

2015

REVISED

The Ontario Curriculum
Grades 11 and 12

Canadian and World Studies

ECONOMICS • GEOGRAPHY • HISTORY • LAW • POLITICS



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 Ontario

World Issues: A Geographic Analysis, Grade 12

University Preparation

CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

OVERVIEW

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

Strand A

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

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Relationships and Disparities		
B1. Natural Resource Disparities: analyse relationships between quality of life and access to natural resources for various countries and regions (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The distribution and availability of natural resources can affect a country's prosperity and quality of life.	What are some possible consequences of an inequitable distribution of resources? In what ways might a government's past political and economic policies have an impact on quality of life in the present?
B2. Population Disparities: analyse relationships between demographic and political factors and quality of life for various countries and regions (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Quality of life around the world is influenced by a wide range of economic, social, political, environmental, and historical factors.	What are some of the ways that we measure the development of a region or a community? What do various measures emphasize? What do they overlook? Why might some people believe that there is an ethical imperative to share the world's resources equitably?
B3. Classifying Regions of the World: explain how various characteristics are used to classify the world into regions or other groupings (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Statistical indicators are a useful tool for comparing countries and analysing global issues.	
C. Sustainability and Stewardship		
C1. Strategies and Initiatives: analyse strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Government policies and company practices that protect the environment play an important role in promoting sustainability.	Why do individuals, companies, and governments continue to make unsustainable choices?
C2. Population Growth: assess the impact of population growth on the sustainability of natural systems (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Population growth is increasing the human impact on the environment.	How might the environmental choices we make today have an impact on the world tomorrow?
C3. Caring for the Commons: analyse issues relating to the use and management of common-pool resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Resources that are essential for life are key components of the global commons.	What is the global commons? What can we do to protect the global commons?

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

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interaction and Interdependence: Globalization		
D1. Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Trade and immigration have impacts on relationships within nations and between nations.	Who benefits from globalization? Who loses? How is globalization affecting your life, your community, your country?
D2. Impacts and Management: analyse issues relating to national and global impacts of globalization from a geographic perspective, and assess responsibilities and approaches for managing these issues (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Globalization has major economic, environmental, social, and political impacts on countries and people around the world.	How do our choices and beliefs affect our responses to globalization? How did we get to this level of globalization?
D3. Characteristics and Driving Forces: describe the major characteristics of globalization, and analyse factors that are driving the globalizing process (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Globalization has resulted in a high level of economic integration among countries and increasing cultural integration.	
E. Social Change and Quality of Life		
E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Social change can be promoted by individuals, groups, or governments.	Are human rights issues more important than other global issues? Should we give higher priority to addressing them?
E2. Agents of Change: analyse impacts of selected agents of change on society and quality of life (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Powerful agents of change are having both positive and negative impacts on the quality of life of people around the world.	What role do ideologies and beliefs play in motivating social change and in inhibiting it?
E3. Continuing Challenges: analyse issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Many obstacles stand in the way of improving the quality of life of people in all parts of the world.	Is technology the key to improving the quality of life of disadvantaged peoples, or is it a barrier? What criteria would you use to judge the effectiveness of programs for improving the quality of life of children around the world?

World Geography: Urban Patterns and Population Issues, Grade 12

University/College Preparation

CGU4M

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

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

OVERVIEW

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

Strand A

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

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization of Ecumenes		
B1. Increasing Liveability: assess the liveability of ecumenes in Canada and other parts of the world, and analyse factors that influence liveability (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	We need to support and maintain the development of liveable communities.	What makes a community liveable? How might individuals' criteria for liveability vary depending on their values, beliefs, and ideas?
B2. Processes that Shape Ecumenes: describe interrelationships between the environmental, social, economic, and political processes that shape ecumenes (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Many local, national, and international factors have an impact on the growth and development of communities.	Why might some people and groups not support development within a community?
B3. Understanding Ecumenes: describe the spatial distribution of land use in human settlements according to selected theories (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Land-use patterns and trends can help us understand interrelationships within and between human settlements.	Is land-use distribution and classification similar throughout the world?
C. Sustainability and Stewardship		
C1. Working towards Sustainability: analyse impacts of human activity and human settlements on the environment, and assess the effectiveness of solutions to these impacts in selected ecumenes (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Human activity and human settlement have social, environmental, political, and economic consequences.	How do population changes affect the impact of communities on the natural environment? What are some challenges associated with balancing human wants, needs, and activities with the sustainability of human settlements? How have some groups addressed these challenges?
C2. Stewardship: assess ways in which stewardship practices can contribute to the sustainability of human settlements (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Individuals, governments, and companies must work together to manage a community's growth sustainably.	Is it possible to modify the environment and maintain sustainability at the same time?
C3. Modifying the Environment: describe ways in which human societies modify their local environments in order to meet economic, social, political, and other needs, and assess the effects of these modifications on sustainability (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Environmental modification and sustainability are potentially conflicting ideas.	

