination against and other significant actions affecting non-Indigenous ethnocultural groups in Canada during this period (e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, restrictions imposed by the Chinese Immigration Act of 1923, groups helping new immigrants), and explain their impact

**Sample questions:** “What attitudes are reflected in the treatment of British Home Children in Canada during this period? Why did former Home Children later seek an apology from the Canadian government?” “In what ways was the No. 2 Construction Battalion a reflection of attitudes towards African Canadians?”

### B3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- B3.1** explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, F. O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union)

**Sample questions:** “What prompted Peter Henderson Bryce to write *The Story of a National Crime: An Appeal for Justice to the Indians of Canada*? What contribution did this volume make? Why?” “In what ways did the Royal Canadian Mounted Police (RCMP) contribute to the development of Canadian heritage and identities? In what ways did the RCMP impact the development of First Nations, Métis, and Inuit heritage and identities?” “What impact did Henri Bourassa have on the development of French-Canadian identity?” “In what ways did the work of Nellie McClung and other women’s rights activists challenge notions of citizenship in Canada?”

**B3.2** describe some significant changes in the arts and popular culture in Canada during this period (e.g., *changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition*), and explain the contributions of some individuals and/or events to these changes (e.g., *Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association*)

**Sample questions:** “What were some of the cultural changes that characterized the ‘roaring twenties’ in Canada?” “What impact did the work of Tom Thomson have on Canadian art?” “What impact did the work of the Group of Seven, particularly Lawren Harris’s paintings of the Arctic, have on notions of the Canadian North? Whose perspective is represented in the work of the Group of Seven? Whose perspectives are absent?” “How did the fact that many Métis people at this time were hiding their heritage affect Métis arts, culture, and language?”

**B3.3** describe some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (e.g., *women’s contribution to the war effort, their expanding role in the workplace, and the impact of these on their role in the family and in society; the role of Inuit women in the whaling and sealskin industry; women’s role in suffrage, temperance, and other social movements; repercussions of the loss of status for First Nations women whose husbands were enfranchised because of wartime service; new political rights for some women; changing social mores in the 1920s and their impact on women; the participation of women in organized sports*), and explain the impact of these developments on Canadian citizenship and/or heritage

**Sample questions:** “What role did World War I play in changing the lives of some Canadian women? How did the war affect the lives of First Nations, Metis, and/or Inuit women?” “Do you think the Persons Case was a turning point for women in Canada? Why or why not? What impact did the final decision in that case have on Canadian citizenship?”

**B3.4** describe Canadian immigration policy during this period (e.g., *with reference to the 1919 Immigration Act, the Chinese Immigration Act of 1923*), and analyse immigration to Canada, with a focus on the different groups that came here and how they contributed to identities and heritage in Canada (e.g., *the origin of immigrants, why they came, where they settled, the degree to which they integrated into the dominant culture of the time in Canadian society and/or remained distinct; their cultural contributions*)

**Sample questions:** “What were some of the push/pull factors that influenced different groups of immigrants coming to Canada during this period? Did emigrating change the lives of all these people for the better? Do you think that these people’s lives in Canada were what they had expected them to be?” “What are some ways in which groups that came to Canada during this period contributed to Canadian heritage?”



# C. CANADA, 1929–1945

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations Métis, and Inuit communities (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C2. Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Identity, Citizenship, and Heritage:** explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

## SPECIFIC EXPECTATIONS

### C1. Social, Economic, and Political Context

**FOCUS ON:** *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- C1.1** describe some key social changes in Canada during this period (*e.g., social changes brought about by unemployment or the dustbowl during the Depression; new left- and right-wing social movements; the increasing influence of American culture; northern Indigenous people becoming more reliant on European material goods*), and explain their main causes as well as their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?” “How did the growth of Canadian settlement in the North during this period affect Inuit?” “What changes do you notice in the birth and mortality rates in First Nations, Métis, and Inuit communities during this period? How might you account for these changes?”

- C1.2** identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period (*e.g., inventions such as Pabulum, penicillin, Massey-Harris’s self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb; mining of resources such as radium/uranium crucial to new technologies*), and assess their significance for different individuals, groups, and communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

**Sample questions:** “What criteria would you use to determine the significance for Canadians of the development of penicillin?” “What impact did technological developments have on the lives of farm families during this period?”

- C1.3** describe some key economic trends and developments in Canada during this period (*e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike*), and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “Did the Great Depression affect all communities in Canada to the same extent? Who faced the greatest challenges?” “What was the economic impact of the dust-bowl? How did it contribute to the creation of the Canadian Wheat Board?” “What were the consequences of the growth of the pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefited financially from this industry? Who did not?” “What were the consequences of the boom and bust of the white fox fur trade for Inuit individuals and communities?” “What was the significance of the name ‘Royal Twenty Centers’? How were these public work camps viewed at the time? In what ways, if any, do you think they have influenced attitudes towards the unemployed today?” “How were people in First Nations, Métis, and Inuit communities affected by the growth of companies extracting natural resources during this period? In what ways was the treaty relationship between First Nations and the Crown not honoured as these companies grew?” “What were some ways in which economic progress for some Canadians during this period came at the expense of First Nations, Métis, and Inuit individuals and communities?”

- C1.4** describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., *amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; the Ewing Commission, 1934–36; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government’s use of “Eskimo” identification tags*), and assess their impact on First Nations, Métis, and Inuit communities

**Sample questions:** “What amendments were made to the Indian Act in the 1930s? What was their impact?” “What impact did the 1939 Supreme Court decision regarding the constitutional status of ‘Eskimos’ have on policy developments affecting Inuit?” “What were the consequences of the Sexual Sterilization Act in Alberta and/or British Columbia for First Nations, Inuit, and Métis in those provinces?” “Why were the powers of Indian agents expanded in the 1930s? What was the impact of these changes? What do these powers reveal about government attitudes and beliefs about First Nations, Métis, and Inuit during this time?” “Why did governments in Canada develop ‘Indian’ hospitals in the 1920s and 1930s? What were the short- and long-term consequences of these institutions for Indigenous peoples in

Canada?” “What impact did the struggle for Arctic sovereignty between Canada and the United States during this period have on Inuit communities?” “What were the consequences of voting restrictions for First Nations men and women? How did this impact the political influence of First Nations communities?”

- C1.5** describe the main causes of some key political developments and/or government policies in Canada during this period (e.g., *Mackenzie King’s Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts; social welfare policies; the Dominion Elections Act, 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on non-Indigenous groups in Canada

**Sample questions:** “What are some factors that contributed to the development of new political parties during the Great Depression? What social and political values were reflected in these new parties?” “What was the historical context for Maurice Duplessis’s Padlock Act? What impact did the act have on the civil liberties of various groups in Quebec during this period?”

## C2. Communities, Conflict, and Cooperation

**FOCUS ON:** *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- C2.1** analyse some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (e.g., *the Antigonish movement; the League for Social Reconstruction; the riot at Christie Pits; internment camps for “enemy aliens”; Christie v. York, 1940; participation of First Nations, Métis, and Inuit soldiers in World War II; the founding of the Canadian Brotherhood of Sleeping Car Porters*), with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

**Sample questions:** “What were the goals of the eugenics movement? How effective was the movement in pursuing these goals?” “What were some of the intended and unintended consequences of the On-to-Ottawa Trek?” “Was the Métis Population Betterment Act (1938) an example of continuity or change in

the relationship between the Métis and the Canadian government? What evidence supports your position?" "Why was there an increase in race-based tensions and violence during this time period? What were some of the consequences of these conflicts?"

**C2.2** analyse how some key issues and/or developments affected Canada's relationships with Great Britain and the United States during this period (e.g., with reference to trade, tariffs, and investments; the founding of the Commonwealth; the Imperial Conferences; the Lend-Lease Agreement; military involvement in World War II; Arctic sovereignty)

**Sample questions:** "What changes to Canada's relationship with Great Britain resulted from the Statute of Westminster?" "What impact did American prohibition have on relations between Canada and the United States?"

**C2.3** explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada's contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women and of Indigenous soldiers)

**Sample questions:** "What was the merchant navy? What contribution did it make to the Allied war effort?" "What was Camp X? Why was it given that name?" "In what ways was Canada's contribution to World War II different from its contribution to World War I? In what ways was it similar?" "What are some ways in which Cree Code Talkers contributed to the war effort?"

**C2.4** explain some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (e.g., with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act), including how the war changed their lives (e.g., with reference to Indigenous communities that supported the war effort and those that did not; women on the home front; appropriation of reserve lands by the

Department of National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families)

**Sample questions:** "What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?" "How was the treatment of First Nations, Métis, and Inuit veterans after World War II similar to and/or different from their treatment after World War I?" "What were some of the consequences for First Nations, Métis, and Inuit of their participation in World War II?"

**C2.5** explain some ways in which World War II affected non-Indigenous Canadians (e.g., with reference to economic recovery, enlistment, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; "enemy aliens"; veterans, including men who were in the merchant navy)

**Sample questions:** "Who is the 'Bren Gun Girl'? What does her image tell you about the role of some Canadian women during the war? In what ways was their role similar to or different from the role of women in World War I?" "How did the lives of some Japanese Canadians change as a result of the war?"

### C3. Identity, Citizenship, and Heritage

**FOCUS ON:** Historical Significance; Historical Perspective

By the end of this course, students will:

**C3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., R. B. Bennett, Norman Bethune, Thérèse Casgrain, Moses Coady, Lionel Conacher, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Dorothy Livesay, Elsie MacGill, Francis Pegahmagabow, Tommy Prince, Sinclair Ross, Kam Len Douglas Sam, Portia May White; the Antigonish movement, the CBC, the Edmonton Grads), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

**Sample questions:** "What criteria might you use to assess the importance of the NFB to Canadian heritage?" "Why is there controversy around the contribution of Emily Carr to identities in Canada?" "What impact did the Hudson's Bay Company have on First Nations, Métis, and Inuit culture during this period?"

**C3.2** analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period (*e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project*), and assess the significance of the responses/connections, including their significance for identities and heritage in Canada

**Sample questions:** “Why did the Canadian government refuse to allow the SS *St Louis* entry into Canada? How did Canadians view this decision at the time? Why? How do Canadians view it now?” “What is the connection between Canada’s policies with respect to First Nations people and the development of racial policies in Nazi Germany?” “Why would Métis volunteer in large numbers to fight for a country that didn’t recognize them?”

**C3.3** analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights (*e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes*)

**Sample questions:** “Do you think the Holocaust affected Canadians’ views about Canada’s treatment of First Nations, Métis, and Inuit? Why, or why not?”



# D. CANADA, 1945–1982

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D2. Communities, Conflict, and Cooperation:** analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- D3. Identity, Citizenship, and Heritage:** analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### D1. Social, Economic, and Political Context

**FOCUS ON:** *Historical Significance; Continuity and Change*

By the end of this course, students will:

- D1.1** analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period (*e.g., with reference to the sources and numbers of postwar immigrants and/or refugees, the arrival of war brides, continued urbanization and the growth of suburbs, changes in birth rates and life expectancy, patterns in interprovincial migration, the development of teen subcultures, the changing status of established ethnocultural groups, the growth of settlement in the High Arctic*), and assess the consequences of these trends and developments for people in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “What types of sources might you consult to analyse the extent of suburban development during this period?” “What were the short-term effects of the baby boom? In what ways is the baby boom still affecting Canada and Canadians today?” “What factors affected the reliability and validity of statistics on First Nations, Métis, and Inuit populations at this time?”

- D1.2** identify some major developments in science and technology and applications of scientific/ technological knowledge during this period (*e.g., developments in aeronautics, including the Aoro Arrow; automatic postal sorters; goalie masks; developments in contraception, nuclear energy, plastics; medical developments such as thalidomide and pacemakers; television; radio communication in the Far North; developments in space technology such as satellites and the Canadarm*), and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

**Sample questions:** “What criteria might you use to determine the significance of the invention of safety paint?” “What was the purpose of thalidomide? What was its unintended effect?” “What types of societal changes arose from developments in television and other communications technologies during this time period?” “What new technological developments led to the creation of the DEW Line? Was the creation of the DEW Line a turning point for Inuit in Canada? Why or why not?” “What impact did innovations in snowmobiles have on different groups during this period?” “What impact did insecticide use have on different groups during this period?” “What was the impact of satellite communication on peoples in northern Canada?”

**D1.3** describe some key trends and developments in the Canadian economy during this period (e.g., the *Rand decision* and the growth of unions; the rise of consumerism and the popularization of credit cards; the continuing expansion of branch plants, particularly of American corporations, in Canada and the formation of the Foreign Investment Review Agency; the Hudson's Bay Company's becoming the primary supplier of Inuit art; the development of mining in northern Canada; the energy crises of the 1970s; stagflation; recession), and explain their impact on different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities

**Sample questions:** "In what ways did the Auto Pact change the Canadian auto industry?" "What were some instances of labour unrest in this period? Why might unions in this period have been more successful in pursuing their goals than they had been earlier in the century?" "Why were some communities in northern Ontario dependent on the mining industry during this period? What was the impact of such dependence?" "What impact did the development of the James Bay Project have on the lives of First Nations and Inuit individuals and communities?" "How did the opening of mines during the Rankin Inlet boom in 1953 affect Inuit individuals and/or communities?"

**D1.4** describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gain the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982), and assess their significance for First Nations, Métis, and Inuit individuals and communities

**Sample questions:** "How was the Indian Act amended in 1951? Do you think these amendments were an example of progress for First Nations peoples? Why or why not?" "How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government's attitude towards Inuit?" "Did the 1972 federal policy paper 'Indian Control of Indian Education' improve education for First Nations, Métis, and Inuit children? Why, or why not?"

**D1.5** describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland's joining Confederation; social welfare legislation; the

establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different non-Indigenous groups in Canada

**Sample questions:** "What, if anything, changed in Newfoundland after it became a province of Canada?" "What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?"

**D1.6** analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

## D2. Communities, Conflict, and Cooperation

**FOCUS ON:** Continuity and Change; Historical Perspective

By the end of this course, students will:

**D2.1** describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (e.g., the Asbestos Strike in Quebec; the Richard Riot; racial segregation; the Sixties Scoop; the October Crisis and the imposition of the War Measures Act; protests against the war in Vietnam or the James Bay Project; conflict over the National Energy Program, Aboriginal title and land rights, or the patriation of the constitution; the Coppermine Tent Hostel), and analyse them from multiple perspectives

**Sample questions:** "What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view?" "What was the Sixties Scoop? What was the goal of this policy? How did Indigenous people view this policy? How were Indigenous people affected by this policy? Do you think this policy was a continuation of earlier government policies targeting First Nations, Métis, and/or Inuit children? Why or why not?" "What do you think were the most fundamental points of disagreement between federalists and Quebec nationalists in this period? Why?"



**D2.2** describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period (e.g., *the civil rights movement; the second-wave women's movement; cultural nationalist and countercultural movements; environmental movements; Indigenous activism; labour unions; centennial year celebrations, including Expo '67; multicultural policies and organizations*), and analyse them from multiple perspectives

**Sample questions:** “What do you think was a major turning point for First Nations’ activism during this period? Why?” “Why were many women’s groups dissatisfied with the initial wording of the Charter of Rights and Freedoms? What action did they take in response?” “Whose voices were most pronounced in the women’s movement during this period? Whose were missing?” “What were some ways in which First Nations people demonstrated their resistance to the 1969 White Paper?”

**D2.3** analyse key aspects of life for women in Canada, including First Nations, Métis, and Inuit women, with a focus on what changed during this period and what remained the same (e.g., *with reference to the participation of women in the labour force; challenges to the ways in which women’s unpaid work was valued; changes in the family and family structures, including birth and divorce rates; political participation and representation; the impact of Bill C-150 (1968–69); challenges facing Indigenous and other racialized women; the domestic worker scheme and immigration of women to Canada*)

**Sample questions:** “What types of challenges did women in the labour force face in this period? Were those challenges the same for all women? In what ways were the challenges similar to those facing earlier generations of women? In what ways were they different? How might you explain the differences, with reference to historical context?” “What was the *Murdoch* case? Why was it a catalyst for change in the way women’s work was perceived?” “Why was the Supreme Court of Canada’s ruling against Jeannette Corbiere Lavell in 1973 significant for the rights of First Nations women and children in Canada?” “What was the significance for First Nations, Métis, and Inuit women of the Royal Commission on the Status of Women?”

**D2.4** describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War (e.g., *with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor*), and assess whether these developments marked a change in Canada’s approach to or role in international relations

**Sample questions:** “Do you think Canada’s involvement in the Korean War is an example of continuity or change in Canadian military history?” “Do you think Prime Minister Pierre Trudeau’s visit to China in 1973 marked a change in international relations? Why or why not?”

**D2.5** describe some key developments in Canada’s relationship with the United States during this period (e.g., *with reference to NORAD, the DEW Line, the St. Lawrence Seaway, the development of the Avro Arrow program and its subsequent cancellation, the Auto Pact, the Cuban Missile Crisis, the Vietnam War and the International Commission of Control and Supervision, environmental concerns such as acid rain*), and explain how they challenged or reinforced the nature of that relationship

**Sample questions:** “What impact did the Cold War have on the relationship between Canada and the United States?” “What role did the United States play in the Canadian economy during these years? In what ways was it similar to and/or different from the role it had played in earlier years?” “What was the purpose of the DEW Line? How did the construction and maintenance of the DEW Line stations affect relations between Canada and the United States? Were Inuit communities consulted before these stations were established? What did the establishment of these stations reveal about governments’ attitudes towards Inuit in the region?” “Why did Ottawa implement the Arctic Waters Pollution Prevention Act in 1970? Do you think the act marked a change in the relationship between Canada and the United States? What was the federal government’s perspective on the act? What was the perspective of Inuit? Of Americans?”

### D3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of this course, students will:

**D3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., *Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, Peter Ittinuar, René Lévesque, George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People*), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

**Sample questions:** “What was the significance for people with disabilities of the formation of L’Arche? What was its significance for heritage and identities in Canada?” “Why does Viola Desmond appear on a Canadian postage stamp? What criteria do you think were used in her selection?” “What impact did the Union of Ontario Indians have on Indigenous individuals, communities, and organizations during this period?” “What was the significance of the creation of the Inuit Tapirisat (now Inuit Tapiriit Kanatami) in 1971? What contributions did this organization make during this period?”

**D3.2** explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., *Kenojuak Ashevak, Alex Colville, Chief Dan George, Joy Kogawa, Margaret Laurence, Gordon Lightfoot, Marshall McLuhan, Norval Morriseau, Daphne Odjig, Oscar Peterson, Bill Reid, Maurice Richard, Gabrielle Roy, Mordecai Richler, Buffy Sainte-Marie, Gilles Vigneault; the Canada Council, the CBC, the Canadian Radio-Television Commission, Cape Dorset artists, the Guess Who, the Stratford and/or Shaw Festivals, Expo ’67, the 1970 Arctic Winter Games, the 1972 Hockey Summit Series*), and assess the significance of these contributions for the development of identities and/or heritage in Canada

**Sample questions:** “What were the causes and consequences of the Massey Commission? How significant was the commission’s contribution to Canada’s cultural heritage?” “What was the

message of the Indigenous Group of Seven? What contribution did this group of artists make to culture in Canada?” “Why was Norval Morriseau’s mural at Expo ’67 considered so controversial?” “In what ways has Buffy Sainte-Marie’s First Nations background informed her pacifism?”

