

The Ontario Curriculum
Grades 9-12

Financial Literacy

Scope and Sequence of Expectations

2016

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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario de la 9^e à la 12^e année – Littérature financière : Portée et enchaînement des attentes et contenus d'apprentissage, 2016.*

This publication is available only on the Ministry of Education's website, at www.ontario.ca/edu.

PREFACE

This resource guide supersedes *The Ontario Curriculum, Grades 9–12: Financial Literacy – Scope and Sequence of Expectations, 2011*. This resource has been updated to reflect the release of six secondary curriculum documents:

- *The Ontario Curriculum: Canadian and World Studies, Grades 9 and 10, 2013*
- *The Ontario Curriculum: Canadian and World Studies, Grades 11 and 12, 2015*
- *The Ontario Curriculum: Classical Studies and International Languages, Grades 9–12, 2016*
- *The Ontario Curriculum: French as a Second Language – Core French, Extended French, French Immersion, Grades 9–12, 2014*
- *The Ontario Curriculum: Health and Physical Education, Grades 9–12, 2015*
- *The Ontario Curriculum: Social Sciences and Humanities, Grades 9–12, 2013*

Making financial decisions has become an increasingly complex task; consequently, people need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. They need to be aware of potential risks that accompany various financial choices. They also need to develop an understanding of world economic forces, and become aware of ways in which they can respond to those influences and make informed choices. It is therefore essential that financial literacy be considered an important attribute of a well-educated population, so that Ontarians may continue to prosper in the future.

It is in this context that the Ministry of Education is emphasizing the importance of ensuring that Ontario students have the opportunity to improve their financial literacy. Financial literacy may be defined as “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence”.¹ In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their personal finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.

Ontario’s vision for financial literacy is as follows:

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

A Sound Investment: Financial Literacy Education in Ontario Schools, p. 4

1. *A Sound Investment: Financial Literacy Education in Ontario Schools*, Report of the Working Group on Financial Literacy (Toronto: Ministry of Education, Ontario, 2010), p. 7.

This scope and sequence resource document is designed to assist teachers in achieving this goal by highlighting learning opportunities in the Ontario curriculum that can help students develop skills and knowledge related to financial literacy in each discipline in Grades 9 to 12. Expectations that support financial literacy directly as well as expectations that encompass a range of opportunities to explore related topics and develop related skills have been embedded in all subjects in Grades 4 to 8 and all disciplines in Grades 9 to 12 in the revised Ontario curriculum, as appropriate. This document will be updated to reflect changes in revised curriculum.

Considerations for Program Planning

The scope and sequence document makes explicit the learning opportunities and expectations in the curriculum that relate to financial literacy education. Educators can use it as part of their program planning to identify where there are opportunities to promote the development of financial literacy skills and knowledge in each discipline.

Some disciplines, by virtue of their content, are more closely linked to the development of skills and knowledge related to financial literacy than others, but all disciplines provide opportunities to make connections to financial literacy to some extent. This document identifies both the expectations that are connected explicitly with aspects of financial literacy and those that can provide opportunities for teachers and students to make connections to financial topics or issues in various ways. Brief explanations of such opportunities are provided in the introductory paragraph(s) for various disciplines, as appropriate.

In all disciplines, problem-solving, critical-thinking, critical analysis, inquiry, and communication skills support the development of financial literacy.

Organization of the Document

The expectations listed in this resource document are taken from the current Ontario curriculum policy document(s) for each discipline for Grades 9 to 12. There is a section for each discipline, ordered alphabetically, and the year of publication of the curriculum is given in the heading at the start of the section. Within each section, expectations are presented by discipline area within the curriculum document (where applicable), then by course and by strand. Examples and teacher prompts are included only if they have a connection to financial literacy.

More information and resources about financial literacy are available on the ministry's website, at <http://www.edu.gov.on.ca/eng/surveyLiteracy.html>. Additional resources for educators are available at <http://www.edugains.ca/newsite/FinancialLit/index.html>

THE ARTS, GRADES 9 AND 10 (2010) AND GRADES 11 AND 12 (2010)

All courses in the arts curriculum require students to identify and explore arts-related careers and postsecondary pathways in which their interests and skills in the arts can be applied. Such career exploration relates directly to financial literacy, as students consider the ways in which their financial needs can be met by pursuing careers connected to their interests, skills, and aptitudes. Connections to financial literacy can be made throughout all arts courses, in which students are expected to develop skills related to reflecting, responding, and self-awareness. These skills are transferable and can also be applied in contexts involving financial considerations.

Dance, Grade 9, Open (ATC10)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify knowledge, skills, and personal qualities/attitudes they have acquired or strengthened through dance studies that can be applied in other settings and to a variety of careers (*e.g., personal qualities such as willingness to take risks, discipline, cooperativeness, empathy, willingness to take responsibility*)

Teacher prompt: “Is the behaviour expected of you in dance class the same as or different from your usual behaviour outside of class? What situations outside dance class might have behavioural expectations similar to those in the class?”