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

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Systems: Interdependence of Ecumenes		
D1. Policies and Change: analyse impacts of public opinion and policy on interactions within and between ecumenes (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	It is important to understand differing points of view when looking at issues involving communities.	Why is it hard to please everyone when making a community decision? How are global population trends affecting human settlement patterns? What infrastructure needs to be developed to accommodate these population trends?
D2. Population Change and Migration: analyse impacts of population change and migration on the social characteristics and built environment of cities (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Demographic trends are having a wide range of impacts on cities around the world.	How do various international issues affect the quality of life in communities around the world? Why are some communities not able to address these challenges themselves?
D3. Challenges of Interdependence: analyse the effects of international assistance and formal and informal international economic activity on quality of life in developed and developing countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Countries need to continue to work together to develop plans to address quality of life challenges.	
E. Changing Ecumenes		
E1. Quality of Urban Life: analyse interrelationships between urban environments and quality of life (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The quality of life in a city can vary greatly from one region to another.	What are some quality of life issues that are specific to large urban centres?
E2. Analysis of Solutions: assess from a geographic perspective the effectiveness of solutions to issues affecting the built environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The effectiveness of solutions to urban problems depends on many factors.	What accounts for the variability of quality of life within a city? Why might a megaproject cause new problems while solving an existing problem?

The Environment and Resource Management, Grade 12

University/College Preparation

CGR4M

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

OVERVIEW

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

Strand A

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

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization		
B1. Protecting Species and Spaces: assess various strategies used for protecting natural spaces and species, locally, nationally, and globally (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Not all strategies are effective in protecting endangered spaces and species.	What might happen if relationships within ecosystems or between the earth's spheres and ecosystems were disturbed?
B2. Human Impacts: assess impacts of human population settlement on natural spaces and species (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Humans have had, and continue to have, a direct impact on the natural environment.	Why do solutions to many environmental protection issues require international strategies?
B3. The Earth's Ecosystems: analyse relationships between the spheres of the earth and the characteristics of ecosystems (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Interrelationships within ecosystems and between the earth's spheres and ecosystems support life on Earth.	What kinds of barriers limit the effectiveness of protection strategies? How do you measure the impact that humans have on a natural environment?
C. Sustainability and Stewardship of Natural Resources		
C1. Policies and Strategies: analyse the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Countries and companies must work together in order to manage natural resources sustainably.	How do stakeholders work together to develop international policies or strategies that will help manage shared resources effectively?
C2. Development of Natural Resources: analyse impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Natural resource development can have social, economic, political, and environmental consequences.	How might competing interests and ideas affect the ability to develop a resource sustainably?
C3. Availability and Use of Natural Resources: assess the availability of various natural resources, and analyse factors affecting their exploitation and use (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	The spatial distribution of natural resources often determines how they are developed and used.	What strategies are needed to mitigate a possible conflict? Why does the method of resource development depend on where the resource is located? What risks are associated with that method of extraction or harvesting, and what risks are specific to that location?

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

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Ecological Systems: Interconnections and Interdependence		
D1. Reducing Pollution: analyse challenges involved in reducing pollution from human activities, and assess the effectiveness of various methods of pollution reduction (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments, companies, and individuals must work together to reduce pollution.	Should the reduction of pollution be a top priority for all levels of government?
D2. Impacts of Pollution: evaluate impacts of various types of pollution on the natural environment and on human health (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Pollution affects the environment and human health in many different and sometimes unexpected ways.	Why does local pollution often have regional or global impacts? Why, if we know that our actions and choices harm the environment, do we continue to do what we are doing?
D3. Ecological Processes: describe key ecological and biological processes, and explain how they are affected by human activities (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human activity affects the earth's ecological processes directly and indirectly.	
E. Community Action		
E1. Developing Solutions: assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Solutions must come from individuals and all levels of government working together.	Who, in the end, is responsible for the protection of the environment?
E2. Community Land Use and Infrastructure: assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	It is hard to balance the needs, wants, and actions of all people with sustainable community development.	How do our own choices and actions affect the environment? Why would people disagree about what strategies to use locally to reduce human impacts on the environment?
E3. Ecological Footprints: analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	We all have a part to play in reducing our impact on the environment.	How should we balance differing ideas, values, and beliefs when trying to lessen human impacts on the environment?