**D3.3** analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., *the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie (“Charlie”) Wenjack*), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

**Sample questions:** “What was the significance for Canadian citizenship of the enfranchisement of ‘status Indians’ in 1960?” “What were some factors leading to the 1969 White Paper? What was the purpose of this policy document? How did Indigenous groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “What were the causes of the creation of the National Indian Brotherhood? What contributions did this organization make to Canada?” “Why might ‘the Mohawks who built Manhattan’ occupy a meaningful place in the narrative of the Mohawk nation?” “How did the James Bay Project affect the relationship between the Cree and Inuit and the Quebec government?” “Was the inclusion of Métis and Inuit in section 35 of the Constitution Act, 1982, a turning point with respect to Métis and Inuit rights and identity? Why or why not?”

**D3.4** describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 (e.g., *with reference to the leadership of Maurice Duplessis, Jean Lesage, and René Lévesque; the Royal Commission on Bilingualism and Biculturalism; “Maître Chez Nous”; the October Crisis; the formation of the*

*Parti Québécois; Bill 101; the patriation of the constitution; the 1980 referendum*), and explain the significance of these events for the development of identities in Canada

**Sample questions:** “What were the intended and unintended consequences of Charles de Gaulle’s ‘Vive le Québec Libre’ speech in Montreal in 1967? What was the significance of the speech for French Canadians? For English Canadians? For Ottawa?” “What factors contributed to the failure of the 1980 referendum on Quebec sovereignty? How did First Nations individuals and communities in Quebec tend to view the referendum? What do these views suggest about the identity of First Nations peoples in Quebec? How did First Nations individuals and communities in the rest of Canada view the referendum?”

**D3.5** describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for heritage and identities in Canada (*e.g., with reference to the points system; origins and numbers of immigrants and refugees, including displaced persons after World War II; the domestic workers scheme; the growth of ethnic neighbourhoods in Canada’s largest cities; the development of various cultural festivals*)

**Sample question:** “How important was the role of postwar immigration policy in the development of Canada as a multicultural society?”

# E. CANADA, 1982 TO THE PRESENT

## OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- E3. Identity, Citizenship, and Heritage:** analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### E1. Social, Economic, and Political Context

**FOCUS ON:** *Historical Significance; Continuity and Change*

By the end of this course, students will:

- E1.1** describe various social and cultural trends and developments in Canada since 1982 (*e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; the rates of incarceration and suicide in First Nations communities; the growth of urban Inuit populations in Canada's South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; developments related to multiculturalism and pluriculturalism; the growth of social and cultural advocacy groups*), and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “What was the significance of the deinstitutionalization of people with disabilities in Canada during this period? In what ways was it a change from the treatment of disabled people in the past? Do you think that the practice of deinstitutionalization was related to larger social trends during this period?” “What impact have Hollywood

portrayals of Indigenous individuals and communities during this period had on Canadians’ understanding of First Nations, Métis, and/or Inuit culture?” “Why have a number of environmental groups developed in Canada since the 1980s? How significant do you think they have been?” “In what ways did the opening ceremonies for the 2002 Arctic Winter Games reflect an Inuit historical perspective? How does that event compare to the opening ceremonies for the 2010 Vancouver Winter Olympics?”

- E1.2** identify some major developments in science and technology since 1982 (*e.g., personal computers, the Internet, cellphones and “smartphone” technology, digital music, electric and hybrid cars, fossil fuel extraction technologies, cloning, stem cell research, genetically modified foods, developments in alternative energy*), and assess their significance for people in Canada, including First Nations, Métis, and/or Inuit communities

**Sample questions:** “What were computers used for in the early 1980s? What are they used for now? How important have these changes been?” “What impact have social media had on the ways in which Canadians communicate? What impact might they have on how students learn?” “What impact have recycling technologies had on consumer habits and attitudes?” “What



impact has the evolution of digital music had on First Nations, Métis, and Inuit music?" "How has the Internet affected communities in the Arctic?"

- E1.3** describe some key trends and/or developments in the Canadian economy since 1982, including those affecting First Nations, Métis, and Inuit communities (e.g., *the decline of the manufacturing sector, the Canada-U.S. Free Trade Agreement [FTA] and the North American Free Trade Agreement [NAFTA], the decline of East Coast fish stocks, recessions, the bursting of the tech bubble, consumerism, online shopping, economic growth in western and northern Canada, fluctuations in interest rates, the European Union ban on sealskin products*), and compare them to earlier trends/developments

**Sample questions:** "What impact have trade agreements had on the economies of different regions of Canada during this period? What has changed in these economies? What has remained the same?" "What were some similarities and differences between the tech bubble of the 1990s and economic developments during the 1920s?" "How were the role and goals of unions at the end of the twentieth century similar to or different from their role/goals earlier in the century?" "What role have new mining developments played in the economy of the Canadian Arctic? How does the development of diamond mining in the Arctic compare to earlier mining projects in the region? What is the Inuit perspective on such developments? How does the Inuit world view differ from that of the diamond corporation De Beers?" "What changes have occurred in northern Canada as a result of economic growth in First Nations, Métis, and Inuit communities?" "What role has ecotourism played in various First Nations communities? What has been the impact of such initiatives on these communities?"

- E1.4** describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g. *the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission's calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People*), and assess their significance for First Nations, Métis, and Inuit individuals and communities

**Sample questions:** "What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?" "What are some ways in which political developments and government policies that have affected First Nations, Métis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?" "Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?" "How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?" "How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?" "Do you think that Prime Minister Justin Trudeau's visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?"

- E1.5** describe some key political developments and/or government policies in Canada since 1982 (e.g., *the Goods and Services Tax and the Harmonized Sales Tax, pay equity legislation, Operation Support following 9/11, the Kyoto Accord, the decision to send troops to Afghanistan, new political parties such as the Reform Party and the Green Party, the Ontario government's recognition of the Franco-Ontarian flag and its creation of French-language school boards, the long gun registry, the Civil Marriage Act of 2005, policies related to Arctic sovereignty*), and assess their significance for different non-Indigenous groups in Canada

**Sample questions:** "In what ways did the Reform Party contribute to change in Canadian politics?" "How have the environmental policies of the federal government changed during this period? How might you account for the changes?"

## E2. Communities, Conflict, and Cooperation

**FOCUS ON:** *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- E2.1** describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., *conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes;*

racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land rights; the Idle No More movement; the National Inquiry into Missing and Murdered Indigenous Women and Girls; continuing tension between Quebec and the federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyse these interactions from various perspectives

**Sample questions:** “What were the perspectives of various participants in the APEC summit in Vancouver and the conflicts that accompanied it?” “Whose perspectives were reflected in debates concerning hate crimes and free speech during this period?” “Do you think that the establishment of the National Inquiry into Missing and Murdered Indigenous Women and Girls reflected a change in government attitudes towards First Nations, Métis, and Inuit issues? Why, or why not?” “What is the ‘duty to consult and accommodate’, as stipulated in treaties and affirmed by the Supreme Court of Canada? How has this duty affected relationships between First Nations, Métis, and Inuit communities, the government, and the private sector?”

**E2.2** analyse aspects of regionalism in Canada since 1982, including new and ongoing challenges in the relationship between Ottawa and various regions (e.g., with reference to *have and have-not provinces, economic development, revenues from natural resources, development of the Alberta oil sands, the cod moratorium, regional political parties, regional cultures, the birth of Nunatsiavut in 2005 and/or Nunavik in 2008*)

**Sample questions:** “When you examine issues that have affected the relationship between Ottawa and the regions of Canada, why is it important to consider the perspectives of both the federal government and the region or regions involved? What sources enable you to do so?” “What are some of the enduring regional cultures of Canada?” “How has the participation of First Nations in the development of resources within their home territories and/or communities changed over time? Does the current nature of their involvement represent a change in or a continuation of their historical role in resource development?”

**E2.3** identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., *Bill C-31, 1985; the Meech Lake Accord; disputes over land at Oka,*

*Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia, 1997; the Nisga’a Final Agreement, 1988; the creation of Nunavut; R v. Powley, 2003; the McIvor decisions; the Truth and Reconciliation Commission; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867; the Coolican Report, 1986; the Qikiqtani Truth Commission; the Daniels decision, 2016; living conditions and education on First Nations reserves; preservation of Indigenous languages; the numbers of Indigenous children in care; Jordan’s Principle; Métis Nation of Ontario Secretariat Act, 2015; control over Arctic waters), and analyse them from various perspectives*

**Sample questions:** “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How was Prime Minister Stephen Harper’s apology for residential schools viewed by Indigenous people? By various non-Indigenous Canadians?” “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non-status Indians in Canada?” “What did the Truth and Reconciliation Commission set out to do? Whose testimony did the commission collect? Do you think the commission’s calls to action are a turning point in the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and nations? Why, or why not?” “What do issues related to living conditions on some First Nations reserves since the 1980s reveal about continuity in the government’s treatment of and attitudes towards Indigenous peoples?” “What was the significance of the government of Ontario’s non-recognition of Métis in the province? What was the perspective of the government on this issue? What was the perspective of the Métis? What impact did the Supreme Court’s decision in the *Powley* case (2003) have on this issue? How did that decision affect the status of Métis in Ontario and the rest of Canada?”

**E2.4** describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982 (e.g., *the Meech Lake and/or Charlottetown Accords; the creation of the Bloc Québécois; sovereignty association; relations between Canadian prime ministers and Quebec premiers; the 1995 referendum*), and analyse them from various perspectives



**Sample questions:** “What was the purpose of the Clarity Act? How was it viewed by the Quebec government?” “What were the perspectives of First Nations and Inuit on Quebec sovereignty? What was the perspective of Quebec sovereigntists? Of federalists in Quebec and the rest of Canada?”

**E2.5** describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict (e.g., with reference to *South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda, Syria; the War on Terror*) and Canadians’ cooperation in humanitarian work (e.g., *the International Court of Justice the Canadian International Development Agency; responses to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations*), and explain some key factors that have affected this participation

**Sample questions:** “How and why has Canada’s spending on official development assistance fluctuated since 1982?” “Was the decision to send troops to Afghanistan in keeping with Canada’s traditional role in world affairs?”

### E3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of this course, students will:

**E3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., *Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Cournoyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Shannen Koostachin, Gary Lipinski, Audrey McLaughlin, Josephine Mandamin, Preston Manning, Steve Powley, Judy Rebick, Jeanne Sauvé, Murray Sinclair, David Suzuki, Jean Teillet, Justin Trudeau, Sheila Watt-Cloutier; the Bloc Québécois, the Green Party, Inuit Tapiriit Kanatami, Métis Nation of Ontario, the Reform Party*), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

**Sample questions:** “What have been the short and long-term consequences of Elijah Harper’s rejection of the Meech Lake Accord?” “What criteria might you use to assess the political legacy of Brian Mulroney? Would you use the same criteria to assess the political legacy of

Jack Layton?” “What actions has Charlie Angus taken to bring awareness to issues around on-reserve education for First Nations children? What actions have First Nations community members and leaders taken to bring awareness to this issue?” “How have First Nations, Métis, and Inuit political organizations contributed to identities in Canada since the 1980s?”

**E3.2** explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 (e.g., *Susan Aglukark, Denys Arcand, Margaret Atwood, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Leonard Cohen, Sidney Crosby, Celine Dion, Paul Demers, Drake, Atom Egoyan, Michael J. Fox, Tomson Highway, Lawrence Hill, Clara Hughes, Jarome Iginla, Wab Kinew, Zacharias Kunuk, Deepa Mehta, Michael Ondaatje, Amanda Rheame, Robbie Robertson, Crystal Shawanda, Jordín Tootoo, Shania Twain, Neil Young; A Tribe Called Red, Afro Connexion, Arcade Fire, Cirque de Soleil, Digging Roots, the Tragically Hip; the Calgary or Vancouver Olympics, Caribana [Caribbean Carnival]*), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

**Sample questions:** “Do you think that the political satire of people such as Rick Mercer has had an influence on civic action or youth engagement? Why or why not?” “For whom is the work of Michel Tremblay significant? Why?” “What images of First Nations, Métis, and Inuit were on display during the opening ceremonies for the 2010 Vancouver Olympics? What was the significance of these images? What did they reveal about how Indigenous cultures tend to be represented in the popular culture of non-Indigenous Canadians?” “What do the lyrics of Amanda Rheame’s song ‘We Aspire’ tell you about the values and aspirations of Métis people?” “Who was Grey Owl? Do you think he should have been honoured with a commemorative plaque from the province of Ontario after his death in 1984? Why or why not?”

**E3.3** assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., *the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese head tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families; suicide rates among Indigenous youth*)

**Sample questions:** “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why, or why not?”

“What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” “What events led to Stephen Harper’s statement of apology to former students of Indian Residential Schools in 2008? Did this apology lead to changes in attitudes towards and/or in policies directed at First Nations, Métis, and/or Inuit individuals and communities in Canada? Why or why not?” “What is the significance of the 2016 ruling of the Canadian Human Rights Tribunal with respect to inequalities in the funding for child welfare services for First Nations children?” “What were the causes of the 2016 inquest into the deaths of First Nations students in Thunder Bay? What was the significance of this inquest?”

**E3.4** describe some key developments that have affected Canada’s relationship with the United States since 1982 (*e.g., the Canada-U.S. FTA and/or NAFTA; softwood lumber disputes; policies to protect Canadian culture; the International Joint Commission; Canada’s response to 9/11; Canada’s refusal to participate in the Second Gulf War; Canada’s participation in the mission in Afghanistan; issues related to border control; the Omar Khadr case; Arctic sovereignty*), and explain the impact of Canadian-American relations on Canadian identities and heritage

**Sample questions:** “What impact did Canada’s responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States?” “What role do you think our relationship with the United States plays in Canadians’ view of themselves?”



# Canadian History since World War I, Grade 10

Applied

CHC2P

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

## OVERVIEW

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

### Strand A

A: Historical Inquiry and Skill Development
<b>Overall Expectations</b>
<b>A1. Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
<b>A2. Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

(continued)

**Overview** *(continued)*

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

**Strands B–E**

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
<b>Strand B: Canada 1914–1929</b>		
<b>B1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	National and international events and developments during this period affected the lives of people in Canada in different ways.	Why might different individuals and/or communities in Canada view the same event or development in different ways?
<b>B2. Communities, Conflict, and Cooperation:</b> describe some key interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and explain their effects ( <b>FOCUS ON:</b> <i>Cause and Consequence</i> )	Canadians faced major conflict at home and abroad during this period.	What were the consequences of World War I for Canada and people in Canada?  What people and events contributed to the evolution of identities and citizenship in Canada during this period?
<b>B3. Identity, Citizenship, and Heritage:</b> describe how some individuals, organizations, and domestic and international events contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 ( <b>FOCUS ON:</b> <i>Continuity and Change; Historical Perspective</i> )	Many individuals, groups, communities, and events helped to shape the development of Canada during this period.	
<b>Strand C: Canada 1929–1945</b>		
<b>C1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities ( <b>FOCUS ON:</b> <i>Cause and Consequence</i> )	The Great Depression and World War II had a major impact on the lives of people in Canada.	What were the consequences of Canada's involvement in World War II for Canada as a whole and for different individuals, groups, and communities in Canada?
<b>C2. Communities, Conflict, and Cooperation:</b> describe some significant interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them ( <b>FOCUS ON:</b> <i>Cause and Consequence; Continuity and Change</i> )	This period was marked by increasing tensions between different groups and communities within Canada and between Canada and other countries.	How did the lives of people in Canada change during this period? Did people in all regions of Canada experience the same degree of change?  How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
<b>C3. Identity, Citizenship, and Heritage:</b> describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identities, citizenship, and/or heritage in Canada between 1929 and 1945 ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	Various individuals and events had a major impact on the continuing development of Canada during this period.	Whose voices dominated in Canada at this time? Why did all voices not carry the same weight?

*(continued)*

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
<b>Strand D: Canada 1945–1982</b>		
<b>D1. Social, Economic, and Political Context:</b> describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities ( <b>FOCUS ON:</b> <i>Continuity and Change</i> )	This was a period of major change in the lives of people in Canada.	In what ways did social welfare programs help people in Canada? Did they help all people equally?
<b>D2. Communities, Conflict, and Cooperation:</b> describe some key developments that affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and assess their significance ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	Although this period was marked by conflict, both nationally and internationally, Canada also participated in cooperative ways in the international community.	Why did some people in Canada view the rise in immigration during this period as a threat?  In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and/or Inuit individuals and communities during this time?
<b>D3. Identity, Citizenship, and Heritage:</b> describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identities, citizenship, and/or heritage in Canada between 1945 and 1982 ( <b>FOCUS ON:</b> <i>Historical Significance; Cause and Consequence</i> )	During this period, Canada evolved into a multicultural country with a developing welfare state.	Which individual or event made the most significant contribution to the development of identities in Canada during this period?
<b>Strand E: Canada 1982 to the Present</b>		
<b>E1. Social, Economic, and Political Context:</b> describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities ( <b>FOCUS ON:</b> <i>Historical Significance; Historical Perspective</i> )	National and international events and developments since 1982 have affected the lives of all people in Canada, but not in the same ways.	What were the biggest changes in the lives of people in Canada in the recent past? What factors led to those changes?  Where do you see yourself in the Canadian narrative?
<b>E2. Communities, Conflict, and Cooperation:</b> describe some significant issues and/or developments that have affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments ( <b>FOCUS ON:</b> <i>Continuity and Change</i> )	Interrelationships between different groups and communities in Canada have changed over time.	In what ways have different individuals and events contributed to the development of identities in Canada?  What actions have some individuals and communities been taking to change the colonial relationship between Indigenous and non-Indigenous people in Canada?
<b>E3. Identity, Citizenship, and Heritage:</b> describe how some individuals, groups, and events, both national and international, have contributed to the development of identities, citizenship, and/or heritage in Canada from 1982 to the present ( <b>FOCUS ON:</b> <i>Historical Significance; Cause and Consequence</i> )	The story of Canada has been, and continues to be, shaped by the various individuals, groups, and communities in this country.	

\* See page 14 for a discussion of the purpose of big ideas and framing questions.



# A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

## SPECIFIC EXPECTATIONS

### A1. Historical Inquiry

Throughout this course, students will:

**A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914 (e.g., factual questions: *What was the Persons Case?*; comparative questions: *What were some similarities and differences in the experiences of soldiers in World War I and World War II?*; causal questions: *What issues led to the creation of the Canadian Radio-Television Commission [CRTC]?*)

**A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: *art works from the time, books and/or articles from the library, diaries, letters, maps, period newspapers, photographs, songs from the time, statistics*; secondary sources: *current newspaper or magazine articles, information from websites, reenactments of historical events, textbooks, videos*), ensuring that their sources reflect different perspectives

**Sample questions:** “If you want to study the history of fashion in the twentieth century, what are some visual sources that you might consult? Where would you locate period photographs? What other sources might you consult?” “Why might diaries and letters of Japanese Canadians living in internment camps be a good source on their experiences and perspectives? What other sources would you need to consult to explore other people’s perspectives on the internment of the Japanese?”

**A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and/or context of the source and the values and expertise of its author*)

**Sample questions:** “Can an anonymous website be considered an appropriate historical source? Why or why not?” “Whose perspectives are represented in the letters written to Prime Minister Bennett during the Great Depression?”

**A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *use a ranking ladder to help them determine the significance of factors contributing to the Great Depression; critically select significant events for a timeline on Canada-U.S. relations; compare the points of view in different primary sources relating to the same event*)

**Sample questions:** “What information can you extract from these song lyrics? Is this information supported by your other sources?” “What type of tool might help you compare the impact of this development on two different groups?”

**A1.5** use the concepts of historical thinking (i.e., *historical significance, cause and consequence, continuity and change, and historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914 (e.g., *use the concept of historical significance when assessing the impact of technological developments on the everyday lives of Canadians; use the concept of*

cause and consequence when ranking the importance of factors contributing to the Great Depression; use the concept of continuity and change when determining turning points in relations between Quebec and the rest of Canada; use the concept of historical perspective when evaluating evidence about residential schools)

**Sample questions:** “If you had to determine the most significant event in twentieth-century Canadian history, what criteria would you use? Did the event you have chosen have the same significance for all Canadians?”