Dance, Grade 10, Open (ATC20)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify physical, intellectual, and artistic skills that are developed through dance and explain how they can be applied to a variety of careers (*e.g., with a partner, research and report on possible summer volunteer or employment opportunities where their learning in dance could be helpful*)

Teacher prompt: “What skills that you’ve learned in dance class are required for employment in any field?”

Drama, Grade 9, Open (ADA10)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.3 identify and describe various roles, responsibilities, and competencies of key personnel in theatre work (*e.g., director; actor; stage manager; set/costume designer; front-of-house administrator; executive producer*)

Teacher prompt: “What skills and preparation would you need for the role of a stage manager?”

Drama, Grade 10, Open (ADA20)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.3 identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sector (*e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking*)

Teacher prompt: “How would you go about gaining experience if you were interested in working in television? What skills might you need to be successful in that field?”

Integrated Arts, Grade 9 or 10, Open (ALC10/ALC20)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 identify skills, character traits, and work habits that are developed through the processes of creating, analysing, presenting, and/or promoting art works, including integrated art works/productions (*e.g., problem-solving skills; technical skills; their ability to express themselves; character traits developed through collaboration, such as cooperativeness, flexibility, and respect for the opinion of others; ability to work in teams and independently*), and describe how they can be applied outside the classroom (*e.g., create a visual organizer to compare integrated arts skills with Essential Skills in the Ontario Skills Passport or Human Resources and Skills Development Canada [HRSDC] Essential Skills; describe how their cooperative work habits can be applied in family situations or in their job; ...*)

Teacher prompt: “What decision-making and problem-solving skills developed in this course can be applied in your part-time job?”

B4.2 identify and explore arts-related careers and secondary and postsecondary pathways that reflect their interests and skills (*e.g., create a list of college and university programs and apprenticeships related to their field of interest in the arts; conduct on-line research on arts-related careers; hold mock interviews for a position in the arts and culture industry; create a personal skills inventory and compare it to the skills required in their field of interest; interview [online or in person] an artist in their community about that person’s career choice*)

Teacher prompts: “What arts-related career opportunities exist in our community?” “Are there any local artists working in your area of interest? What types of skills would you need to develop to do this kind of work?”

Media Arts, Grade 10, Open (ASM20)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.2 identify and describe the skills required in careers related to media arts (*e.g., animator, music composer for film/video, special effects artist, video editor*)

Teacher prompt: “What skills do you need in order to become a successful interactive online game designer? Describe how these skills are used in this career.”

B3.3 identify and describe skills and understandings acquired through the creative and critical analysis processes in the media arts (*e.g., collaborative, technical, analytical, and communication skills; ability to meet deadlines; ability to understand multiple points of view; cultural awareness*), and describe how they can be applied in everyday life (*e.g., to analyse an item in the mass media*)

Teacher prompts: “What skills have you learned through media arts that make you a more critical consumer of media? How might this critical ability affect the decisions you make in your personal life?” “Describe how media arts processes have improved your communication skills. How can these skills help you in your job, at school, or with your friends and family?”

Music, Grade 9, Open (AMU10)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 identify and describe a variety of work or career possibilities related to music study (*e.g., explore job websites; interview a freelance musician and report on his or her typical work week; identify the positions and track the responsibilities of all the people involved in the production and marketing of a commercial recording, including those involved in touring and publicity*)

Teacher prompts: “What are some of the benefits and drawbacks of pursuing a career in music?” “What sorts of activities might a freelance musician combine to make a living in the music field?”

Music, Grade 10, Open (AMU2O)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

- B4.1** identify and describe a variety of music-related work opportunities that reflect their own skills and knowledge (*e.g., identify music-related part-time jobs and/or work-related activities that would be appropriate for them at their skill level, such as providing singing lessons for younger children, teaching music at a summer camp, job shadowing a music producer; identify cooperative education opportunities; create a résumé and job search list for summer employment in the field of music; list possible performance opportunities; create a business plan that outlines ways they could generate income through music*)
Teacher prompt: “Where might you find information about summer or part-time jobs related to music that would suit your interests and skills?”

Visual Arts, Grade 9, Open (AVI1O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

- B3.1** identify types of knowledge and skills acquired in visual arts (*e.g., knowledge related to visual literacy; creative problem-solving skills, visual communication skills*), and describe how they could be applied in a variety of areas of personal and professional life
Teacher prompts: ... “Describe how you have used your creative problem-solving skills in a situation that was not related to making or looking at art.”
- B3.2** identify a variety of secondary and postsecondary pathways and careers related to visual arts (*e.g., postsecondary arts programs; careers in advertising, animation, art therapy, fashion design, graphic design*)
Teacher prompt: “What careers can you think of that are related to visual arts? How could you go about expanding and varying this list? Would a college pathway allow you to enter all of these careers, or would some require a different pathway?”
- B3.3** identify, on the basis of exploration, a variety of personal opportunities in their community in cultural or other fields related to visual arts (*e.g., ... volunteer or job opportunities at a local organization where they could use and/or develop their skills in visual arts*)

Visual Arts, Grade 10, Open (AVI2O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

- B3.1** identify types of knowledge and skills acquired in visual arts (*e.g., knowledge related to visual literacy; creative problem-solving skills; skills related to visual communication, spatial organization, and presentation*), and describe how they could be applied in a variety of careers and in various areas of study

Teacher prompts: “Can you think of ways in which your visual arts skills could be used in the future, either for work or for school? What are some fields, other than fine arts or commercial art, in which you could apply these skills?”