World Issues: A Geographic Analysis, Grade 12

College Preparation

CGW4C

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

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

OVERVIEW

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

Strand A

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

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Regional Similarities and Differences		
B1. Economic Disparities: analyse interrelationships between social conditions, access to natural resources, government policies, and economic disparities within and between countries or regions (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Global inequalities are influenced by a wide variety of current and historical factors.	What are some impacts that may occur because of an inequitable distribution of resources? Why might some people believe that there is an ethical imperative to share the world's resources equitably?
B2. Resources and Human Systems: analyse global patterns of natural resource and population distribution and their interrelationship with human networks and systems (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The distribution and availability of natural and human resources can have significant impacts on the economy, population distribution, and infrastructure of a country.	What are some of the factors that influence the quality of life in different countries? How do we measure the social and economic development of a region or a community? Are there potential biases in these measurements?
B3. Characteristics of World Regions: classify and compare countries and regions of the world, using appropriate criteria and statistical measures (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Statistical indicators can help us understand spatial patterns of wealth and development around the world.	
C. Sustainability and Stewardship		
C1. Environmental Stewardship: analyse the role of individuals, the local community, and governments in achieving sustainability, and assess opportunities for personal stewardship and involvement in sustainability initiatives (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments at all levels, companies, and individual citizens have a role to play in achieving sustainability.	Why do individuals, companies, and governments continue to make unsustainable choices? How might the environmental choices we make today have an impact on the world tomorrow?
C2. Resource Use and Sustainability: analyse selected resource uses and sustainability practices in a variety of countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The way that resources are extracted or harvested and the way they are used have a major influence on sustainability.	Why have some countries been more successful than others in extracting and using a natural resource in a sustainable way?
C3. Managing the Global Commons: explain the meaning and significance of the global commons, and analyse issues associated with the use and sustainability of its various elements (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Resources that are essential for life are key components of the global commons.	What is the global commons? What can we do to protect the global commons?

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

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interactions and Interdependence: Globalization		
D1. Managing Globalization: assess responsibilities for managing the impacts of globalization, and describe ways in which impacts can be moderated (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Governments, businesses, and individuals need to work together to lessen the impacts of globalization.	Who benefits from globalization? Who loses? How is globalization affecting your life, your community, your country?
D2. Multinational Corporations: analyse issues related to the operations of multinational corporations in the global economy (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Multinational companies can be a source of economic development, but their operations can also have widespread impacts that are difficult to manage.	How do our choices and beliefs contribute to globalization, and how are they influenced by globalization? How did we get to this level of globalization?
D3. Globalization – Characteristics and Impacts: analyse the principal characteristics and major impacts of globalization (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Globalization has major economic, environmental, social, and political impacts on countries around the world.	How does globalization affect the quality of life and quality of the environment in developing nations?
E. Changing Societies		
E1. Urbanization: analyse trends in urbanization in both economically developed and developing regions of the world, and assess the impacts of these trends (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Urbanization has been occurring everywhere in the world and is having major impacts on people and the environment.	Are human rights issues more important than other global issues? Should we give higher priority to addressing them?
E2. Population Growth and Demographic Change: analyse global and regional population trends, and assess their impacts on society, the economy, and the ability of societies to meet basic human needs (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Global population growth and changing demographic profiles are creating social, economic, and environmental challenges in many countries.	How can demographic trends influence global food supply? Do we have a global population crisis?
E3. Human Rights and Quality of Life: analyse impacts of a variety of factors on human rights and quality of life in selected countries (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Human rights violations and quality of life issues continue to affect people in many countries.	Why is it important to be aware of and to address global inequalities of wealth and quality of life?