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

**Sample questions:** “After analysing the evidence you have gathered, do you think that Canada should have cancelled the Avro Arrow project? Why or why not?” “After analysing the information and evidence you have gathered, what conclusions have you reached about the arguments for and against the demolition of Africville?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a photo essay on the history of a large Canadian city in the twentieth century; an oral presentation on racism and/or antisemitism in Canada; a debate on immigration policy; a video on the Winnipeg General Strike; a role play on changing social values in the 1920s; a poem or rap about the war in Afghanistan; a blog about border security since 9/11)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., articles, art works, blogs, books, films or videos, songs, websites)

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

## A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe some ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to the world of work and/or to everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to assess the credibility of a source, use appropriate organizers to manage their evidence and ideas; apply work habits such as creating and following a plan, taking responsibility when collaborating with peers)

- A2.3** apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (e.g., to determine perspectives in media reports on a current event; to understand the significance of a new political policy; to understand ways in which a current social trend is similar to or different from past trends), in order to enhance their understanding of these events and their role as informed citizens

**Sample questions:** “Why might it be useful to apply the concept of change and continuity and/or cause and consequence to help you to evaluate the promises being made by politicians during this election campaign?” “If you were asked to evaluate possible names for a new school in your community, which concepts of historical thinking might you apply? Why?”

- A2.4** identify some careers in which the skills learned in history might be useful (e.g., actor, community worker, musician, politician, tour guide)

## B. CANADA, 1914–1929

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** describe some key interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and explain their effects (**FOCUS ON:** *Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** describe how some individuals, organizations, and domestic and international events contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

### SPECIFIC EXPECTATIONS

#### B1. Social, Economic, and Political Context

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** describe some key social developments in Canada during this period (*e.g., changes in immigration, the broadening of citizenship rights for many women, the treatment of “enemy aliens” during World War I, the challenges facing returning veterans, the rise of the flapper in popular culture*), and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “Were First Nations, Métis, and Inuit women represented in the women’s suffrage movement? Did the victories of this movement during and after World War I mean that all Canadians had the right to vote?” “What impact did the growth of ethnic neighbourhoods in Canadian cities have on the ways of life of people living in those neighbourhoods?”

- B1.2** identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and explain their significance for different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities (*e.g., the*

*impact that military technology such as the Ross rifle had on Canadian soldiers in World War I; the significance of developments in transportation such as airplanes and automobiles for rural Canadians or people involved in manufacturing; the impact of the development of insulin on Canadians with diabetes*)

**Sample questions:** “What impact did the use of chemical weapons have on soldiers in World War I?” “Did the mass production of automobiles affect all Canadian youth in the same way?” “What role did radio play in the everyday lives of people during this time?” “What was the purpose behind government exploration in the Arctic during this period? How did such exploration affect Inuit communities?” “What are some ways in which the Canadian Arctic Expedition of 1913–18 benefited from Inuit scientific and technological knowledge?”

- B1.3** describe some key economic trends and developments in Canada during this period (*e.g., with reference to the wartime economy, postwar recession, consumerism, trends in the whaling and fur industries in the Canadian North*), and explain their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities

**Sample questions:** “What was the significance of the consumerism of the 1920s? Did it affect all Canadians the same way?” “What impact did rising prices have on the lives of different

people in Canada?" "Did all Canadians share in the prosperity of the 1920s? Did First Nations, Métis, and Inuit individuals and communities share in it?" "What was the significance of the collapse of the bowhead whale industry for Inuit communities?" "How did the price of furs during this period affect First Nations, Inuit, and Métis living in the North?" "How did political policies affect the price of goods traded by First Nations and Inuit in the North? What impact did these policies have on the lives of Indigenous traders?"

**B1.4** describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (e.g., with reference to the internment of "enemy aliens"; the participation of women in the wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act)

**Sample questions:** "What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi'kmaq settlement in Tufts Cove?" "What are some of the ways in which the war changed the lives of many women in Canada?" "Why were some Ukrainian Canadians interned during and after World War I?" "Why did First Nations, Métis, and Inuit men choose to fight for a country in which they experienced oppression and mistreatment?" "What impact did military enlistment have on the status of First Nations men and their families?"

## B2. Communities, Conflict, and Cooperation

**FOCUS ON:** Cause and Consequence

By the end of this course, students will:

**B2.1** identify some of the causes of World War I (e.g., *European alliances and rivalries, militarism*), and explain some of the consequences of Canada's military participation in the war (e.g., *the passing of the conscription bill; the development of war industries; the military consequences and human costs of battles such as Ypres and Vimy Ridge; enfranchisement; issues facing veterans; Remembrance Day*)

**Sample questions:** "Why did young men enlist in the armed services at the beginning of World War I? Who tended to enlist? Who did not? Who was actively discouraged from enlisting by Canadian military officials? Why? What

inspired First Nations, Métis, and Inuit men to volunteer to fight in World War I? Given the values and circumstances at the time, would you have enlisted to fight in the war? Would you have been allowed to enlist? Why or why not?" "What was the Soldier Settlement Board? What impact did it have on First Nations, Métis, and Inuit communities?"

**B2.2** describe some significant ways in which people in Canada cooperated and/or came into conflict with each other at home during this period (e.g., with reference to the *social gospel movement, the women's suffrage movement, labour unions, the Winnipeg General Strike, the Ku Klux Klan*), and explain key reasons for these interactions as well as some of their consequences

**Sample questions:** "What were the ideas behind the Coloured Women's Club of Montreal? Was it successful in meeting its goals?" "Why was the League of Indians of Canada founded? What impact did it have?" "Why did some groups not feel welcome in the labour movement? Which groups were excluded? Why? How did they respond?"

**B2.3** describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (e.g., *mandatory attendance in residential schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals*), and explain some of their consequences

**Sample questions:** "What were some amendments to the Indian Act during this period? What attitudes are reflected in these amendments?" "Why was it mandatory for status Indians to attend residential schools? What were the goals of these schools?" "How did the residential school experiences of First Nations and Métis children differ?" "Why did many Métis people choose not to publicly identify as Métis during this period? What were some of the consequences of such decisions?"

**B2.4** describe some significant challenges facing immigrants and other non-Indigenous ethno-cultural minorities in Canada during this period, with a particular emphasis on forms of discrimination (e.g., *racism and antisemitism; segregation and discrimination in jobs and housing; immigration policy, including the 1919 Immigration*



Act; barriers to enlistment in the Canadian military based on race and ethnicity), and explain some of their consequences

**Sample questions:** “What challenges did African-Canadian men face when trying to enlist in the Canadian armed forces during World War I?” “What changes were made to the Chinese Immigration Act in 1923? What attitudes are reflected in these changes? What effects did the changes have?”

**B2.5** describe how some specific events, developments, and/or attitudes affected the relationship between French and English Canada during this period (e.g., conscription during World War I, the Ontario Schools Question and the response to Regulation 17, the beliefs of Quebec nationalists such as Henri Bourassa and Abbé Lionel Groulx, the ideas of groups such as the Orange Order)

**Sample questions:** “What was the message of Quebec nationalists such as Henri Bourassa? How did English Canadians tend to view this message?”

### B3. Identity, Citizenship, and Heritage

**FOCUS ON:** Continuity and Change; Historical Perspective

By the end of this course, students will:

**B3.1** describe how some individuals and organizations during this period contributed to the development of identities, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Peter Henderson Bryce, Lionel Connacher, F. O. Loft, Tom Longboat, Nellie McClung, Francis Pegahmagabow, Mary Pickford, Fred Simpson; the No. 2 Construction Battalion, the One Big Union, the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

**Sample questions:** “What contribution has the National Hockey League (NHL) made to heritage and identities in Canada?” “How have the actions of labour activists during this period contributed to labour rights then and now?” “What impact did the art of Tom Thomson and members of the Group of Seven have on culture and identities in Canada? Do you think the work of the Group of Seven accurately reflects the Canadian North? Why or why not? Whose perspectives are absent from their works? Why are their images still iconic today?”

**B3.2** identify some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (e.g., women’s contribution to the war effort, women’s suffrage, access to employment, changing social mores in the 1920s, the participation of women in sports, the role of Inuit women in the whaling and sealskin industry), and describe the impact of these developments on Canadian citizenship and/or heritage

**Sample questions:** “What effect did the Wartime Elections Act have on women’s right to vote?” “Why were First Nations, Métis, and Inuit women excluded from the Wartime Elections Act and the Military Voters Act? Why would such exclusion have been considered acceptable in 1917?” “What effect did the final decision in the Persons Case have on the citizenship rights of women in Canada?” “What was significant about the participation of Canadian women in the 1928 Olympics?” “What are some ways in which First Nations, Métis, and Inuit women participated in the war effort?”

**B3.3** explain the significance for identities, citizenship, and/or heritage of some key international events and/or developments in which Canada participated in this period (e.g., the battle of Vimy Ridge; Canada’s attending the Paris Peace Conference and signing the Treaty of Versailles; membership in the League of Nations and the Commonwealth of Nations; Canadians’ participation in international sporting events such as the Olympics; the success of Canadian actors in Hollywood)

**Sample questions:** “Why did the poppy come to be associated with Canadians in World War I and then adopted as an international symbol of remembrance?” “Why is the Bluenose on the Canadian dime? Do you think it is an appropriate symbol for Canada? Why or why not?” “Why is the Halibut Treaty seen as a turning point in the development of Canada’s political autonomy?”

# C. CANADA, 1929–1945

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Cause and Consequence*)
- C2. Communities, Conflict, and Cooperation:** describe some significant interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Identity, Citizenship, and Heritage:** describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identities, citizenship, and/or heritage in Canada between 1929 and 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

## SPECIFIC EXPECTATIONS

### C1. Social, Economic, and Political Context

**FOCUS ON:** *Cause and Consequence*

By the end of this course, students will:

- C1.1** identify some key social developments in Canada during this period (*e.g., increasing levels of poverty, the dislocation of farm families on the Prairies, the increasing influence of American culture, northern Indigenous people becoming more reliant on European material goods*), and explain their main causes as well as their impact on the lives of people in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “Why did immigration rates and birth rates decline in the 1930s?” “What impact did high unemployment and poverty rates have on people in Canadian cities?” “What were the consequences for Inuit communities of the continued growth of non-Indigenous settlement in the North?”

- C1.2** identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their impact on the lives of people in Canada, including First Nations, Métis,

and/or Inuit individuals and communities (*e.g., the impact of Pablum on children’s health, of developments in aeronautics and radar on Canada’s armed forces during World War II, of the mining of radium/uranium on Indigenous individuals and communities in the North*)

**Sample question:** “What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II?”

- C1.3** describe some key economic trends and developments in Canada during this period (*e.g., individuals and corporations buying on margin, the stock market crash of 1929, job losses and high unemployment, the creation of public work camps and government relief, the boom and bust of the white fox fur trade*), and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities

**Sample questions:** “What do the high unemployment rates of the 1930s tell you about life in Canada during this period?” “What were ‘Bennett buggies’? What do they tell you about the impact of the economic crisis of the 1930s on some Canadians?” “What impact did World War II have on the Canadian economy?” “What were some consequences of the growth of the



pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefited financially from this industry?" "What were some ways in which people in First Nations, Métis, and Inuit communities were affected by the growth of companies extracting natural resources during this period?"

- C1.4** describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., *amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags*), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

**Sample questions:** "What were the consequences of provincial Sexual Sterilization Acts for First Nations, Métis, and Inuit individuals and communities?" "How did the continued operation of residential schools affect First Nations, Métis, and Inuit individuals and communities in Canada during this period?" "What developments led to Inuit becoming a federal responsibility in 1939? What were some of the consequences of this change for Inuit individuals and communities?" "How did the powers of Indian agents change in the 1930s? What impact did their powers have on the lives of people in First Nations communities?" "Why did governments in Canada develop 'Indian' hospitals in the 1920s and 1930s? What were the consequences of these institutions for Indigenous peoples in Canada?"

- C1.5** describe the main causes of some key political developments and/or government policies in Canada during this period (e.g., *the development of new political parties; R. B. Bennett's social welfare policies; the passing of the Padlock Act in Quebec; victory bonds; government policies on wartime rationing, propaganda, and censorship; the decision to intern Japanese Canadians during World War II*), and explain how they affected the lives of non-Indigenous people in Canada

**Sample questions:** "Why did the government invoke the War Measures Act during World War II? What effect did it have on the lives of people in Canada?" "Why did the Alberta and British Columbia governments force some people with disabilities to undergo sterilization?"

## C2. Communities, Conflict, and Cooperation

**FOCUS ON:** *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- C2.1** identify some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (e.g., *the founding of the Canadian Brotherhood of Sleeping Car Porters; the On-to-Ottawa Trek; antisemitic and racial conflicts such as the riot in Christie Pits or those related to the ruling by the Supreme Court in the Christie case [1940]; the hostility towards some ethnocultural minorities during World War II; changes to the Métis Population Betterment Act, 1938, that increased government control*), and explain their impact on different people in Canada

**Sample questions:** "Why did the Great Depression increase race-based tensions in Canada?" "What were the major concerns of people involved in the Antigonish movement? How did they address these concerns? What changes did they bring about? Which changes had the greatest impact on Canadians?"

- C2.2** explain how some key issues and/or developments affected Canada's relationships with Great Britain and the United States during this period (e.g., *with reference to prohibition and rum running; the Statute of Westminster, 1931; placing high tariffs on American magazines; trade and other economic ties; military involvement in World War II; Arctic sovereignty*)

**Sample questions:** "Why did prohibition in the United States strain the relationship between Canada and the United States?" "Why did Canada train Commonwealth pilots during World War II? What does the air training program tell you about the relationship between Canada and Great Britain?" "How did the lives of Inuit change during this period as a result of the struggle for Arctic sovereignty between Canada and the United States?"

- C2.3** describe some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (e.g., *with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act; Indigenous communities that supported the war effort and those that did not; appropriation of reserve lands by the Department of National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families*)

**Sample questions:** “What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?” “What are some ways in which Cree Code Talkers contributed to the war effort?” “What are some ways in which the treatment of First Nations, Métis, and Inuit veterans after World War II was similar to and/or different from their treatment after World War I?”

**C2.4** describe some ways in which World War II changed the lives of various non-Indigenous groups in Canada (e.g., with reference to economic recovery; rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

**Sample questions:** “Which groups were interned in Canada during the war? How did this treatment change their lives?” “What opportunities opened to women in Canada as a result of the war?”

### C3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of this course, students will:

**C3.1** describe how some individuals, organizations, and symbols contributed to the development of identities, citizenship, and/or heritage in Canada during this period (e.g., individuals: R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince; organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board; symbols: the Bennett buggy, the Bren Gun Girl)

**Sample questions:** “How did the CBC contribute to heritage and identities in Canada during this period?” “Why is the Bennett buggy a symbol of the Great Depression? Do you think it is an appropriate symbol? Why or why not?” “What are some ways in which the Hudson’s Bay Company had an impact on First Nations, Métis, and Inuit culture during this period?”

**C3.2** describe responses of Canada and people in Canada to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II (e.g., the Red Scare, the Holodomor, the Nanking Massacre, aggression by Nazi Germany, the Battle of Hong Kong, the Holocaust, D-Day, the Manhattan Project, the liberation of the Netherlands; the contributions of individuals such as Norman Bethune or Paul Triquet), and explain the significance of these responses for identities and/or heritage in Canada

**Sample questions:** “How did different groups in Canada respond to the rise of the Nazis? What social attitudes and values are reflected in those responses?” “Why did the Canadian government refuse to allow the SS *St Louis* entry into Canada?” “Why does the Netherlands send thousands of tulip bulbs to Canada every year?” “In what ways was the internment of Japanese Canadians in World War II similar to and/or different from the forced attendance of First Nations, Métis, and Inuit children in residential schools?”

**C3.3** explain the significance of the Holocaust for Canada and people in Canada (e.g., with reference to antisemitism in Canada in the 1930s and 1940s, Canada’s reaction to anti-Jewish persecution in Nazi Germany, the role of Canadians in liberating Nazi concentration camps and death camps, postwar refugee policy and attitudes towards survivors, the evolution of human rights and anti-hate crime legislation)

**Sample questions:** “Do you think that the Holocaust affected Canadians’ views about Canada’s treatment of First Nations, Métis, and Inuit in this country?” “When you look at paintings by Canadian war artists made during the liberation of Nazi concentration and death camps, what impact do you think they would have had on people in Canada?”

# D. CANADA, 1945–1982

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Continuity and Change*)
- D2. Communities, Conflict, and Cooperation:** describe some key developments that affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and assess their significance (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- D3. Identity, Citizenship, and Heritage:** describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identities, citizenship, and/or heritage in Canada between 1945 and 1982 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### D1. Social, Economic, and Political Context

**FOCUS ON:** *Continuity and Change*

By the end of this course, students will:

- D1.1** describe some key demographic trends and developments in Canada during this period (*e.g., the origins of immigrants and refugees, the arrival of war brides, the baby boom, the growth of suburbs, increased urbanization, the changing status of established ethnocultural groups, the growth of settlement in the High Arctic*), and compare them to trends/developments earlier in the century
- Sample questions:** “What was new about the teen subcultures that developed in some communities after World War II? In what ways were the lives of some youth in the 1950s and 1960s different from those who lived in the 1920s?” “What are some Indigenous communities that were relocated during this time? Why were they moved? How were these relocations similar to and/or different from those earlier in the century?”
- D1.2** identify some major developments in science and/or technology during this period, and explain how they changed the lives of people in Canada, including First Nations, Métis and/or Inuit individuals and communities (*e.g., the popularization of television changed recreational*

*habits; developments in medicine contributed to increased life expectancy; the development and use of satellites expanded communications across the country; innovations in the design of the snowmobile changed the way many people in rural and northern Canada travelled in the winter; the advent of commercial fertilizers and pesticides helped farmers but also had consequences for the environment; the creation of the DEW Line changed the way of life of many Inuit*)

**Sample questions:** “What types of changes arose from developments in computers in this period?” “How did developments in plastics during this time affect people’s lives?” “What was the impact of satellite communication on peoples in northern Canada?”

- D1.3** describe some key trends and developments in the Canadian economy during this period (*e.g., postwar consumerism, branch plants, the Auto Pact, the energy crisis of the 1970s, labour unrest*), and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities
- Sample questions:** “What impact did the energy crisis have on the auto industry in Canada? How did it change the lives of Canadians?” “What was the James Bay Project? What impact did it have on the lives of First Nations, Métis, and Inuit in Quebec?” “Why did the Hudson’s Bay Company become the primary supplier of Inuit art during this time period? On balance,

do you think this development benefited or hurt Inuit art? What evidence supports your conclusion?"

**D1.4** describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., *the continuing use of numbered identification tags for Inuit; Inuit and status Indians gaining the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982*), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

**Sample questions:** "How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government's attitude towards Inuit?" "What was the Sixties Scoop? What attitudes underpinned this policy? In what ways were they a continuation of government attitudes towards Indigenous peoples?"

**D1.5** describe some key political developments and/or government policies in Canada during this period (e.g., *Canada's response to the Cold War, including joining the North Atlantic Treaty Organization [NATO]; Newfoundland's joining Confederation; the Massey Commission; the creation of the CRTC; the Royal Commission on Bilingualism and Biculturalism; social welfare legislation; the Canadian Charter of Rights and Freedoms*), and assess how they affected the lives of non-Indigenous people in Canada

**Sample questions:** "What are some ways in which government social programs from this period affected the lives of Canadians? Did these programs have greater impact on people's lives than those created during the Depression? Why, or why not?" "Do you think the Royal Commission on the Status of Women was a turning point for women in Canada? Why, or why not?"