Living in a Sustainable World, Grade 12

Workplace Preparation

CGR4E

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

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

OVERVIEW

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

Strand A

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

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Species and Spaces		
B1. Endangered Species and Spaces: identify species and natural places at risk in different parts of the world, and compare approaches that various countries have taken for their protection (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	It is important for countries to have strategies to protect endangered species and spaces.	What are some of the ways in which countries work together to protect a species that crosses international borders?
B2. Human Impacts on Ecosystems: explain how human settlement and activities alter ecosystems (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	Humans have had and continue to have a direct impact on the natural environment.	What stands in the way of cooperation on such issues? What do you think is the most significant impact that humans have had on an ecosystem?
B3. Ecosystem Characteristics: describe the characteristics of different types of ecosystems, and explain their relationships with natural processes in the Earth system (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The earth and its ecosystems are made up of many interacting components.	How are the various parts of an ecosystem related to each other? What might happen if one element is changed or no longer present?
C. Sustainability of Natural Resources		
C1. Strategies and Stewardship Initiatives: assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally, and globally (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Many individuals, groups, and countries around the world are practising environmental stewardship.	How do your personal choices and behaviours affect the use of natural resources? How do competing interests and ideas affect the extraction or harvesting of a natural resource and the way it is used?
C2. Resource Development and Impacts: analyse impacts and issues related to the development and use of natural resources (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	The ways in which people extract or harvest natural resources and use them can have social, economic, political, and environmental impacts.	How might the loss of a natural resource affect a community? Why does the process used to extract a natural resource depend on where the resource is located?
C3. Distribution and Use of Natural Resources: analyse patterns and trends in the availability and use of natural resources (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	The location of a resource can determine how it is extracted or harvested and how it is used.	

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

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Ecosystems and Human Activity		
D1. Protecting the Natural Environment: assess the role of various strategies, organizations, and agreements in reducing the impact of human activity on the environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Individuals, groups, and countries have developed strategies to lessen the impact of humans on the environment.	Do all organizations and countries agree on how to protect the environment? Why might there be conflicting strategies for reducing the human impact on the environment?
D2. Impacts of Human Activities: analyse impacts of human activities on ecological processes and on plant and animal species (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Human activity can alter and harm natural spaces and species.	Why might an individual, a company, or a country introduce a non-native species or a pollutant into a local environment? How does life on Earth rely on the earth's physical processes?
D3. Ecological Processes: explain how various ecological and biological processes sustain life on Earth (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The earth sustains life.	
E. Community Action		
E1. Working Together: assess the contribution of various individual, workplace, and community initiatives to reducing the human impact on the natural environment (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	People need to work together to lessen the impact of humans on the environment.	What are some local strategies and policies that have been proposed or adopted to protect the environment? Why might people not agree about the purpose or value of these strategies or policies?
E2. Ecological Footprints: assess impacts of human behaviour on the natural environment (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The behaviour and choices of individuals can have a significant impact on the environment.	How might you reduce your ecological footprint?
E3. Community Infrastructure: assess environmental impacts of various types of infrastructure, systems, and services at the community and regional levels, and assess ways of reducing these impacts (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	Local practices can have important impacts on the natural environment.	How is infrastructure in your community being changed to lessen its impact on the natural environment? What support is there for these changes?

Canada: History, Identity, and Culture, Grade 12

University Preparation

CHI4U

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

OVERVIEW

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

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Canada, Origins to 1774		
B1. Setting the Context: analyse the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	The struggles of early European settlers to form political, economic, and social systems, and their impact on Aboriginal ways of life, continue to have ripple effects today.	What do we know about the history of Aboriginal peoples of Canada prior to their contact with Europeans? How has the historiography of the contact experience changed over time?
B2. Interactions and Interdependence: analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	The relationship between First Nations peoples and European explorers and early settlers was marked by both conflict and cooperation.	What criteria could we use to judge the long-term impact on Canada and Canadian identity of shifting relationships between First Nations peoples and Europeans?
B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The early colonial policies of France and Britain played a role in the development of Canadian heritage and identity.	Have the experiences of all groups been given equal treatment in the narrative of early Canada?
C. Canada, 1774–1867		
C1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	British colonial policies had an impact on the social, economic, cultural, and political development of Canada.	How did British colonial policies help shape events and developments in Canada at this time? How does their legacy continue to play a role in Canada today?
C2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Both internal and external conflict played a role in the political evolution of Canada.	What contributed to the deepening divide between British and French in British North America during this period?
C3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration played a large role in the development of Canada and of Canadian identity.	Was Canada a haven for immigrants during this period?