## D2. Communities, Conflict, and Cooperation

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of this course, students will:

**D2.1** describe some key factors that affected the relationship between French and English Canada during this period (e.g., *with reference to the Quiet Revolution, bilingualism and biculturalism, the flag debate, Expo '67, the formation of the*

*Parti Québécois, the October Crisis, the Montreal Olympics, Bill 101, negotiations to patriate the Constitution*), and assess their significance for people in Canada, including French, English, and Indigenous peoples

**Sample questions:** "What was the significance of the Asbestos Strike for French-English relations?" "How did language rights affect the relationship between French and English Canada? Why might language rights be more important to French Canadians than to English Canadians?" "How did First Nations people in Quebec tend to view the 1980 referendum on sovereignty association?"

**D2.2** identify some major social movements in Canada during this period, including those involving First Nations, Métis, and Inuit organizations (e.g., *civil rights, women's, Indigenous, environmental, peace, Quebec nationalism, labour, or youth movements*), and explain their goals and perspectives

**Sample questions:** "What were some of the issues that motivated the early environmental movement in Canada?" "What were some of the main goals of the women's movement in this period? Whose perspectives did these goals reflect?" "What impact did the civil rights movement in the United States have on African Canadians?" "What were some of the issues around which First Nations, Métis, and Inuit individuals and communities organized during this period?" "What were some ways in which First Nations people demonstrated resistance to the 1969 White Paper?" "What was the aim of the Inuit Tapirisat of Canada (now Inuit Tapiriit Kanatami)? How did it provide a voice for Inuit?"

**D2.3** describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War (e.g., *with reference to membership in the United Nations, the North American Air Defense Command [NORAD], and/or NATO; the Gouzenko Affair; the Korean War; the Suez Crisis; the arms race and the Non-proliferation of Nuclear Weapons Treaty; peacekeeping*), and assess their significance

**Sample question:** "How significant was the Cold War in influencing Canada's participation in the international community during this period?"

**D2.4** describe some key developments in Canada's relationship with the United States during this period (e.g., *with reference to NORAD, the DEW Line, the St. Lawrence Seaway, the influence of*



American cultural industries, the Vietnam War, environmental concerns such as acid rain), and explain their significance

**Sample questions:** “Which development in Canadian-American relations in this period do you think had the most significance for Canadians? Why?” “Why has the Avro Arrow become a symbol for Canada’s changing relations with the United States?” “What was the DEW Line? What was its significance for Canadian-American relations during this period? What did the establishment of DEW Line stations reveal about attitudes towards Inuit in the Canadian North?”

### D3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of this course, students will:

**D3.1** describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identities, citizenship, and/or heritage in Canada (e.g., individuals: *Doris Anderson, George Armstrong, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Harry Daniels, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, Peter Ittinuar, René Lévesque, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Jean Vanier, Gilles Vigneault*; events: *the convening of the Massey Commission, the demolition of Africville, the 1972 Hockey Summit Series, the first Arctic Winter Games*; symbols: *the Canadian flag, the Ontario flag*)

**Sample questions:** “What was the significance of Expo ’67 for heritage and identities in Canada?” “In what ways did Viola Desmond contribute to the development of Canadian citizenship?” “Why has Paul Henderson’s goal during the 1972 Hockey Summit Series become an enduring symbol for Canadians?” “Why do you think that certain people or events from this period have become national symbols?” “What values or world views did Buffy Sainte-Marie and Norval Morrisseau express in their art? What were some of the responses to their work?” “What is the significance of the art of the Indigenous Group of Seven?” “When the federal government was deciding which woman should appear on the new \$10 bill in 2016, why was Kenojuak Ashevak one of the nominees?”

**D3.2** describe some significant developments and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., *the forced relocation of a number*

*of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; enfranchisement; the Sixties Scoop; challenges related to Aboriginal title and land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the Calder case; the James Bay Project; efforts to secure equality for First Nations women; section 35 of the Constitution; the ongoing use of “Eskimo” identification tags*), and explain the impact of these developments/issues on identities, citizenship, and/or heritage in Canada

**Sample questions:** “When did status Indians in Canada gain the right to vote? What was the significance of this development for First Nations people? For citizenship in Canada?” “What impact did First Nations and Inuit art from this period have on Indigenous and Canadian heritage and identity?” “Why did governments across Canada ‘scoop’ Indigenous children from their parents and put them in foster/adoptive Canadian families? What was the impact on the cultural identity and self-image of these children? What was the impact on the biological families and communities of the children?” “How did inclusion of Métis in section 35 of the Constitution Act affect Métis rights and identity?” “What impact did the federal government’s use of numbered ‘Eskimo’ identification tags have on Inuit identity and heritage?”

**D3.3** identify some key social welfare programs in Canada that were created or expanded during this period (e.g., *unemployment insurance, family allowance, medicare, old age security*), and explain some of their effects, with reference to the everyday lives of people in Canada and to Canadian identities

**Sample questions:** “What factors led to the creation of the Canada/Quebec Pension Plan? What was the significance of this program for Canadians?” “How important do you think medicare is for Canadian identities?” “What was the 1965 Indian Welfare Agreement? What impact did it have on First Nations people in Ontario?”

**D3.4** describe some key developments in immigration and immigration policy in Canada during this period, and assess their significance for Canadian heritage and identities in Canada (e.g., *with reference to the points system, origins of immigrants and refugees, the development of Canada as a multicultural society, cultural festivals*)

**Sample questions:** “What impact did the Canadian Citizenship Act of 1946 have on immigrants to Canada?” “What changes in policy were reflected in the Immigration Act of 1978? What impact did they have on Canadian heritage?”

# E. CANADA, 1982 TO THE PRESENT

## OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- E2. Communities, Conflict, and Cooperation:** describe some significant issues and/or developments that have affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (**FOCUS ON:** *Continuity and Change*)
- E3. Identity, Citizenship, and Heritage:** describe how some individuals, groups, and events, both national and international, have contributed to the development of identities, citizenship, and/or heritage in Canada from 1982 to the present (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### E1. Social, Economic, and Political Context

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of this course, students will:

- E1.1** describe some key social trends and/or developments in Canada since 1982 (*e.g., changes in families, such as higher divorce rates, lower birth rates, same-sex marriage; changes in immigration; an increasingly multicultural and pluricultural society; continuing movement from rural to urban areas; the rates of suicide within First Nations and Inuit communities; the growth of urban Inuit populations in Canada's South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; the growth of social advocacy groups, including environmental and human rights groups*), and assess their significance for the lives of different people in Canada, including First Nations, Métis, and Inuit communities

**Sample questions:** “What impact has the decline in the birth rate in this period had on Canadian society? What impact is it likely to have on Canadians in the future?” “Why has there been increasing movement of Indigenous people to urban areas? How effectively have governments

responded to the needs of urban Indigenous peoples?” “What impact have Hollywood portrayals of Indigenous individuals and communities during this period had on Canadians’ understanding of First Nations, Métis, and Inuit cultures?”

- E1.2** identify some major developments in science and/or technology since 1982 (*e.g., personal computers, the Internet, cellphones, electric and hybrid cars, recycling technologies, cloning, genetically modified foods, new fossil fuel extraction technologies, developments in alternative energy, artificial hearts*), and assess their impact on the lives of different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities

**Sample questions:** “Which scientific or technological development during this period do you think has had the greatest impact on the lives of Canadians? Why?” “How has the development of social media affected the lives of different people in Canada? What are some of the issues related to the use of social media?” “What impact has the evolution of digital music had on First Nations, Métis, and Inuit music?” “How has the evolution of mapping technologies affected First Nations and Inuit communities in northern Canada?”



**E1.3** describe some key trends and developments in the Canadian economy since 1982 (e.g., the decline of the manufacturing sector and fisheries, developments in the information economy, free trade, recessions, the development of the energy sector in western and Atlantic Canada, the European Union ban on sealskin products, food insecurity in the Far North), and explain their impact on different people in Canada, including First Nations, Métis, and Inuit individuals and communities

**Sample questions:** “What impact has the decline of the manufacturing sector had on workers in Canada?” “How has the development of online retail and resulting competition affected different groups of Canadians? Which industries and personal practices have changed as a result of this development?” “What are some resource-extraction projects that have had an impact on First Nations, Metis, and Inuit communities in this time period? What are some ways in which these projects have affected Indigenous peoples?” “What role has ecotourism played in various First Nations and Inuit communities?” “How has the fluctuating price in oil affected the lives of people who work in that industry? What impact has it had on the communities that depend on the oil industry?”

**E1.4** describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous Peoples), and assess their impact on the lives of First Nations, Métis, and Inuit individuals and communities

**Sample questions:** “Do you consider the establishment of National Aboriginal Day in 1996 a historically significant event in First Nations, Métis, and Inuit history? In Canadian history? Why, or why not?” “What are some ways in which the residential school system continues to affect the lives of First Nations, Metis, and Inuit individuals and communities in Canada?” “What impact have changes to the Indian Act during this period had on the lives of some First Nations women and their children?” “What are some ways in which the 2 per cent federal funding cap for programs and services on First Nations reserves, which was in effect for nineteen years, has had an impact on the housing, water, education, and infrastructure in First Nations communities?”

**E1.5** describe some key political developments and/or government policies in Canada since 1982 (e.g., the Canada-U.S. Free Trade Agreement and/or the North American Free Trade Agreement, new political parties such as the Reform Party and the Green Party, the introduction of the Goods and Services Tax and/or the Harmonized Sales Tax, fishing moratoria, the Montreal Protocol, the Kyoto Accord, the Civil Marriage Act, legislation related to developments in communications technology), and assess their impact on the lives of different non-Indigenous people in Canada

**Sample questions:** “How has the moratorium on cod fishing affected the lives of people in Atlantic Canada?” “How have governments in Canada responded to the issue of cyberbullying?” “How have governments in Canada responded to issues around texting when driving and/or other forms of distracted driving?”

## E2. Communities, Conflict, and Cooperation

### FOCUS ON: Continuity and Change

By the end of this course, students will:

**E2.1** describe some significant issues and/or developments that have affected the relationship between Quebec and the federal government since 1982 (e.g., the Meech Lake and/or Charlottetown Accords, the creation of the Bloc Québécois, the 1995 referendum, the Clarity Act, the Calgary Declaration), and explain some changes which have resulted from them

**Sample questions:** “What was the purpose of the Meech Lake Accord? Why did Elijah Harper vote against the accord? What did Harper’s vote reveal about the perspectives of Indigenous people on Quebec sovereignty? How did the accord’s defeat change the relationship between Quebec and Ottawa?”

**E2.2** describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement, 1998; Ottawa’s apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement; the Indian Residential Schools Settlement Agreement; the Qikiqtani Truth Commission; the Daniels decision, 2016; the Métis Nation of Ontario Secretariat Act, 2015; living conditions on First Nations reserves; the Truth and Reconciliation Commission’s calls to action), and explain some changes that have resulted from them

**Sample questions:** “What progress has been made with respect to Aboriginal land claims since 1982?” “What was the significance of the Royal Commission on Aboriginal Peoples?” “What was the *Marshall* decision? How has it affected the way Canadians view Indigenous rights?” “What are some ways in which the relationship between the federal/provincial governments and Indigenous people has begun to change as a result of the Truth and Reconciliation Commission’s calls to action?” “Why was the appointment of Justin Trudeau’s cabinet in 2015 historically significant for First Nations, Métis, and Inuit people?”

**E2.3** describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (e.g., *cruise missile testing, the softwood lumber conflict, free trade agreements, Canadian cultural nationalism, American branch plants, Arctic sovereignty, 9/11, border security, the Omar Khadr case*), and explain some changes that have resulted from them

**Sample question:** “What changes in the relationship between Canada and the United States resulted from 9/11?”

### E3. Identity, Citizenship, and Heritage

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of this course, students will:

**E3.1** describe ways in which some individuals and organizations have contributed to society and politics and to the development of identities, citizenship, and/or heritage in Canada since 1982 (e.g., *Lincoln Alexander, Louise Arbour, Shawn Aleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, June Callwood, Jean Chrétien, Matthew Coon Come, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Craig Kielburger, Shannen Koostachin, Brian Mulroney, Jeanne Sauv , Murray Sinclair, Jean Vanier; the Assembly of First Nations, Inuit Tapiriit Kanatami, the Reform Party, the Romanow Commission*)

**Sample questions:** “What are some of the contributions Stephen Lewis has made to Canadian society and politics and to Canadian identity?” “What action has Shannen Koostachin taken to raise public awareness of the realities facing Indigenous youth attending federally funded schools on reserves?”

**E3.2** describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., *Susan Aglukark, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Sidney Crosby, Celine Dion, Drake, Michael J. Fox, Nelly Furtado, Waneek Horn-Miller, Karen Kain, Wab Kinew, K’naan, Avril Lavigne, Rick Mercer, Michael Ondaatje, Jordin Tootoo, Shania Twain, Hayley Wickenheiser; A Tribe Called Red, Arcade Fire, Digging Roots, the NHL, the Tragically Hip; the Calgary Stampede, Caribana [Caribbean Carnival], the Calgary and Vancouver Olympics, Cirque du Soleil, Indspire Awards*), and explain their significance for cultural identities, including multiculturalism, in Canada

**Sample questions:** “What did the opening and closing ceremonies at the Vancouver Olympics reveal about Canadian identity? Did the ceremonies put forward accurate portrayals of Canada and people in Canada? Why might some communities have been offended by these ceremonies?” “What can the humour of Howie Miller teach non-First Nations Canadians about First Nations issues?”

**E3.3** explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (e.g., *the Gulf War; events in Bosnia, Somalia, Rwanda, Syria; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change*)

**Sample questions:** “What was Canada’s involvement in Rwanda during the time of the genocide? What effect did this involvement have in Rwanda, Canada, and internationally?”

**E3.4** describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (e.g., *apologies for the Chinese head tax, the internment of Japanese Canadians, and/or the residential school system; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; the creation of the Canadian Museum for Human Rights and/or the memorial to Africville; Black History or Aboriginal History Month; Jordan’s Principle*), and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada

*Sample questions:* “When you review various types of commemorations, what criteria do you think have determined whether an event is commemorated in Canada? What do these criteria tell you about identities and/or heritage in Canada?” “What was the purpose of the Truth and Reconciliation Commission? Do you think the commission was an effective response to the history of residential schools? Why, or why not?”

# CIVICS (POLITICS)

## INTRODUCTION

Politics is about how societies are governed, how public policy is developed, and how power is distributed. Civics is a branch of politics that focuses on the rights and responsibilities associated with citizenship, the role of governments, and how people can get involved in the political process and take action on issues of civic importance. The study of civics supports students in becoming informed, engaged, and active citizens in the various communities to which they belong, whether at the local, national, or global level.

## Strands

The Grade 10 civics (politics) course is organized into the following three strands.

- A. Political Inquiry and Skill Development:** This strand highlights the political inquiry process and the skills that students need in order to become active and informed citizens who participate purposefully in civic affairs and can influence public decision making. Students will develop their ability to use the political inquiry process and the concepts of political thinking when analysing issues, events, and developments of civic importance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens in the various communities to which they belong.
- B. Civic Awareness:** This strand focuses on the beliefs, values, rights, and responsibilities associated with democratic citizenship and governance. Students will develop their understanding of how people's values and beliefs influence both their civic actions and their positions on local, national, and/or global issues. Students will explore, in the context of various issues, the roles and responsibilities of the different levels and branches of government in Canada and will determine ways in which they themselves can responsibly and effectively participate in political and civic decision making, both in Canada and the world.
- C. Civic Engagement and Action:** In this strand, students will explore ways in which people in different communities express their beliefs and values, voice their positions on issues of civic importance, and contribute to the common good. In addition, students will assess whether the perspectives and contributions of different people are equally valued. Students will also explore the civic contributions of various non-governmental organizations and other groups. In this strand, students will have opportunities to express their own ideas and perspectives and to make informed judgements by planning a course of action relating to a civic issue, event, or development of personal interest.

### Citizenship Education

The expectations in the Grade 10 civics (politics) course provide numerous opportunities for students to explore the four elements of the citizenship education framework: identity, attributes, structures, and active participation (see page 10).

## The Concepts of Political Thinking

The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – underpin thinking and learning in all politics courses in the Canadian and world studies program. At least one concept of political thinking is identified as the focus for each overall expectation in strands B and C of the Grade 10 civics (politics) course. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

<b>Political Significance</b>
<p>This concept requires students to determine the importance of things such as government policies; political or social issues, events, or developments; and the civic actions of individuals or groups. Political significance is generally determined by the impact of a government policy or decision on the lives of citizens, or by the influence that civic action, including the civic action of students, has on political or public decision making. Students develop their understanding that the political significance of something may vary for different groups of people.</p> <p><b>Related Questions*</b></p> <ul style="list-style-type: none"> <li>– What do you think is the most important reason for engaging in civic action? (B1.3)</li> <li>– What criteria do you think should be used when deciding which events or people to formally recognize? (C2.2)</li> <li>– Why do some people not vote? What is the significance of their lack of participation for Canadian citizenship? (B1.2)</li> </ul>
<b>Objectives and Results</b>
<p>This concept requires students to explore the factors that lead to events, policies, decisions, and/or plans of action of civic and political importance. It also requires students to analyse the effects of civic and political actions and to recognize that government policies and decisions as well as responses to civic issues can have a range of effects on various groups of people. A comparison of the initial purpose or goals of a policy or decision and its effects enables students to distinguish between intended and unintended results.</p> <p><b>Related Questions</b></p> <ul style="list-style-type: none"> <li>– How would you know if your plan were achieving its objectives? (C3.4)</li> <li>– Why do you think that, in order to earn a secondary school diploma in Ontario, students must complete community involvement hours? (B3.2)</li> <li>– What was the objective of the UN Declaration of Human Rights? Do all people enjoy the rights embodied in that document? (B3.4)</li> </ul>

*(continued)*

\* The “related questions” are drawn directly from the overview chart that precedes the Grade 10 civics (politics) course and from the sample questions that accompany many specific expectations.

**Stability and Change**

This concept requires students to analyse how and why political institutions and government policies change over time or why they remain the same. Students will determine how political structures and decisions contribute to stability and change within various local, national, and/or global communities. They analyse ways in which various institutions, groups, or individuals resist or support change, as well as how a variety of factors, including civic action, can contribute to change or stability. Students also apply this concept to help them determine when change is necessary and how they themselves can contribute to change or help ensure stability through civic action.

**Related Questions**

- If you were concerned about a social issue in publicly funded schools, would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why? (B2.2)
- What contributions can I make to my community? (Overview)
- What impact can consumers' choices have on the natural environment? (C1.3)

**Political Perspective**

This concept requires students to analyse the beliefs and values of various groups, including different governments, in local, national, and/or global communities. Students analyse how these beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Students also develop their awareness of how stakeholder groups with different perspectives can influence the policies and platforms of political parties and the decisions of governments.

**Related Questions**

- How might you determine whether your student council represents the perspectives of all students in the school? (A1.5)
- How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect? (B2.4)
- Why might some people's perspectives be valued more than those of others? (C2.1)



## The Political Inquiry Process

In each course in politics in the Canadian and world studies curriculum, strand A focuses explicitly on the political inquiry process, guiding students in their investigations of issues, events, developments, policies, and/or plans of action. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 27 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

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

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

(continued)

a. Primary sources may include, but are not limited to, census data, interviews, legislation, letters, photographs, policy documents, speeches, and treaties. Secondary sources may include, but are not limited to, documentaries and other films, editorials, news articles, political cartoons, reference books, song lyrics, and works of art. Depending on the context, digital sources, including social media and websites, can be either primary or secondary sources.

b. Visuals may include, but are not limited to, photographs, media clips, maps, models, graphs, and diagrams.