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

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. Canada, 1867–1945		
D1. Setting the Context: analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Government policies as well as popular reform and cultural movements all contributed to the development of Canada during this period.	What criteria could we use to rank the impact of key events, trends, and/or developments from this period on Canadian identity?
D2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, Canada's military activities and social reform movements were major factors shaping the new nation.	On balance, did World War I and World War II unify or divide Canadians? Should governments apologize and/or compensate people for past injustices?
D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration policies, assimilationist ideas, and regionalism in Canada led to the inclusion of some groups and exclusion of others.	
E. Canada since 1945		
E1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: <i>Cause and Consequence; Continuity and Change;</i>)	International ideas, issues, and developments have presented increasing challenges to Canada's economy, culture, and identity.	In what ways have international trends, issues, and developments helped to shape Canadian political, economic, and social policy and reform movements?
E2. Interactions and Interdependence: analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	As the pace of global change quickens, Canada has had to respond and change with it.	What social and political conflicts came to the fore in these decades? Is Canada's reputation as a humanitarian nation merited?
E3. Diversity and Citizenship: analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, multicultural and welfare state policies have helped to shape Canadian identity, at home and abroad.	How has Canadian identity changed as a result of modern immigration and multiculturalism policies?

Politics in Action: Making Change, Grade 11

Open

CPC30

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

Prerequisite: Civics and Citizenship, Grade 10, Open

OVERVIEW

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

Strand A

A. Political Inquiry and Skill Development
Overall Expectations
A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them
A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to politics, and identify some careers in which a background in political studies might be an asset

(continued)

Overview *(continued)*

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

Strands B–D

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
B. Foundations of Political Engagement		
B1. Factors Affecting Political Engagement: analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement (FOCUS ON: <i>Political Significance; Political Perspective</i>)	<p>Personal identity and experiences can affect an individual's political interests.</p> <p>People have different levels of privilege and political power, which can affect their political engagement.</p>	<p>How are your interest in politics and your political actions influenced by your own identity and experiences?</p> <p>What factors contribute to a person's interest and involvement in politics? What factors might limit that interest or involvement?</p> <p>Who determines political priorities?</p>
B2. Issues of Political Importance: explain the political importance of some current issues and analyse various perspectives associated with these issues (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Some current issues are more politically important than others.	What is fair in politics?
B3. Causes, Impact, and Solutions: analyse some issues of political importance in terms of their causes, their impact, and ways in which they have been addressed (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	<p>The causes of political issues are complex and multifaceted.</p> <p>Political solutions can have intended and unintended results.</p>	
C. Policy, Politics, and Democratic Change		
C1. The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Individuals, groups, and the media have the ability to make political change.	<p>How does the level of political involvement of citizens affect a democracy?</p> <p>Are Canadian laws and political policies fair and equitable?</p>
C2. Law and Policy in Canada: analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	<p>Canadian law and political policies change over time.</p> <p>Canadian law and political policy are rooted in democratic principles.</p>	How does political change happen in a democracy?
C3. Political Change in Democratic Societies: demonstrate an understanding of factors that facilitate and present challenges to democratic political change (FOCUS ON: <i>Political Significance; Political Perspective</i>)	<p>Democracy relies on the political action of individuals and groups.</p> <p>Diverse political opinions sustain a democracy.</p>	

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

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
D. Personal Action on a Political Issue		
<p>D1. Investigating an Issue: identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue (FOCUS ON: <i>Political Significance; Political Perspective</i>)</p>	<p>The interest and commitment of individuals and groups drives political change.</p> <p>There are multiple points of view on every political issue.</p>	<p>What political problems particularly concern you? Why? Do other people or groups feel the same way about these problems?</p> <p>What factors do you need to consider when deciding</p>
<p>D2. Developing a Plan of Action: identify a goal associated with the selected issue and construct an action plan to achieve that goal (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)</p>	<p>A plan of action must be practical.</p>	<p>how a problem should be addressed? Whose viewpoints should you consider?</p>
<p>D3. Considering Outcomes: analyse and reflect on possible outcome(s) of their plan (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)</p>	<p>Formulating a plan of action includes making reasoned predictions about its possible outcomes.</p>	<p>Who will benefit from a proposed solution to a problem? Will anyone be adversely affected by it?</p>