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

### Interpret and Analyse

Students:

- analyse data, evidence, and information, applying the relevant concepts of political thinking (see preceding chart)
- use different types of tools to help them interpret and analyse their data, evidence, and/or information
- identify the key points or ideas in each source
- analyse graphs, charts, and/or diagrams
- construct graphs, charts, and/or diagrams to help them analyse the issue, event, development, and/or policy they are investigating and/or the plan of action they are developing
- analyse their sources to determine the importance of an issue, event, development, plan of action, and/or policy for communities, individuals, and/or groups, including different groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

### Evaluate and Draw Conclusions

Students:

- synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information
- determine the short- and long-term impact of an issue, event, development, and/or policy on people within various local, national, and/or global communities
- reach conclusions about their inquiry and support them with their data, evidence, and/or information
- make predictions based on their data, evidence, and/or information
- determine the ethical implications of an issue, policy, or action
- use criteria to determine appropriate forms of action, or to evaluate the impact of a plan of action

### Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes
- communicate their arguments, conclusions, predictions, and/or plans of action clearly and logically
- use terminology and concepts related to politics and citizenship education correctly and effectively
- cite sources, using appropriate forms of documentation



# Civics and Citizenship, Grade 10

Open

CHV20

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

## OVERVIEW

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

### Strand A

A: Political Inquiry and Skill Development
<b>Overall Expectations</b>
<b>A1. Political Inquiry:</b> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
<b>A2. Developing Transferable Skills:</b> apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

(continued)

**Overview** *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B and C. Aspects of the citizenship education framework found on page 10 should also be considered when planning instruction.

**Strands B–C**

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
<b>B: Civic Awareness</b>		
<b>B1. Civic Issues, Democratic Values:</b> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues ( <b>FOCUS ON:</b> <i>Political Significance; Political Perspective</i> )	In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.	What is the relationship between people's beliefs and values and their positions on civic issues?  Why is it important to understand how political structures and processes work?
<b>B2. Governance in Canada:</b> explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance ( <b>FOCUS ON:</b> <i>Stability and Change; Political Perspective</i> )	An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.	What are some ways in which I can make my voice heard within the political process?
<b>B3. Rights and Responsibilities:</b> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected ( <b>FOCUS ON:</b> <i>Political Significance; Objectives and Results</i> )	People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.	In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?
<b>C: Civic Engagement and Action</b>		
<b>C1. Civic Contributions:</b> analyse a variety of civic contributions, and ways in which people can contribute to the common good ( <b>FOCUS ON:</b> <i>Political Significance; Stability and Change</i> )	Individuals and groups of people can make a difference in the world.	Why should I care about issues in my community?  What contributions can I make to my community?
<b>C2. Inclusion and Participation:</b> assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada ( <b>FOCUS ON:</b> <i>Political Significance; Political Perspective</i> )	People, including students, have various ways to voice their points of view within the many communities to which they belong.	What is the most effective way to voice my position on a civic issue?  What can I do to make a difference in the world?
<b>C3. Personal Action on Civic Issues:</b> analyse a civic issue of personal interest and develop a plan of action to address it ( <b>FOCUS ON:</b> <i>Political Significance; Objectives and Results</i> )	Through the critical analysis of issues and the creation of plans of action, students can contribute to the common good.	How will I know whether my actions have been effective?

\* See page 14 for a discussion of the purpose of big ideas and framing questions.

# A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

## OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset.

## SPECIFIC EXPECTATIONS

### A1. Political Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: *What form of government does Canada have? What are my rights and responsibilities as a citizen in my local community?*; comparative questions: *What are the similarities and differences in the positions of stakeholder groups on an issue related to local transit in Ontario?*; causal questions: *If I were to implement this plan of action, what impact might it have on my community?*)
- A1.2** select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources (e.g., primary sources: *interviews, photographs, podcasts, speeches, statistics, surveys*; secondary sources: *investigative news stories, textbooks, most websites*), ensuring that their sources reflect multiple perspectives  
**Sample questions:** “If you were advocating for recreational space for youth in your community, why would it be important to gather statistics on the number of people in the local community and their ages? Are there people you might interview about the need for such a space?” “Why might political cartoons be a good source on the ideas of a political leader and the public response to those ideas?”
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author*)  
**Sample questions:** “Does this author back up his or her position with specific evidence or data, or are the claims unsupported?” “What criteria might you use to help you determine if a source is credible?” “Are there reasons to think that this source might be biased in some way?” “What ideas are presented in this interview or news story? Do your other sources on this issue support these ideas? If not, which source do you think is the most reliable? Why?”
- A1.4** interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry (e.g., *use a 5W’s chart to help them begin to analyse the information they have gathered; analyse their evidence for the points of view of different stakeholders and record them on a web chart; assess the validity and rank the importance of the points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on the issue*)  
**Sample questions:** “What type of tool might help you clarify the different positions on an issue?” “If you were talking to people who were extremely passionate about an issue, what questions might you ask to get them to clarify and build on their ideas about the issue?” “What approaches might one take to include ideas on an issue from people whose voices are not always heard?”



**A1.5** use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance (e.g., use the concept of political significance when analysing the impact of the Canadian Charter of Rights and Freedoms on Canadian society; use the concept of objectives and results when analysing the intended and unintended impact of a community-planning decision; use the concept of stability and change when analysing the results of an election; use the concept of political perspective when evaluating the positions of different stakeholder groups on how best to foster healthy schools and determining the values and beliefs that underpin these positions)

**Sample questions:** “What does the term *digital footprint* mean? Why is your digital footprint significant? Do you think that the information you share on social media with your peers would be interpreted differently by a potential employer? Do you think the employer has a right to access or restrict such information?” “What are the objectives of the plan of action you are proposing to address an issue in your school or local community? What did your investigation reveal about unintended results of other courses of action that were implemented to address this issue?” “What criteria can be used to assess the changes that have resulted from this decision taken by a local council?” “How might you determine whether your student council represents the perspectives of all students in the school?”

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

**Sample questions:** “When you assess the information you have gathered, what factor or factors stand out as being particularly important? What influence do these factors have on your judgements with respect to this issue?” “What have you learned from your investigation of this event? Has your view of it changed over the course of your investigation? If so, why?”

**A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., a blog on the results of environmental action in their school; a web page on a social justice

issue such as child poverty and links to relevant organizations; a discussion group on how best to foster healthy schools; a poster that highlights people’s civic responsibilities; a news report on a plan to build a big box store in the local community; a presentation on cultural celebrations of various people within the local community; a protest song to commemorate or raise awareness about a violation of human rights; a petition calling for clean, safe water on First Nations reserves; a debate on alternative electoral processes; a work of art on the value of volunteer work)

**A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources (e.g., articles, blogs, books, films or videos, songs, websites)

**A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to civics/citizenship education and to the concepts of political thinking)

## A2. Developing Transferable Skills

Throughout this course, students will:

**A2.1** describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, computer use, oral communication, numeracy, decision making, problem solving) and those related to the citizenship education framework,\* that can be transferred to the world of work and/or to everyday life

**A2.2** demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education (e.g., listen respectfully to the position of others during conversations; collaborate with peers to organize an event in their school; assess the credibility of information in a news story; voice informed opinions when engaging in discussions)

**Sample question:** “What are some ways in which you might demonstrate attributes that are included in the citizenship education framework?”

**A2.3** apply the concepts of political thinking when analysing current events and issues involving Canada and the world (e.g., to understand the significance of an issue currently before a human rights commission; to analyse

\* The citizenship education framework appears on page 10.

*the motives and objectives of a group proposing a course of action in response to a current social, political, or environmental issue; to predict changes that a new government might make; to understand the perspectives of people engaged in a protest currently in the news)*

**Sample questions:** “Why might it be useful to apply the concept of stability and change when considering what impact the election of a new president of the United States might have on Canada?” “When analysing the importance of the Olympic Games, why should you consider their political significance?” “Why might it be useful to apply the concept of political perspective when analysing the purpose of and responses to a political summit such as the G20?”

**A2.4** identify some careers in which civics and citizenship education might be useful (e.g., *Indigenous community development worker, civil servant, engineer, fundraiser for a charitable organization, international aid worker, lawyer, municipal councillor, news reporter, researcher for a non-governmental organization [NGO]*)

## B. CIVIC AWARENESS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues  
(**FOCUS ON:** *Political Significance; Political Perspective*)
- B2. Governance in Canada:** explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance  
(**FOCUS ON:** *Stability and Change; Political Perspective*)
- B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected  
(**FOCUS ON:** *Political Significance; Objectives and Results*)

### SPECIFIC EXPECTATIONS

#### B1. Civic Issues, Democratic Values

**FOCUS ON:** *Political Significance; Political Perspective*

By the end of this course, students will:

- B1.1** describe some civic issues of local, national, and/or global significance (*e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict*), and compare the perspectives of different groups on selected issues

**Sample questions:** “What are some privacy or safety issues related to the use of social media? Do they have an impact on the way you or your friends use social media?” “What positions are being voiced in your community with respect to a local transit issue?” “What are some different views on the privatization of aspects of the health care system in Canada?” “What are some considerations that affect people’s consumer choices? Why might people who favour free trade and those who favour fair trade differ in the criteria they use when making these choices?”

- B1.2** describe fundamental beliefs and values associated with democratic citizenship in Canada (*e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility*), and explain ways in which they are reflected in citizen actions (*e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work*)
- Sample questions:** “In what ways does volunteering reflect beliefs associated with citizenship in Canada?” “What is the difference between *equity* and *equality*? Why is equity important?” “What beliefs/values underpin movements initiated by Indigenous people, such as Idle No More? What is the significance of the actions taken by the people in this movement?” “Why do some people not vote? What is the significance of their lack of participation for Canadian citizenship?” “In what ways has Canada’s history as a British colony influenced the beliefs/values associated with Canadian citizenship?”

- B1.3** explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (*e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to*

achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests)

**Sample questions:** “What do you think is the most important reason for engaging in civic action? Why?” “What role would civic action have in your ideal community? What would communities be like if people did not engage in such action?”

- B1.4** communicate their own position on some issues of civic importance at the local, national, and/or global level (e.g., equitable availability of extracurricular activities in schools, a local land-use conflict, poverty or violence in the local community, electoral reform, the debate over Sharia law in Ontario, the level of Canada’s contribution to international development assistance, food security, Aboriginal land rights), explaining how their position is influenced by their beliefs/values

## B2. Governance in Canada

**FOCUS ON:** *Stability and Change; Political Perspective*

By the end of this course, students will:

- B2.1** identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance (e.g., social programs, taxation, trade, Indigenous self-government, the status of Quebec, economic development, environmental protection, criminal justice)

**Sample questions:** “What are the positions of different political parties on the issue of climate change? How might you account for the differences?” “Why was the Conservative Party of Canada created? In what ways is it similar to or different from the former Progressive Conservative Party?” “Where would you place the Green Party on the political spectrum? Why?” “What are the positions of different political parties on ‘inherent’ Aboriginal rights? What do these differences tell you about differences in beliefs/values in these parties?”

- B2.2** explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (e.g., federal, provincial and territorial, municipal, Indigenous governments) and of key figures at each level (e.g., members of Parliament [MPs], senators, members of provincial Parliament [MPPs], premiers, mayors, municipal councillors, chiefs, band councillors, Métis Senators)

**Sample questions:** “If you were concerned about a social issue in publicly funded schools,

would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why?” “Given his or her responsibilities, what issues would you like to discuss with your municipal or band councillor?” “Why might different levels of government have different perspectives on the same issue? In what ways might these diverse perspectives complicate the policy-making process? In what ways might they enhance it?” “What are the main issues in current debates over Senate reform?”

- B2.3** describe, with reference to both the federal and provincial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/responsibilities of key positions within governments (e.g., the governor general, a lieutenant governor, the prime minister, a premier, cabinet ministers, a leader of the opposition, a speaker, the chief justice of the Supreme Court of Canada), and explain how the branches help ensure political and social stability in Canada

**Sample questions:** “Who delivers the speech from the throne in federal and/or provincial parliaments? Why? What issues were highlighted in the latest throne speech in Ontario?” “What responsibilities do cabinet ministers have?” “Why is it important that the judicial branch operate independently of the other two branches?” “What roles do the three branches play in the law-making process in Canada? What are some ways in which you could participate in that process?” “Based on your inquiry, what similarities and differences do you see in the branches of government in Canada and Britain?”

- B2.4** explain, with reference to issues of civic importance, how various groups and institutions (e.g., lobby groups, unions, the media, NGOs, international organizations) can influence government policy

**Sample questions:** “What is a current issue on which groups are lobbying the government? Whose interests do these groups represent?” “How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect?” “Why has Amnesty International been investigating missing and murdered women in Canada? Who are these women? What does this NGO hope to accomplish by drawing attention to their disappearance?”

- B2.5** identify Canada’s form of government and demonstrate an understanding of the process of electing governments in Canada (e.g., the first-past-the-post electoral system, riding distribution,



voters' lists, how elections are called, campaigning, candidates' and party leaders' debates, advance polls, election day procedures)

**Sample questions:** "What is the significance of the queen in Canada's constitutional monarchy?" "What is the process by which someone becomes premier or prime minister?" "Why does the popular vote not always give a clear indication of the number of seats won by the parties?" "What role do Elections Canada play in the election process?" "What impact can technology have on electoral processes?" "How and why might a majority government govern differently than a minority government?" "Given its geographic size and population, do you think your region's ridings are fairly distributed?" "Do you think that polls published in the media can have an impact on election results? Why or why not?"

### B3. Rights and Responsibilities

**FOCUS ON:** *Political Significance; Objectives and Results*

By the end of this course, students will:

**B3.1** demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (*e.g., voting rights, mobility rights, language rights, equality rights, right to privacy, rights of Aboriginal people*)

**Sample questions:** "Besides the Charter of Rights and Freedoms, what other documents are part of the Canadian constitution?" "What section of the Charter do you value the most? Why?" "What is the difference between a freedom, a right, and a responsibility?" "What are some challenges to Canadians' right to privacy presented by new technological developments?" "What rights of citizenship are represented by a passport? Should the government be able to rescind a passport?"

**B3.2** analyse key responsibilities associated with Canadian citizenship (*e.g., voting, obeying the law, paying taxes, jury duty, protecting Canada's cultural heritage and natural environment, helping others in the community*)

**Sample questions:** "Should people be fined if they do not vote? Why or why not?" "At what age do you think people are responsible enough to vote?" "Why is paying one's taxes an important responsibility?" "Why do you think that, in order to earn a secondary school diploma in

Ontario, students must complete community involvement hours?" "What are your responsibilities as a Canadian citizen? In what ways will these change or develop as you get older?"

**B3.3** explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada (*e.g., with reference to the courts, trials, juries, sentencing circles, human rights tribunals, commissions of inquiry, the media, NGOs and social enterprises*)

**Sample questions:** "What supports and mechanisms are in place in your school and/or local community to help protect the rights of individuals?" "What protections does the Canadian legal system offer you? What impact does it have on your everyday life?" "What responsibility does the community have for integrating offenders back into society?" "What is the role of the Children's Aid Society?" "Are there groups of people that need more support than others to protect their rights? Why or why not?"

**B3.4** analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (*e.g., the United Nations Universal Declaration of Human Rights [1948], Convention on the Rights of the Child [1989], Rio Declaration on Environment and Development [1992], or Declaration on the Rights of Indigenous Peoples [2007]; the International Criminal Court*)

**Sample questions:** "What are the main similarities between the rights and responsibilities associated with citizenship in Canada and those associated with citizenship in the global community? What are the main differences?" "What role or responsibility does an individual have in helping to protect the global commons such as air and water?" "Does digital technology present a challenge to the rights and/or responsibilities of citizenship in a global context? Why or why not?" "What was the objective of the UN Declaration of Human Rights? Do all people enjoy the rights embodied in that document?" "What are the issues surrounding Haudenosaunee passports?"

**B3.5** identify examples of human rights violations around the world (*e.g., hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination*), and assess the effectiveness of responses to such violations (*e.g., media scrutiny; government sanctions; military intervention;*

*regional, national, and/or international tribunals; boycotts; pressure from governments and/or NGOs)*

**Sample questions:** “What legal processes are in place to address human rights issues, both in Canada and globally?” “What are some of the issues addressed by the Ontario Human Rights Commission? Has the commission dealt with any cases that have a direct impact on you and/or your community?” “What are some NGOs that deal with human rights abuses? What limitations do they face?” “Should people be charged with war crimes if they were ‘just following orders?’” “What criteria should be used to determine whether Canadians should actively respond to human rights abuses in other countries?”



# C. CIVIC ENGAGEMENT AND ACTION

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Civic Contributions:** analyse a variety of civic contributions, and ways in which people can contribute to the common good (**FOCUS ON:** *Political Significance; Stability and Change*)
- C2. Inclusion and Participation:** assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (**FOCUS ON:** *Political Significance; Political Perspective*)
- C3. Personal Action on Civic Issues:** analyse a civic issue of personal interest and develop a plan of action to address it (**FOCUS ON:** *Political Significance; Objectives and Results*)

## SPECIFIC EXPECTATIONS

### C1. Civic Contributions

**FOCUS ON:** *Political Significance; Stability and Change*

By the end of this course, students will:

**C1.1** assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g., *Shawn Atleo, Maude Barlow, Mohandas K. Gandhi, Elijah Harper, Craig Kielburger, Martin Luther King, Jr., Cardinal Paul Émile Léger, Stephen Lewis, Nelson Mandela, Aung San Suu Kyi, David Suzuki*) and organizations, including NGOs and social enterprises (e.g., *Amnesty International, L'Arche Canada, Democracy Watch, Free the Children, International Federation of Red Cross and Red Crescent Societies, Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, Samara Canada, Spread the Net, SoChange, World Wildlife Federation, Youth in Philanthropy Canada*)

**C1.2** describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (e.g., *by serving on student council or on an organization offering support to students who are being bullied; by reducing the amount of solid waste they generate and by properly disposing of hazardous waste; by volunteering at a food bank, retirement home, hospital, humane society, or recreational facility in the local community; by donating blood; by participating in community clean-up or tree-planting days; by raising funds for a charity or a development*

*NGO; by writing to or speaking with their city or band councillor, MPP, or MP to request action on an issue*)

**Sample questions:** “When you brainstormed with other students, what are some ways you identified for making a contribution in the community? Which of these appeal to you? Why?” “Are there food banks and/or community gardens in your community? What are some ways in which you could get involved with them?”

**C1.3** explain how various actions can contribute to the common good at the local, national, and/or global level (e.g., *engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people’s awareness of issues related to inequity or human rights abuses*)

**Sample questions:** “In what ways does using public transit, biking, or carpooling contribute to the common good?” “What are some significant changes in your local community that have been brought about as a result of citizen action?” “What impact can consumers’ choices have on the natural environment?”

## C2. Inclusion and Participation

**FOCUS ON:** *Political Significance; Political Perspective*

By the end of this course, students will:

**C2.1** analyse ways in which various beliefs, values, and perspectives are represented in their communities (e.g., with reference to different racial, ethnic, and/or religious groups; people with various political beliefs and/or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/or economic circumstances; recent immigrants and new Canadians; business people), and assess whether all perspectives are represented or are valued equally

**Sample questions:** “What are some ways in which various student perspectives are represented in our school? Do you feel like your voice is heard?” “What cultural festivals are celebrated in your community? Whose beliefs and values do they reflect?” “What religious structures are in your community? What do they tell you about respect for diversity in the community?” “Why might some people’s perspectives be valued more than those of others? What are some ways to address this inequity? What action could be taken to ensure that marginalized voices are heard?”