Canadian and International Politics, Grade 12

University Preparation

CPW4U

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

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

OVERVIEW

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

Strand A

A. Political Inquiry and Skill Development
Overall Expectations
A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of national and international political importance
A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to politics, and identify various careers in which a background in political studies might be an asset

(continued)

Overview *(continued)*

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

Strands B–E

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
B. Political Foundations		
B1. Political Thought: demonstrate an understanding of various political ideologies, theories, and concepts, and analyse their relevance to Canadian and international politics (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Political thinking reflects social, economic, and technological changes and affects political policy.	What criteria would you use to assess political thinkers? Whose voices are represented, and whose voices are not, in traditional political theory?
B2. The Evolution of Modern Politics and International Relations: analyse the role of ideology, diplomacy, and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century (FOCUS ON: <i>Political Significance; Stability and Change</i>)	The past century has been marked by extensive political conflict but also by cooperation and diplomacy.	Under what circumstances can diplomacy work? How does decolonization continue to affect politics and international relations today?
B3. Influences on Canadian and International Politics: analyse how social, economic, and geographic factors influence contemporary politics in and relations between various countries around the world (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Relations between countries are affected by various economic, social, cultural, and environmental factors.	How do political/cultural values and identity affect relations within and between countries?
C. Governments and Canadian and International Politics		
C1. The International Influence of Governments: analyse how strategies/practices used by a state or states can affect the policies and status of other states (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	Individual nations use various means to influence the policies and/or status of other nations.	What are the benefits and disadvantages to Canada of being a member of international and intergovernmental organizations?
C2. Intergovernmental Cooperation: demonstrate an understanding of the role of intergovernmental cooperation in international politics (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	Canada's participation in international organizations has changed over time. Technological advances create new reasons for intergovernmental cooperation.	How and why does Canada exert political pressure on other nations? Is Canada an important world player?
C3. Canadian Government Policies and International Relations: analyse Canada's foreign policy objectives and factors that affect them (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	Canada's foreign policy objectives and actions are influenced by political, economic, and cultural considerations.	Are Canadian values about democratic and human rights reflected in our foreign policy?

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

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
D. Non-governmental Action on Canadian and International Political Issues		
D1. Civic Awareness and Responsibility: analyse the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community (FOCUS ON: <i>Political Significance; Political Perspective</i>)	Informed and responsible citizens can make a difference in the local, national, and global community.	What are the attributes of a responsible global citizen? How has technology affected political participation? Is civil disobedience ever justified? How does one measure the effectiveness of a non-governmental organization or social enterprise group?
D2. Challenges and Strategies: demonstrate an understanding of key challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them (FOCUS ON: <i>Objectives and Results; Political Perspective</i>)	There are many forms of political activism and civic engagement.	
D3. Contributions to the Global Community: assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities (FOCUS ON: <i>Objectives and Results; Stability and Change</i>)	The global community has benefited in many ways from the actions of individuals and groups.	
E. Rights and Power in the International Community		
E1. Influence, Power, and Decision Making: demonstrate an understanding of how power is distributed and exercised in Canada and other countries, and of factors that affect its distribution (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	Geographic, demographic, economic, political, and military factors all affect the global balance of power.	What makes a nation politically powerful? Why are some countries more powerful than others? How is Canada's democratic system of government different from systems in other countries?
E2. Technology and Globalization: assess the influence of globalization and technology on Canadian and international politics (FOCUS ON: <i>Stability and Change; Political Perspective</i>)	Communications and information technology has had an impact on political action and processes in Canada and worldwide. Globalization has affected political, cultural, and economic boundaries.	Has globalization harmed or benefited Canada? Would the answer be the same for all Canadians? How and why do multinational enterprises hold political as well as economic power?
E3. Human Rights at Home and Abroad: explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions, and processes in the protection of human rights (FOCUS ON: <i>Political Significance; Stability and Change</i>)	There have been human rights abuses in many countries, including Canada. Many governments and other institutions work in defence of human rights.	Should the Canadian government defend human rights beyond its borders? Why do human rights abuses still exist?

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.