**C2.2** describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (e.g., by war memorials and Remembrance Day services; through citizenship awards such as the Order of Canada; by depicting them on postage stamps or currency; in museums; on public plaques; by naming streets or public spaces after them; through observances such as Black History Month, Fête nationale du Québec, Flag Day, Holocaust Day, Holodomor Memorial Day, Human Rights Day, Labour Day, National Aboriginal Day, Persons Day, Pride Week, Victoria Day), and analyse the significance of this recognition

**Sample questions:** “What do you think are the most important regional or national symbols in Canada? Who or what do they represent?” “Do you think there are people in your local community or in Canada whose civic contribution has not been formally recognized but should be? Why and how do you think they should be acknowledged?” “What criteria do you think should be used when deciding which events or people to formally recognize?”

**C2.3** describe various ways in which people can access information about civic matters (e.g., websites of governments, political parties, NGOs, or other groups and/or institutions; social media; meetings organized by elected representatives; newspapers or newscasts), and assess the effectiveness of ways in which individuals can voice their opinions on these matters (e.g., by contacting their elected representatives, being part of a delegation to speak on an issue under consideration by city council, organizing a petition, voting, making a presentation to a commission of inquiry, participating in a political party or interest group; by expressing their views through the media, including social media, or at a town-hall meeting; through court challenges; through art, drama, or music)

**Sample questions:** “What are some ways in which a person can communicate his or her position on an environmental issue?” “What do you think is the most effective way for you to get your ideas heard in our school?” “What criteria might you use to determine the most effective way to voice your position on a social justice issue?”

## C3. Personal Action on Civic Issues

**FOCUS ON:** *Political Significance; Objectives and Results*

By the end of this course, students will:

**C3.1** analyse a civic issue of personal interest, including how it is viewed by different groups

**Sample questions:** “What current civic issue is important to you? Who are the people and/or organizations involved in this issue? What views do they have on it? Do you think there might be other perspectives on this issue that are not commonly heard? Which level or levels of government would be responsible for addressing this issue?”

**C3.2** propose different courses of action that could be used to address a specific civic issue (e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action), and assess their merits

**Sample questions:** “When you consider the various courses of action proposed to address this issue, how would you rank them from easiest to most difficult to carry out?” “Which option do you think would have the greatest impact?” “Would you be able to carry out, or participate in, any of these courses of action?”

**C3.3** develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan

*Sample questions:* “What is the main goal of your plan? How do you intend to accomplish that goal? What changes do you anticipate will result from specific strategies in your plan?”  
“Which people, organizations, and/or governments would be most likely to embrace your plan? How might you engage them?”

**C3.4** develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented

*Sample questions:* “How would you know if your plan were achieving its objectives?”  
“How would you determine if your plan were making a positive difference?” “How might you respond if things did not go as planned?”

# APPENDIX A

## THE GOALS OF SOCIAL STUDIES, ECONOMICS, AND LAW

The charts on pages 6–7 identify the vision and overall goals of the elementary and secondary program in social studies, history, geography, and Canadian and world studies, as well as the specific goals for the three subjects that constitute the program in Grade 9 and 10 Canadian and world studies (geography, history, and politics [civics]). This appendix identifies the goals of economics and law, the subjects that, along with geography, history, and politics, constitute the Canadian and world studies program in Grades 11 and 12. It also identifies the goals of social studies in the elementary curriculum, as all the subjects in the Grade 9–12 Canadian and world studies program are represented to some extent in the interdisciplinary subject of social studies.

**Goals of Social Studies (Grades 1–6)** – Developing a sense of who I am, and who we are  
*Where have I come from? What makes me belong? Where are we now? How can I contribute to society?*

Students will work towards:

- developing an understanding of responsible citizenship;
- developing an understanding of the diversity within local, national, and global communities, both past and present;
- developing an understanding of interrelationships within and between the natural environment and human communities;
- developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;
- developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues.

**Goals of Economics (Grades 11–12)** – Developing a sense of value

*What do we value? How do we determine the worth of goods and services? What are their costs? What are their benefits?*

Students will work towards:

- developing an understanding of how scarcity and wealth affect individual and collective choices, and assessing the trade-offs that can influence and/or arise from these choices;
- analysing the application of economic models, and assessing the factors that can influence economic decisions;
- analysing how competing stakeholders influence economic policies, and assessing the impact of these policies on different stakeholders;
- developing an understanding of the basic needs and wants of people and that people's needs should be respected when economic decisions are made.

**Goals of Law (Grades 11–12)** – Developing a sense of fairness and justice

*What are our rights and responsibilities? How does society create its rules? What structures can people use to address conflict?*

Students will work towards:

- developing an understanding of the fundamental principles of justice as well as the relevance of law to society and to the daily lives of individuals;
- analysing the role of law in determining and upholding the rights and responsibilities of all people, and assessing the impact of the law and legal systems in people's lives;
- developing an understanding of the role of the justice system in a healthy democracy and the contribution of individuals and groups to the evolution of law;
- analysing issues and managing conflict in their own lives through the application of legal reasoning.

# APPENDIX B

## THE CITIZENSHIP EDUCATION FRAMEWORK

The citizenship education framework that is represented on page 10 in a circular graphic is recast here in tabular form, suitable for screen readers and potentially useful for teachers when preparing instruction. Each of the four main elements of citizenship education – active participation, identity, attributes, and structures – is addressed in a separate table. Readers are encouraged to refer to the introductory text at the bottom of page 9 when using this appendix.

### Structures – *Power and systems within societies*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Develop an understanding of the importance of rules and laws</li><li>• Develop an understanding of how political, economic, and social institutions affect their lives</li><li>• Develop an understanding of power dynamics</li><li>• Develop an understanding of the dynamic and complex relationships within and between systems</li></ul>	<ul style="list-style-type: none"><li>• democracy</li><li>• self-determination</li><li>• rules and law</li><li>• institutions</li><li>• power and authority</li><li>• security</li><li>• systems</li></ul>

### Active Participation – *Work for the common good in local, national, and global communities*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Voice informed opinions on matters relevant to their community</li><li>• Adopt leadership roles in their community</li><li>• Participate in their community</li><li>• Investigate controversial issues</li><li>• Demonstrate collaborative, innovative problem solving</li><li>• Build positive relationships with diverse individuals and groups</li></ul>	<ul style="list-style-type: none"><li>• decision making and voting</li><li>• influence</li><li>• conflict resolution and peace building</li><li>• reconciliation</li><li>• reciprocity</li><li>• advocacy</li><li>• stewardship</li><li>• leadership</li><li>• volunteering</li></ul>



### Identity – *A sense of personal identity as a member of various communities*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"> <li>• Identify and develop their sense of connectedness to local, national, and global communities</li> <li>• Develop a sense of their civic self-image</li> <li>• Consider and respect others' perspectives</li> <li>• Investigate moral and ethical dimensions of developments, events, and issues</li> </ul>	<ul style="list-style-type: none"> <li>• interconnectedness</li> <li>• beliefs and values</li> <li>• self-efficacy</li> <li>• culture</li> <li>• perspective</li> <li>• community</li> <li>• relationships</li> </ul>

### Attributes – *Character traits, values, habits of mind*

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"> <li>• Explore issues related to personal and societal rights and responsibilities</li> <li>• Demonstrate self-respect, as well as respect and empathy for others</li> <li>• Develop attitudes that foster civic engagement</li> <li>• Work in a collaborative and critically thoughtful manner</li> </ul>	<ul style="list-style-type: none"> <li>• inclusiveness</li> <li>• equity</li> <li>• empathy and respect</li> <li>• rights and responsibilities</li> <li>• freedom</li> <li>• social cohesion</li> <li>• justice</li> <li>• fairness</li> <li>• truth</li> <li>• citizenship</li> <li>• collaboration and cooperation</li> </ul>

# APPENDIX C

## **MAP, GLOBE, AND GRAPHING SKILLS – A CONTINUUM**

The charts on the following pages identify a continuum for the purposeful introduction from Grade 1 through Grade 12 of (1) universal map and globe skills, and (2) universal graphing skills. Students need these skills in order to be spatially literate, to communicate clearly about “place”, and to develop a sense of place. The charts show the progression of spatial skills in the social studies, history, geography, and Canadian and world studies programs. The first chart, Map and Globe Skills, is divided into (A) Map Elements, and (B) Spatial Representation.

All these skills should be taught in an issue-based context, and not as an end in themselves. They can be used at many stages of the inquiry process, helping students gather, organize, and analyse data and information, both visual and written, and communicate their findings.

Map, globe, and graphing skills can be used in the following ways:

- *to extract information and data:* students read maps, globes, and graphs to locate information and/or data
- *to analyse information and data:* students process information and/or data from maps, globes, and graphs
- *to construct maps and graphs:* students create maps and graphs to help them analyse and communicate information and/or data and solve problems

It is important to note that map, globe, and graphing skills can be linked to skills related to literacy, mathematical literacy, and technology.

1. MAP AND GLOBE SKILLS						
A. Map Elements						
CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
	The student:					
<b>Title</b>	<ul style="list-style-type: none"> <li>uses the title to identify the purpose of a map</li> </ul>					
<b>Legend</b>	<ul style="list-style-type: none"> <li>uses appropriate pictorial representations to convey meaning (e.g., photographs of a playground, library, school)</li> <li>uses colour to represent particular elements (e.g., a park, an ocean)</li> </ul>					
		<ul style="list-style-type: none"> <li>uses colour to represent common characteristics of an area (e.g., the same provincial, territorial, and/or national area, the same physical landforms, similar temperatures, settlement by a particular group)</li> <li>uses symbols to represent places on print and digital maps (e.g., a dot to represent cities, a square with a flag to represent a school)</li> <li>uses labels with different font sizes and styles to indicate hierarchy of cities, countries, continents</li> </ul>				
				<ul style="list-style-type: none"> <li>uses colour and contour lines to show elevation</li> </ul>		
					<ul style="list-style-type: none"> <li>uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics</li> <li>uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles)</li> <li>determines and uses appropriate intervals for data to communicate intended messages</li> </ul>	
<b>Direction</b>	<ul style="list-style-type: none"> <li>uses relative direction (e.g., right, left, in front, behind) to explain location and movement</li> </ul>					
		<ul style="list-style-type: none"> <li>uses cardinal compass points (i.e., N, S, E, W) to provide direction</li> </ul>				

## 1. MAP AND GLOBE SKILLS *(continued)*

### A. Map Elements *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12	
<b>Direction</b> <i>(continued)</i>			<ul style="list-style-type: none"> <li>uses intermediate cardinal compass points (i.e., NE, NW, SE, SW) to provide direction</li> </ul>				
					<ul style="list-style-type: none"> <li>is able to orient a map</li> </ul>		
						<ul style="list-style-type: none"> <li>makes connections between degree bearings and cardinal compass points to provide direction</li> </ul>	
<b>Scale</b>	<ul style="list-style-type: none"> <li>uses non-standard units of measurement (e.g., footprints, blocks, houses)</li> <li>uses relative distance (e.g., near, far, further) to describe measurement</li> </ul>						
		<ul style="list-style-type: none"> <li>uses standard units (e.g., metre, kilometre) to measure distance</li> <li>uses absolute distance (e.g., measures distance on a map, uses a measuring tool on a digital map)</li> </ul>					
					<ul style="list-style-type: none"> <li>uses large- to small-scale maps, as appropriate, to investigate a specific area</li> </ul>		
						<ul style="list-style-type: none"> <li>determines appropriate scale and intervals to communicate intended messages</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>uses relative location (e.g., near, far, up, down) to describe the location of a person or object</li> </ul>						
		<ul style="list-style-type: none"> <li>locates hemispheres, poles, and the equator on a map or globe</li> </ul>					
			<ul style="list-style-type: none"> <li>uses number and letter grids to locate something on a map</li> <li>uses latitude and longitude to locate something on a map or globe</li> <li>understands time zones</li> </ul>				
					<ul style="list-style-type: none"> <li>uses locational technologies (e.g., compass, GPS)</li> </ul>		

## 1. MAP AND GLOBE SKILLS *(continued)*

### B. Spatial Representation

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
	The student:					
<b>Map types (e.g., sketch, thematic, topographic)</b>	<ul style="list-style-type: none"> <li>extracts information from and creates sketch maps (e.g., showing a local neighbourhood, the layout of a classroom)</li> <li>creates 2D maps of familiar surroundings</li> <li>creates 3D models using blocks and toys</li> </ul>					
			<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates thematic maps, including the following:               <ul style="list-style-type: none"> <li>political (e.g., Canada’s political regions, countries of the world)</li> <li>physical (e.g., climate, landforms)</li> <li>historical (e.g., settlement patterns)</li> <li>land use (e.g., community features)</li> </ul> </li> <li>extracts information from, analyses, and creates digital maps (e.g., online interactive)</li> </ul>			
					<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates thematic maps, including the following:               <ul style="list-style-type: none"> <li>demographic (e.g., population distribution)</li> <li>flow (e.g., movement of people)</li> <li>issue-based (e.g., pollution or poverty in Canada)</li> <li>annotated (e.g., illustrating an aspect of student inquiry)</li> </ul> </li> </ul>	
					<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates increasingly complex thematic maps, including the following:               <ul style="list-style-type: none"> <li>demographic (e.g., population density, literacy rates)</li> <li>physical (e.g., frequency of natural events)</li> </ul> </li> <li>extracts information from and analyses topographic maps</li> </ul>	
					<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates increasingly complex thematic maps, including the following:               <ul style="list-style-type: none"> <li>issue-based maps layering two or more themes (e.g., population density and CO<sub>2</sub> emissions; population settlement and weather events)</li> </ul> </li> </ul>	

## 1. MAP AND GLOBE SKILLS *(continued)*

### B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
Map types (e.g., sketch, thematic, topographic) <i>(continued)</i>						<ul style="list-style-type: none"> <li>uses and creates appropriate types of maps to analyse data and communicate intended messages</li> </ul>
Image types	<ul style="list-style-type: none"> <li>extracts information from and analyses photographs of familiar places and sites (e.g., schoolyard, local community)</li> </ul>					
	<ul style="list-style-type: none"> <li>extracts information from and analyses the following images:                             <ul style="list-style-type: none"> <li>photographs of unfamiliar places and sites</li> <li>aerial images (e.g., satellite images, photographs taken from a plane)</li> </ul> </li> </ul>					
						<ul style="list-style-type: none"> <li>extracts information from and analyses remote sensing images (e.g., showing urban growth, water pollution, vegetation disease)</li> </ul>
						<ul style="list-style-type: none"> <li>extracts information/data from various image types</li> <li>uses various image types to communicate intended messages</li> </ul>
Geographic information systems (GIS)				<ul style="list-style-type: none"> <li>selects and uses appropriate base maps for chosen locations and for specific inquiry</li> <li>uses pre-selected layer content required for inquiry</li> <li>interprets and analyses information from layers placed on map</li> </ul>		



## 1. MAP AND GLOBE SKILLS *(continued)*

### B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
<b>Geographic information systems (GIS)</b> <i>(continued)</i>					<ul style="list-style-type: none"> <li>chooses the appropriate data to create a map for a specific purpose</li> <li>determines and selects layer content required for a specific inquiry</li> <li>interprets and analyses a GIS generated map</li> <li>uses a GIS generated map to communicate ideas and recommendations</li> </ul>	
						<ul style="list-style-type: none"> <li>generates data from various sources (e.g., GPS, statistics, surveys)</li> <li>creates layers relevant to a specific inquiry</li> <li>applies GIS to solve problems and make recommendations</li> </ul>
<b>Plan types</b>					<ul style="list-style-type: none"> <li>analyses land-use plans (e.g., community and regional plans, official site plans)</li> </ul>	
						<ul style="list-style-type: none"> <li>extracts and analyses information/data from various plan types</li> <li>uses various plan types to communicate intended messages</li> </ul>

## 1. MAP AND GLOBE SKILLS *(continued)*

### B. Spatial Representation *(continued)*

CATEGORY	Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
Globes		<ul style="list-style-type: none"> <li>locates key reference points (e.g., poles, equator)</li> <li>identifies hemispheres</li> <li>locates selected countries and cities</li> </ul>				
Projections and map perspectives					<ul style="list-style-type: none"> <li>understands the distortions in various map projections (e.g., Mercator, Peters, Lambert)</li> </ul>	
					<ul style="list-style-type: none"> <li>uses various projections to communicate intended messages about data and information</li> </ul>	

2. GRAPHING SKILLS					
Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
The student:					
<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>pictographs</li> <li>tallies</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>bar graphs</li> <li>line graphs</li> </ul> </li> </ul>				
		<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>double bar graphs</li> <li>multiple line graphs</li> <li>climate graphs</li> </ul> </li> <li>uses computer technology (e.g., graphing software and online programs) to create graphs</li> </ul>			
			<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>scatter graphs</li> <li>population pyramids</li> <li>circle graphs</li> <li>stacked bar graphs</li> <li>cross-sectional profiles</li> </ul> </li> </ul>		
					<ul style="list-style-type: none"> <li>uses appropriate graphs to communicate data, make recommendations, and solve problems</li> </ul>

# GLOSSARY

*The definitions provided in this glossary are specific to the curriculum context in which the terms are used.*

*Note:* The definitions of terms marked with an asterisk (\*) are reproduced with the permission of the Minister of Public Works and Government Services Canada, 2012. Courtesy of the Department of Canadian Heritage.

**Aboriginal title.** The inherent right of Indigenous peoples to their lands. The Canadian legal system recognizes Aboriginal title as *sui generis* – that is, as a right to that derives from Indigenous peoples' occupation of the land since time immemorial.

**absolute location.** The location of a point on Earth's surface that can be expressed by a grid reference (e.g., by latitude and longitude).

**acid precipitation.** Any form of precipitation, including rain, fog, and snow, that is more acidic than normal. Acid precipitation is determined by its pH level; the lower the pH the more acidic and damaging it is.

**advocacy group.** See **stakeholder**.

**aggregate.** A coarse material that includes gravel, crushed stone, and sand. The major component in concrete and asphalt, it is generally used in construction and is the most heavily mined material in the world.

**alternative energy source.** An alternative to such conventional energy sources as fossil fuels and nuclear power. Common alternative energy sources include solar, wind, hydrogen, fuel cell, and tidal power.

**annotated map.** A map that includes a collection of notes about a specific location or an event that happened at a specific location. See also **map**.

**antisemitism.** The opposition to, and hatred of, Jews throughout history.

**aquifer.** A large, natural reservoir underground.

**arable land.** Land that can be used for growing crops. It is rich in nutrients, has a fresh water supply, and is located in a suitable climate.

**artefact.** An item (e.g., a tool, weapon, household utensil, etc.) made by people in the past and used as historical evidence.

**Assembly of First Nations (AFN).** A national representative organization of the First Nations in Canada. Formerly known as the National Indian Brotherhood, it became the Assembly of First Nations in 1982. Each band council in the country elects a chief to participate in an annual general assembly of the AFN. A national chief is elected every three years by the Chiefs-in-Assembly.

**band.** Defined by the Indian Act, in part, as "a body of Indians ... for whose use and benefit in common, lands ... have been set apart". Each band has its own governing band council, usually consisting of a chief and several councillors. The members of the band usually share common values, traditions, and practices rooted in their language and ancestral heritage. Today, many bands prefer to be known as First Nations. See also **First Nations**.

**band council.** A governance structure that is defined and mandated under the provisions within the Indian Act. A band council of a First Nation consists of an elected chief and councillors. *See also* **band**.

**bias.** An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements.

**birth rate.** The number of live births per thousand people in one year.

**boreal forest.** A zone dominated by coniferous trees. Canada's largest biome, occupying 35 per cent of the total Canadian land area and 77 per cent of Canada's total forest land, is boreal forest.

**branches of government.** In Canada, the three branches – executive, legislative, and judicial – that make up the federal and provincial governments. *See also* **executive branch; judicial branch; legislative branch**.

**branch plant.** Historically, a factory or office built in Canada by an American parent company whose head office remained in the United States. Branch plants were created primarily to avoid tariffs. They are now a global phenomenon. *See also* **multinational corporation**.

**built environment.** Features of the human environment that were created or altered by people (e.g., cities, transportation systems, buildings, parks, recreational facilities, landfill sites). *See also* **human environment**.

**bylaw.** A law or rule passed by a municipal council and applicable to that municipality.

**Canadian Charter of Rights and Freedoms.** A part of the Constitution Act, 1982, the Charter guarantees Canadians fundamental freedoms as well as various rights, including democratic, mobility, legal, and equality rights. It recognizes the multicultural heritage of Canadians, and protects official language rights and the rights of Aboriginal Canadians.

**Canadian Shield.** A vast landform region that extends from the Great Lakes and the St. Lawrence River to the Arctic Ocean, covering almost half of Canada. It is characterized by Precambrian rock that is rich in minerals.

**carbon offset.** A way in which an emitter of greenhouse gases can prevent its emissions from increasing atmospheric greenhouse gas concentrations by paying someone else to reduce, avoid, or absorb an equal quantity of emissions.

**cardinal directions.** The four major points of the compass – N, S, E, and W. Cardinal directions can be subdivided into intermediate directions – NE, SE, NW, SW. Cardinal and intermediate directions are elements of mapping.

**census metropolitan area (CMA).** A statistical area classification, a CMA consists of one or more neighbouring municipalities situated around a major urban core. A CMA must have a total population of at least 100,000 of which 50,000 or more live in the urban core. As of 2011, there were 33 CMAs in Canada, which range in size from Toronto (the largest) to Peterborough (the smallest).

**chief.** One of many types of leaders, informal and formal, in First Nations, Métis, and Inuit societies, governments, and traditional governance structures, past and present. Currently, under the Indian Act, there is an imposed governing system on reserves requiring each band to elect a chief and up to 12 councillors for a term of two years. *See also* **Indian Act**.

**choropleth map.** A map in which graded colours are used to illustrate the average values for or quantities of something (e.g., population density, quality of life indicators, fresh water resources) in specific areas. *See also* **map**.

**citizen.** An inhabitant of a city, town, or country; also, a person who is legally entitled to exercise the rights and freedoms of the country in which he or she lives.

***citizenship.*** An understanding of the rights of citizens within various communities (local, national, and global), and of the roles, responsibilities, and actions associated with these rights.

***civics.*** A branch of politics that focuses on the rights and responsibilities of citizenship. *See also* **citizenship.**

***clan.*** A system of kinship or extended family used by various First Nations peoples. Clans are usually represented by mammals, birds, or fish that signify each clan's unique roles and responsibilities in the community. Clans can be either matrilineal or patrilineal.

***clan mother.*** In a matrilineal system, the female head of a clan/family, a role that is passed down hereditarily. The clan mother has the right to nominate the candidate who will replace the chief when he dies, as well as to remove the chief's authority if his actions do not support the welfare of the clan. The clan mother possesses cultural knowledge and commitment to her nation.

***climate.*** The average weather conditions of an area over an extended period of time. *See also* **weather.**

***climate change.*** A significant change in the average state of Earth's climate that persists for several decades or more. It can be caused either by natural factors or by human activities that alter the composition of the atmosphere or change major characteristics of the land surface, as when forests are replaced by farmland. Climate change can affect a number of weather characteristics, such as temperature, precipitation, and wind patterns, as well as the occurrence of severe weather.

***climate graph.*** A graph that combines average monthly temperature (presented as a line graph) and precipitation data (presented as a bar graph) for a particular place.

***clustered settlement pattern.*** A closely spaced grouping of houses, towns, or villages.

***colonialism.*** The policy of establishing political control by one nation over another nation or region, sending settlers to claim the land from the original inhabitants, and taking its resources. It is a philosophy of domination, which involves the subjugation of one or more groups of people to another. *See also* **colonization; imperialism.**

***colonization.*** The process in which a foreign power invades and dominates a territory or land base inhabited by indigenous peoples by establishing a colony and imposing its own social, cultural, religious, economic, and political systems and values. A colonized region is called a colony. *See also* **colonialism.**

***command economy.*** An economic system in which the government owns and controls all facets of the economy. *See also* **economic system.**

***commodity.*** A good or service purchased or used by consumers.

***common good.*** The well-being of all or most of the people in a community or society as well as of components of the natural environment. Factors such as peace, justice, economic fairness, and respect for human rights and the environment contribute to the common good.

***community/communities.*** A group of people who have shared histories, culture, beliefs, and/or values. Communities can also be identified on the basis of shared space, ethnicity, religion, and/or socio-economic status. A person may belong to more than one community (e.g., a school community, town, ethnic group, nation, etc.).

***Confederation.*** The federal union of all the Canadian provinces and territories.

***constitution.\**** A set of rules that define the political principles, the institutions, the powers, and the responsibilities of a state. The Canadian Constitution is made up of three elements: written constitution, legislation, and unwritten constitution (rules of common law and conventions). *See also* **Canadian Charter of Rights and Freedoms; constitutional convention.**



**constitutional convention.\*** Well-established customs or practices that have evolved over time and are integral aspects of the Canadian system of government even though they are not specifically mentioned in the Constitution. See also **constitution**.

**constitutional monarchy.\*** A form of government in which executive (Crown) powers are exercised by or on behalf of the sovereign and on the basis of ministerial advice. Canada is a constitutional monarchy.

**country wives.** Indigenous women who became common-law wives of European men during the fur trade era.

**Covenant Chain Wampum.** A series of alliances between the Haudenosaunee and Europeans that were based on Haudenosaunee governance structures and represented in a wampum belt. It is referred to as a chain to symbolize the linking of both parties in the alliance and their promise to renew the relationship by polishing the chain whenever it tarnishes.

**Crown corporations.\*** Corporations in which the government, be it at the national or provincial level, has total or majority ownership. Organized on the pattern of private enterprises, they have a mandate to provide specific goods and/or services.

**Crown land.\*** Land belonging to the government, whether in the national or provincial jurisdiction.

**culture.** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

**death rate.** The number of deaths per thousand people in one year.

**deforestation.** The destruction and removal of a forest and its undergrowth by natural or human means.

**democracy.** A form of government in which laws are made by a direct vote of the citizens (direct democracy) or by representatives on their behalf (indirect democracy). In an indirect,

or representative, democracy such as Canada, elected representatives vote on behalf of their constituents.

**demographics.** Statistics describing the characteristics of an area's population, including those relating to age, sex, income, and education.

**desertification.** The process by which arable land becomes desert, as a result of factors such as a decline in average rainfall over time, deforestation, and/or poor agricultural practices.

**DEW Line.** The Distant Early Warning Line was a series of radar stations that were set up in the Arctic during the Cold War to provide a notice of attacks on North America by missiles or aircraft.

**digital footprint.** A trail of information a person leaves when using digital devices. It enables third parties to access data such as an individual's Internet Protocol (IP) address, the Internet sites that person has visited, and comments he or she has made.

**digital representations.** Computer-based representations of the world in which spatial characteristics are represented in either 2D or 3D format. These representations can be accessed and applied using online mapping software or interactive atlases.

**disparity.** The unequal distribution of funds, food, or other commodities or resources among groups, regions, or nations. Indicators of economic wealth are often used when assessing disparity.

**diversity.** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**Doctrine of Discovery.** A concept embedded in a 1493 papal bull, the doctrine stated that any lands inhabited by non-Christians could be acquired on behalf of Europe. The Doctrine of Discovery became a key foundation for European claims to lands outside of Europe.

**drainage basin.** The area drained by a river system.

**ecological footprint.** The impact of human activities on the environment, measured in terms of biologically productive land and water that is used to produce the goods people consume and to assimilate the waste they generate. An ecological footprint can be calculated at the individual, community, national, or global level.

**economic indicator.** A statistical measure that gives an indication of the overall performance of an economy.

**economic sector.** A segment of the economy that is characterized by similar types of activities, products, and/or services (e.g., by resource extraction, manufacturing, etc.). *See also* **knowledge-based industries; manufacturing sector; primary industries; service-based industries.**

**economic system.** The way in which a particular society produces, distributes, and consumes various goods and services. *See also* **command economy; market economy; traditional economy.**

**economy.** The system of production and consumption of various commodities and services in a community, region, or country, or globally.

**ecosystem.** A self-regulating system, created by the interaction between living organisms and their environment, through which energy and materials are transferred.

**ecotourism.** Travel to fragile or pristine areas, often seen as low impact and as an alternative to standard commercial travel.

**Elder.** A man or woman whose wisdom about spirituality, culture, and life is recognized and affirmed by the community. Not all Elders are “old”. Indigenous community members will normally seek the advice and assistance of Elders on various traditional, as well as contemporary, issues.

**elevation.** The height of something above a reference level, especially above sea level.

**enemy aliens.** Historically, people residing in Canada who were citizens of states at war with this country. In World War I, the majority of people classified as enemy aliens were of Ukrainian descent; they were either interned or forced to carry identity papers and report regularly to the police. In World War II, the majority of people classified as enemy aliens were of Japanese descent; many Japanese Canadians were rounded up and sent to camps and had their property confiscated.

**enfranchisement.** The legal process of giving a person, or a group of people, a right or privilege associated with citizenship. The term is commonly associated with the right to vote.

**environment.** Everything, both natural and human-made, that surrounds us.

**equality.** A condition in which all people are treated the same way, regardless of individual differences. *See also* **equity.**

**equator.** Latitude zero degrees; an imaginary line running east and west around the globe and dividing it into two equal parts.

**equity.** Fair, inclusive, and respectful treatment of all people. Equity does not mean treating all people the same, without regard for individual differences. *See also* **equality.**

**erosion.** The wearing down and carrying away of material from exposed surfaces by water, wind, or ice.

**ethnicity.** The shared national, ethnocultural, racial, linguistic, and/or religious heritage or background of a group of people, whether or not they live in their country of origin.

**ethnogenesis.** The process in which an ethnic group is formed and becomes a distinct people.

**executive branch.\*** The branch of government that carries out the law; the cabinet and ruling government that sit in the elected chamber (House of Commons/Legislature). Also referred to as “the Queen in Council”. *See also* **branches of government; judicial branch; legislative branch.**

**fair trade.** An approach to international trade, with the goal of social and environmental sustainability and fair compensation to producers.

**faith keeper.** In Haudenosaunee culture, one female and one male relative of the clan mother is appointed as a faith keeper of their clan to promote traditions, language, and ceremonies and to act as a spiritual guide. *See also* **clan mother.**

**federal system.** A system of government in which several political jurisdictions form a unity but retain autonomy in defined areas. The central or national government is called the federal government. Canada has a federal system of government.

**fertility rate.** The average number of live births for a woman in her childbearing years in the population of a specific area.

**field study.** A hands-on learning experience in the outdoors. Field studies can be open ended or organized for a specific purpose or inquiry.

**First Nations.** The term used to refer to the original inhabitants of Canada, except the Inuit. A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities. *See also* **band.**

**first past the post.** A voting system, used in Canada, in which the person with the most votes in a riding wins the seat for that person’s political party. *See also* **proportional representation; voting system.**

**flow map.** A map that shows the movement of objects or people from one location to another. *See also* **map.**

**flow resource.** A resource that is neither renewable nor non-renewable, but must be used when and where it occurs or be lost (e.g., running water, wind, sunlight).

**fossil fuel.** A non-renewable energy source that is formed from the remains of ancient plants and animals (e.g., coal, natural gas, petroleum). *See also* **non-renewable resource.**

**free trade.** Trade, including international and interprovincial trade, where tariffs are not applied to imports, and exports are not subsidized.

**genocide.** The planned, systematic destruction of a national, racial, political, religious, or ethnic group.

**geographic information system (GIS).** A technological system that allows for the digital manipulation of spatial data, such as those relating to land use, physical features, and the impact of disasters. Users of GIS can input data and create and analyse tables, maps, and graphs in order to solve problems relating to a specific area of land and/or water. *See also* **spatial technologies.**

**global commons.** Earth’s resources, such as the oceans or the atmosphere, that have no political boundaries because they are part of systems that circulate throughout the world.

**globalization.** A process, accelerated by modern communications technology, that multiplies and strengthens the economic, cultural, and financial interconnections among many regions of the world.

**global positioning system (GPS).** A navigation and positioning system that uses satellites and receivers to provide highly accurate location coordinates for positions on or above Earth’s surface. *See also* **spatial technologies.**

**governor general.\*** The personal representative of the Queen, who acts on her behalf in performing certain duties and responsibilities in the federal jurisdiction.

**Gradual Civilization Act.** The Act to Encourage the Gradual Civilization of Indian Tribes in this Province, and to Amend the Laws Relating to Indians or the Gradual Enfranchisement Act

was designed as a way for the government to revoke the legal rights and status of First Nations people through the process of enfranchisement. *See also* **enfranchisement**.

**Great Lakes–St Lawrence Lowlands.** The area that surrounds the lower Great Lakes and the St. Lawrence River, including the most densely populated portions of Ontario and Quebec. This area of gently rolling hills and flat plains provides an excellent physical base for agriculture and settlement and is often described as the country's heartland.

**grid.** A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns. The term also refers to a coordinate plane that contains an x-axis (horizontal) and a y-axis (vertical) and is used to describe the location of a point. *See also* **scatter graph**.

**gross domestic product (GDP).** The value of all the goods and services produced in a country in one year.

**gross national product (GNP).** Gross domestic product, minus goods and services produced by foreign-owned businesses operating inside the country, plus goods and services produced by domestic-owned businesses operating outside the country.

**groundwater.** Water below the surface of the land. Often an aquifer, groundwater can also take the form of underground streams or lakes or be held in pores in the soil. Groundwater is constantly in motion as part of the hydrological cycle. *See also* **aquifer**.

**habitat.** The place where an organism lives and that provides it with the food, water, shelter, and space it needs to survive.

**Haudenosaunee Confederacy.** The governance structure of the Haudenosaunee that was re-established by Hiawatha and the Peacemaker. It united the Mohawk, Oneida, Onondaga, Cayuga, and Seneca, and later the Tuscarora,

under the Great Law of Peace to promote harmony and establish roles and responsibilities within the Haudenosaunee nations.

**heritage.** The legacy passed down from previous generations, including cultural traditions, art, literature, and buildings.

**historic Métis communities.** Métis communities emerged as a result of the North American fur trade, during which First Nations peoples and European traders forged close economic ties and personal relationships. Over time, many of the children born of these relationships developed a distinct sense of identity and culture. Within their communities, they shared customs, practices, and a way of life that were distinct from those of their First Nations and European forebears. Métis communities formed along strategic water and trade routes well before the Crown assumed political and legal control of these areas. Many of the communities persevered, and continue to celebrate their distinct identities and histories today, practising their unique culture, traditions, and way of life. These communities are a part of Ontario's diverse heritage. In 2003, the Supreme Court of Canada recognized a Métis community with a communal right to hunt for food in and around Sault Ste. Marie. This case provides the framework for identifying historic Métis communities in other areas of the province as well as other parts of Canada.

**Holocaust.** The systematic, state-sponsored persecution and annihilation of European Jewry by the Nazis and their collaborators between 1933 and 1945.

**Holodomor.** A famine in Ukraine in 1932–33, engineered by the Soviet government under Stalin, during which millions of Ukrainians starved.

**House of Commons.** *See* **legislature; parliament**.

**Human Development Index.** The results of an annual ranking of countries with respect to life expectancy, educational achievement, standard of living, and other measures of development.

**human environment.** The built features of an area and the interactions among these features and/or between these features and the natural environment. *See also* **built environment**.

**human rights.** Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other similar factors.

**identity.** How one sees oneself within various communities, local to global.

**ideology.** A set of related beliefs, ideas, and attitudes that characterizes the thinking of a particular group or society.

**immigration.** The act of coming to a different country or region in order to take up permanent residence.

**imperialism.** The policy of extending the authority of one country over others by territorial acquisition or by establishing economic and political control over the other nations. *See also* **colonialism**.

**Indian.** Under the Indian Act, “a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian”. However, outside this specific legal purpose for its use, the term is often seen as outdated and offensive, and the term “First Nation” is preferred. *See also* **First Nations**.

**Indian Act.** Federal legislation that regulates Indians and reserves and sets out certain federal government powers and responsibilities towards First Nations and their reserved lands. The first Indian Act was passed in 1876. Since then, the act has undergone numerous amendments, revisions, and re-enactments. *See also* **Indian**.

**Indian agent.** A representative of the federal government who enforced the Indian Act, including provisions relating to land, health care, education, cultural practices, and political structures, in a specific area or district. *See also* **Indian Act**.

**Indigenous.** A term referring to the original peoples of a particular land or region. First Nations (status and non-status), Inuit, and Métis peoples are recognized as the Indigenous peoples of Canada.

**Indigenous ecological knowledge (IEK).** Deep understanding of and knowledge about the environment that derives from Indigenous peoples’ long histories and experiences on the land. IEK focuses on sustainable practices, reciprocal relationships between the environment and all living things, and preservation of the environment and its resources for future generations.

**indigenous species.** A native species – one that originates or naturally occurs in an area.

**industrialization.** The development of industry, primarily manufacturing, on a very wide scale.

**infant mortality rate.** The death rate of children between birth and one year of age in a given area, expressed per 1,000 live births.

**infographic.** A graphic visual representation of information and/or data. It is usually an image with accompanying information or data.

**infrastructure.** The networks of transportation, communications, education, and other public services that are required to sustain economic and societal activities.

**interest group.** *See* **stakeholder**.

**intergenerational trauma.** The transmission of the negative consequences of a historical event across generations.

**intergovernmental organization.** An agency established by a formal agreement between member national governments (e.g., the United Nations, the Commonwealth).

**intermediate directions.** *See* **cardinal directions**.

**internment.** In the context of Canadian history, the detention, confinement, or incarceration of people, often enemy aliens, under the federal War Measures Act. *See also* **enemy aliens; War Measures Act**.



**Inuit (singular: Inuk).** Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and northern Labrador. The word means “the people” in the Inuit language of Inuktitut. Inuit are not covered by the Indian Act. The federal government has entered into several major land claim settlements with Inuit.

**Inuksuk.** A human-made stone structure that functions to warn or inform Inuit travellers and hunters; inuksuit are important to Inuit survival in the Arctic climate.

**issue.** A topic or question of concern on which people may take different points of view.

**judicial branch.\*** The branch of government that interprets the law – in other words, the courts. Also referred to as “the Queen in Banco” or “the Queen on the Bench”. *See also* **branches of government; executive branch; legislative branch.**

**knowledge-based industries.** The part of the economy that is knowledge-based, such as government, scientific research, education, and information technology. Also referred to as the quaternary sector. *See also* **economic sector.**

**knowledge keepers.** Traditional teachers who are recognized by their community as having cultural and spiritual knowledge of traditions, teachings, and practices and who help guide their community or nation.

**labour union.** A group of workers who have come together to pursue common goals, such as better working conditions. Their leaders bargain with the employer(s) and negotiate labour contracts.

**land claims.** A First Nation, Métis, or Inuit assertion of rights over lands and resources, and of self-government, which can also concern Aboriginal and treaty title and rights. When resolved, the final agreements often outline rights, responsibilities, and/or benefits.

**landfill.** A method of waste disposal, in which solid waste is collected and transferred to a set location, where it is buried. In Canada, there are provincial regulations governing landfill sites, with the goal of minimizing their impact on health and the environment.

**landform.** A natural physical feature of a land surface (e.g., a mountain, plateau, valley, plain).

**land grant.** Land that is given to individuals or groups by a government or other governing body.

**land reclamation.** The creation of “new” land from existing riverbeds or seas. Also, the reclamation or rehabilitation of land that was previously disturbed, often by resource extraction. *See also* **rehabilitation.**

**land use.** Ways in which land is used by people (e.g., commercial, industrial, residential, transportation, or recreational uses). In mapping, different land uses are conventionally represented by specific colours.

**latitude.** The distance north and south of the equator, measured in degrees.

**laws.** The principles and regulations governing a community’s affairs that are enforced by a political authority and judicial decisions.

**League of Indians of Canada.** An organization established in 1919 to lobby for First Nations rights in Canada.

**legend.** An explanatory description or key to features on a map or chart.

**legislative branch.\*** The branch of government that makes the laws – the Parliament of Canada and provincial and territorial legislatures. Also referred to as “the Queen in Parliament”. *See also* **branches of government; executive branch; judicial branch.**

**legislature.\*** The federal legislature (Parliament of Canada) consists of the Queen, the Senate, and the House of Commons. The provincial legislatures consist of the lieutenant governor and the elected house. *See also* **parliament.**



**LGBT.** The initialism used to refer to *lesbian, gay, bisexual, and transgender* people. A broader range of identities is also sometimes implied by this initialism, or they may be represented more explicitly by *LGBTTIQ*, which stands for *lesbian, gay, bisexual, transgender, transsexual or two-spirited, intersex, and queer or questioning*.

**life expectancy.** The average number of years that a person is expected to live. Life expectancy varies by historical period, gender, region, and other factors.

**linear settlement pattern.** A narrow grouping of houses or settlements whose placement is determined by features such as a river, road, or valley.

**literacy rate.** The percentage of the adult population who can read and write.

**longitude.** The distance east and west of the prime meridian, measured in degrees. *See also* **prime meridian**.

**manufacturing.** The process of making goods, either by machine or by hand.

**manufacturing sector.** Industries that convert raw materials into finished industrial products (e.g., the auto industry). Also referred to as the secondary sector or secondary industries. *See also* **economic sector**.

**map.** A visual representation of natural and/or human characteristics. Maps can be used in various forms – print, digital, and online interactive – and may be annotated with textboxes to provide more information. *See also* **annotated map; choropleth map; flow map; thematic map; topographic map**.

**market economy.** An economic system in which privately owned corporations control the production and distribution of most goods and services. *See also* **economic system**.

**matrilineal.** A matrilineal society is one in which kinship is based on the mother's line.

**medicine man.** An Indigenous person who is a traditional healer or spiritual guide and who provides guidance and support for the community.

**medicines.** Sacred plants that are used for specific ceremonial purposes to promote healing, health, and/or spiritual connection.

**medicine wheel.** A First Nations symbol that represents creation, balance, and the inter-connectedness among of all living things. It is also known as the sacred hoop.

**Métis.** People of mixed First Nations and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

**Métis communities.** *See* **historic Métis communities**.

**Métis sash.** A symbol of the Métis people, the sash was used historically for utility, decoration, and community affiliation and is worn today as a symbol of Métis pride, identity, and nationhood.

**Métis scrip.** A certificate issued to Métis families by the federal government that was redeemable either for land (160 or 240 acres) or money. The intention of the policy was to remove Métis peoples from their traditional territories and settle them in new areas.

**Métis Senator.** A Métis individual recognized and respected by their community, who has knowledge of Métis culture, traditions, and experience and is dedicated to preserving Métis ways of life and governance. In Ontario, the Métis self-governance system includes one Métis Senator on each community council.

**migration.** The permanent shift of people from one country, region, or place to another for economic, political, environmental, religious, or other reasons. Also, the movement, often seasonal, of animals from one area to another (e.g., for food or breeding or because of loss of habitat).

**multiculturalism.** The acceptance of cultural pluralism as a positive and distinctive feature of society. In Canada, multiculturalism is government policy, and includes initiatives at all levels of government to support cultural pluralism.

**multinational corporation/transnational corporation.** A corporation that has its headquarters in one country and manages production or delivers services in other countries.

**municipal government.** In Canada, one of the levels of government below that of the provinces. The constitution gives the provinces jurisdiction over municipal affairs.

**municipal region.** A local area that has been incorporated for the purpose of self-government.

**NAFTA.** See **North American Free Trade Agreement.**

**nationalism.** The ideology that promotes devotion to the collective interests and cultural identity of a nation.

**NATO.** See **North Atlantic Treaty Organization.**

**natural disaster.** A catastrophic event caused by Earth's physical processes that affects human settlement. Examples include the North American ice storm of 1998, the Indian Ocean tsunami of 2004, and Hurricane Sandy in 2012. See also **natural hazard.**

**natural hazard.** A natural event or feature, created by Earth's natural processes, that poses a threat to human safety. Examples of natural hazards include blizzards and ice storms; earthquakes; floods; landslides; tornadoes, cyclones, and hurricanes; tsunamis; icebergs; and volcanoes. See also **natural disaster.**

**natural phenomena.** Physical processes and events pertaining to things such as weather, wave action, soil build-up, or plant growth.

**natural resource.** Something found in nature that people find useful or valuable. See also **flow resource; non-renewable resource; renewable resource.**

**non-governmental organization (NGO).** An organization that operates independently of governments, typically providing a social or public service (e.g., Doctors without Borders, Free the Children, Nature Conservancy).

**non-renewable resource.** A resource that is limited and cannot be replaced once it is used up (e.g., coal, oil, natural gas).

**NORAD.** See **North American Air Defense Command.**

**North American Air Defense Command (NORAD).** A joint Canadian-American organization established in 1958 to monitor and defend airspace and to issue warnings regarding threats to North America from missiles and other aerospace weapons. Later renamed the North American Aerospace Defense Command.

**North American Free Trade Agreement (NAFTA).** A trade agreement between Canada, the United States, and Mexico that became law in 1993. The main purpose of NAFTA is to facilitate and increase trade among the three countries.

**North Atlantic Treaty Organization (NATO).** A political and military alliance among 28 European and North American nations, including Canada, whose primary goal is the collective defence of its members and peace in the North Atlantic region.

**Numbered Treaties.** Agreements made in the years 1871–1921 between the Crown and First Nations and Métis peoples, the Numbered Treaties cover parts of British Columbia, the Northwest Territories, Yukon, Saskatchewan, Manitoba, and Northern Ontario. The treaties are numbered 1 to 11.

**opinion.** A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

**parliamentary democracy.\*** A British system of government in which the executive (prime minister/premier and cabinet) sit in the elected chamber (House of Commons/Legislature) and are accountable to the elected representatives of the people. Canada is a parliamentary democracy.

**Parliament of Canada.\*** The supreme legislature of Canada, consisting of the Queen (represented by the Governor General), the Senate, and the House of Commons.

**pass system.** An informal administrative policy that restricted the movement of First Nations people by requiring them to obtain a pass from an Indian agent in order to leave the reserve. *See also* **Indian agent.**

**Peace and Friendship Treaties.** Agreements signed by the Mi'kmaq, Maliseet, and Passamaquoddy on the Eastern Coast of Canada and the British in 1779. These treaties did not include the surrender of lands and resources. They were intended to establish the basis for an ongoing relationship between the British and First Nations.

**peacekeeping.** Intervention, often by international forces (military, police, and/or civilian) in countries or regions that are experiencing conflict, with the goal of maintaining peace and security and helping create a social and political environment that leads to lasting peace. International peacekeeping missions are generally conducted under the auspices of the United Nations.

**Pemmican Proclamation.** An 1814 decree that prohibited the export of pemmican and other goods from the Red River district to Assiniboia, the proclamation had a major impact on both Métis and the fur trade.

**per capita income.** The average amount of money earned per person per year in a country or region.

**petroglyphs.** Rock carvings that transmit stories, teachings, traditions, and/or knowledge. In Canada, petroglyphs created by Indigenous peoples are sacred.

**physical feature.** An aspect of a place or area that derives from the physical environment (e.g., water bodies – lakes, rivers, oceans, seas, swamps; landforms – mountains, valleys, hills, plateaus; soil types; vegetation).

**physical region.** A geographic area characterized by similar landforms, climate, soil, and vegetation.

**pictograph.** A graph that uses pictures or symbols for statistical comparisons.

**plate tectonics.** The movement of the thin outer layer of Earth's crust on which the oceans and continents rest. This movement, which is driven mainly by convection currents in material beneath the crust, by gravity, and by Earth's rotation, results in the buckling (fold mountains), tearing (earthquakes), and erupting (volcanoes) of Earth's surface. *See also* **tectonic forces.**

**pluriculturalism.** The idea that individuals belong to multiple groups, nations, identities, and cultures that shape their beliefs, awareness, and actions.

**political region.** A geographical area that shares a government and has its own leaders and sets of laws.

**population density.** The average number of people in a particular area, calculated by dividing the number of people by a unit of space (e.g., per square kilometre).

**population distribution.** The way in which a population is spread across a geographical area.

**population pyramid.** A horizontal bar graph that indicates the number of people in different age groups and the balance between males and females in the population. These graphs can be used for a city, country, or other political region.

**potlatch.** Among Northwest Coast First Nations, a gift-giving ceremony and feast held to celebrate important events and to acknowledge a family's status in the community.

**premier.** The head of a provincial or territorial government in Canada.

**primary industries/primary sector.** Industries that harvest or extract raw materials or natural resources (e.g., agriculture, ranching, forestry, fishing, mining). *See also* **economic sector.**

**primary sources.** Artefacts and oral, print, media, or computer materials created during the period of time under study.

**prime meridian.** Longitude zero degrees; an imaginary line running north and south, which by international agreement runs through the Royal Observatory at Greenwich, England. *See also* **longitude.**

**prime minister.** The head of the government in a parliamentary democracy, including Canada. The prime minister is the leader of the party that is in power and that normally has the largest number of the seats in the House of Commons.

**proportional representation.** A voting system in which the number of seats held by each party is in proportion to the number of votes each party received, rather than, as in the first-past-the-post system, the number of ridings won by each party. *See also* **first past the post; voting system.**

**pull factors.** In migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous locations.

**push factors.** In migration theory, the social, political, economic, and environmental forces that drive people from their previous locations to search for new ones.

**quality of life.** Human well-being, as measured by social indicators, including education, environmental well-being, health, and living standards. *See also* **Human Development Index.**

**quaternary sector.** *See* **knowledge-based industries.**

**Quiet Revolution.** A period of rapid change that occurred in Quebec in the 1960s. During these years the church-based education system was reformed, hydroelectric utilities were nationalized, the Quebec Pension Plan was created, and new ministries for cultural affairs and federal/provincial relations were formed.

**refugee.** A person who is forced to flee for safety from political upheaval or war to a foreign country.

**region.** An area of Earth having some characteristic or characteristics that distinguish it from other areas.

**rehabilitation.** A process in which people attempt to restore land damaged by a natural event or by human activity, such as primary industry, back to its natural state (e.g., an old quarry being turned into a park).

**relative location.** The location of a place or region in relation to other places or regions (e.g., northwest or downstream).

**remote sensing.** The gathering of information about Earth from a distance (e.g., through aerial photographs or data collected by instruments aboard satellites or aircraft).

**renewable resource.** A resource that can be regenerated if used carefully (e.g., fish, timber).

**reserves.** Lands set aside by the federal government for the use and benefit of a specific band or First Nation. The Indian Act provides that this land cannot be owned by individual band or First Nation members.

**residential school system/residential schools.** A network of government-funded, church-run schools for First Nations, Métis, and Inuit children, the goal of which was to eradicate Indigenous languages, traditions, knowledge, and culture and to assimilate Indigenous peoples into mainstream settler society.

**resource recovery.** The extraction of resources from materials that have been discarded (e.g., from recycled materials or mine tailings).

**resources.** The machines, workers, money, land, raw materials, and other things that can be used to produce goods and services.

**responsible government.\*** A government that is responsible to the people, based on the principle that governments must be responsible to the representatives of the people.

**revolution.** The forcible overthrow of a political regime or social order.

**rights.** Entitlements recognized and protected by law.

**ring of fire.** In Ontario, an area north of Thunder Bay that contains large deposits of chromite and other valuable minerals. There is some controversy as to how best to develop the deposits, with issues related to First Nations rights and economic development as well as the environment needing to be resolved.

**rule of law.** The fundamental constitutional principle that no governments or persons are above the law and that society is governed by laws that apply fairly to all persons.

**scale.** On a map, the measurement that represents an actual distance on Earth's surface. Scale can be indicated on a map by a ratio, a linear representation, or a statement.

**scattered settlement pattern.** Settlement mainly in rural areas where houses are scattered in no apparent pattern. The amount of space between dwellings depends on the amount of land that is required to grow enough food for the family living in each dwelling.

**scatter graph.** A graph in which data pairs are plotted on a coordinate plane or grid as unconnected points. A scatter graph is useful for showing correlation (i.e., the extent to which one variable is related to another). *See also* **grid**.

**secondary sector.** *See* **manufacturing sector**.

**secondary sources.** Oral, print, media, and computer materials that are second-hand, often created after the event or development being studied. Secondary sources are often based on an analysis of primary sources and offer judgements about past events/issues. *See also* **primary sources**.

**Senate.** *See* **legislature; parliament**.

**senator.** In federal politics, a member of the Canadian Senate. *See also* **Métis Senator**.

**service-based industries.** That part of the economy that provides services (e.g., banking, retailing, education) rather than products. Also referred to as the tertiary sector. *See also* **economic sector**.

**settlement pattern.** The distribution and arrangement of individual buildings or of rural and urban centres (e.g., clustered, linear, scattered).

**shaman.** In some Indigenous spiritual traditions, a person who is responsible for holding ceremonies, communicating with good and bad spirits, healing people from illnesses, and tracking game animals. An Inuk shaman is called an *angakok*.

**Sixties Scoop.** The removal, during the 1960s, of First Nations, Inuit, and Métis children from their homes and their subsequent placement in the foster care system or, in the majority of cases, with non-Indigenous families, without the consent of their parents, guardians, or communities. Victims of the Sixties Scoop are often referred to as the Stolen Generation.

**social enterprises.** For-profit companies or not-for-profit organizations that generate funds by selling goods and/or services in order to support social, cultural, and/or environmental goals.

**social gospel.** A movement, dating from the end of the nineteenth century, in which Christian ethics and ideas were applied to address social problems related to industrialization, including poverty, inequality, urban slums, and harsh working conditions. Social gospellers in Canada advocated temperance and child welfare, among other social reforms.

**social justice.** A concept based on the belief that each individual and group within a given society has a right to equal opportunity and civil liberties, and to exercise the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.



**social welfare programs.** Government programs designed to help meet the personal, economic, emotional, and/or physical needs of citizens.

**sovereignty.** Independent control or authority over a particular area or territory.

**spatial technologies.** Technologies that support the use of geographic data. The data can be represented in various forms, such as maps, graphs, or photographs of a site. Examples of spatial technologies include geographic information systems (GIS), global positioning system (GPS), and remote sensing. *See also* **geographic information system; global positioning system; remote sensing.**

**stakeholder.** A person, group, or organization that has an interest in or concern about something.

**status Indian.** *See* **Indian.**

**stewardship.** The concept that people's decisions, choices, and actions can have a positive impact, supporting a healthy environment that is essential for all life. A healthy environment supports sustainable relationships among all of the Earth's living and non-living things.

**suffragist.** A person who campaigns for the extension of the right to vote (suffrage); a member of the suffrage movement, particularly the women's suffrage movement.

**sustainability.** Living within the limits of available resources. These resources may include Earth's natural resources and/or the economic and human resources of a society. Sustainability also implies equitable distribution of resources and benefits, which requires an understanding of the interrelationships between natural environments, societies, and economies.

**sustained yield.** Harvesting of a resource in which the amount extracted is managed so that the resource has time to regenerate itself.

**system.** Something made up of interconnected elements and processes that contribute to the whole (e.g., political systems, economic systems, natural systems).

**tailings.** Waste material left after a resource has been extracted during the mining process (e.g., the extraction of minerals from rocks, oil from the oil sands). Tailings are often toxic because of the processes used to separate the valuable materials from the waste.

**tectonic forces.** Forces caused by movements within or beneath Earth's crust that can produce earthquakes and volcanoes. These forces result in the building up and tearing down of Earth's physical features (e.g., mountains, valleys, trenches). *See also* **plate tectonics.**

**temperance movement.** The movement to control or ban alcoholic beverages. In Canada, the temperance movement was particularly active at the end of the nineteenth and beginning of the twentieth century.

**tertiary industries.** *See* **service-based industries.**

**thematic map.** A map depicting specific characteristics for a given area (e.g., a political map of the world, a natural resource map of Ontario, a map showing the destination of immigrants in early twentieth-century Canada). *See also* **map.**

**topographic map.** A map whose primary purpose is to show the relief of the land through the use of contour lines. It also uses symbols and colour to show a variety of built features. *See also* **map.**

**traditional economy.** An economic system in which decisions are made on the basis of customs, beliefs, religion, and habit. Traditional economies are often based on hunting, fishing, and/or subsistence agriculture. *See also* **economic system.**

**transnational corporation.** *See* **multinational corporation.**

**treaty.** A formal agreement between two or more parties. In Canada, treaties are often formal historical agreements between the Crown and Aboriginal peoples; these treaties are often interpreted differently by federal, provincial, and Indigenous governments.



**treaty rights.** Rights specified in a treaty. Rights to hunt and fish in traditional territory and to use and occupy reserves are typical treaty rights. This concept can have different meanings depending on context and the perspective of the user.

**Truth and Reconciliation Commission of Canada (TRC).** A federally commissioned investigative body whose mandate was to learn the truth about the experience of residential school survivors and, in so doing, to create a historical record of and promote awareness and public education about the history and impact of the residential school system.

**United Nations.** An intergovernmental organization formed in 1945 to promote peace and economic development.

**United Nations Declaration on the Rights of Indigenous People.** Adopted by the United Nations General Assembly in 2007, the declaration identifies a universal framework of standards for the treatment of Indigenous peoples around the world and elaborates on existing human rights standards and fundamental freedoms, including, but not limited to, those related to culture, language, health, and education.

**Universal Declaration of Human Rights.** A document adopted by the United Nations in 1948 setting out the basic rights and freedoms of all people.

**urbanization.** A process in which there is an increase in the percentage of people living and/or working in urban places.

**urban sprawl.** The spread of a city over a relatively large area of land. The term has a negative connotation as a result of the stress on infrastructure and the environment associated with such expansion.

**values.** Personal or societal beliefs that govern a person's behaviours and choices.

**voting.** The act of expressing an opinion by a show of hands or ballot, usually with the intent of electing a candidate to office or passing a resolution.

**voting system.** The rules and processes by which governments are elected. Canada has a first-past-the-post voting system. *See also* **first past the post; proportional representation.**

**War Measures Act.** An act, passed during World War I, that gives the federal cabinet emergency powers, permitting them to govern by decree when they believe that Canada and Canadians are under threat from war, invasion, or insurrection.

**waste management.** The handling (e.g., collection, disposal, reuse) of the waste products from human activity (e.g., sewage, garbage, e-waste).

**weather.** The conditions of the atmosphere, including temperature, precipitation, wind, humidity, and cloud cover, at a specific place and time. *See also* **climate.**

The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.



Printed on recycled paper

17-062

ISBN 978-1-4868-1518-0 (Print)

ISBN 978-1-4868-1519-7 (PDF)

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