B3.2 identify, on the basis of research, a variety of secondary and postsecondary pathways and careers related to visual arts (*e.g., apprenticeships; postsecondary art programs; art-related careers in advertising, animation, fashion design, filmmaking, graphic design, industrial design, photo journalism*) and the education required for these careers

Teacher prompts: “What sorts of apprenticeships are available for someone wanting to pursue a career in fashion design?” “Would you require a college certificate or university degree to pursue a career in art therapy?”

C. Foundations

C3. Responsible Practices

C3.1 identify legal and ethical issues associated with visual arts (*e.g., copyright; ownership of virtual and intellectual property; ...*), and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works (*e.g., seek permission before incorporating copyrighted materials in their art work; show respect for intellectual property; ...*)

Teacher prompts: ... “What does the term *intellectual property* mean?”

Dance, Grade 11, University/College Preparation (ATC3M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify a variety of career options that are available in the dance arts and the skills required for each (*e.g., dancer; choreographer; instructor; set/costume/lighting designer; publicist; production manager; dance reviewer*)

Teacher prompts: “What are some careers in the dance arts that support performers?” “How many people are required to work on a professional dance show and what are their duties?”

Dance, Grade 11, Open (ATC3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify physical, intellectual, and artistic skills that are developed through dance, and explain how they can be applied to a wide range of careers (*e.g., identify occupations that require the type of discipline and patience needed to participate in ballet class*)

Teacher prompt: “What skills or personal qualities are developed through studying classical East Indian dance? What careers require similar skills or qualities?”

Dance, Grade 12, University/College Preparation (ATC4M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

- B3.1** identify and describe a variety of postsecondary destinations in the field of dance and the training or education required for each (*e.g., occupations in dance arts advocacy, administration, creation, design and production, education, fund-raising, performance, staging*)
Teacher prompt: “What postsecondary institution(s) provide instruction in dance notation? What were some of the career options and choices made by individuals who have embarked on that career?”

Dance, Grade 12, Workplace Preparation (ATC4E)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

- B3.2** identify and document transferable workplace skills they have acquired through their dance studies, and possible workplace applications of those skills (*e.g., compile a record of the skills developed during task planning, decision making, problem solving, and information gathering for dance activities*)
Teacher prompts: “What did you learn about problem solving while creating choreography in a small group?” “Could the verbal skills you developed while giving feedback to your peers be useful in a professional environment? In what kinds of situations?” “How would maintaining a portfolio of your learning in dance help you in developing a résumé or describing your skills and experience to a prospective employer?”

Drama, Grade 11, University/College Preparation (ADA3M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

- B3.1** identify the collaborative skills and techniques they used to produce ensemble drama works, and explain how they can be applied in a variety of other contexts ...
Teacher prompt: “How could you use the teamwork skills learned in drama in other areas of our school? In the community? In the workplace?”
- B3.3** relate the various functions they have performed in drama activities to educational and career opportunities in the broader educational and arts sectors (*e.g., describe, in a portfolio, how the skills acquired through involvement in community theatre can be applied elsewhere in the arts; identify postsecondary careers and university and college programs in the field of drama and theatre where they could apply their drama experience and skills*)
Teacher prompt: “What roles are open to volunteers in community theatre? How might volunteer work with a community theatre group contribute to your learning in drama?”

Drama, Grade 11, Open (ADA3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.3 relate skills and knowledge they have developed through drama to opportunities for employment in the broader educational and arts sectors (*e.g., create a scrapbook or portfolio that showcases their set design work; identify cooperative education placements that reflect their particular theatre interests; write a résumé to support an application for an audition; write a review of a community theatre production and post it on the Internet or submit it for publication to a community newspaper*)

Teacher prompt: “What have you learned from your drama studies that you can apply to your part-time job, postsecondary study, or potential employment opportunities?”

Drama, Grade 12, University/College Preparation (ADA4M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.3 identify current and potential educational and career opportunities in the dramatic arts, and describe the competencies required in those fields (*e.g., volunteer, part-time, or career opportunities in local media or arts organizations such as a television station, community theatre, art gallery, or summer arts camp*)

Teacher prompts: “Which postsecondary programs offer the best training for actors?” “What jobs and careers have your drama skills prepared you for?”

Drama, Grade 12, Workplace Preparation (ADA4E)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.3 identify and describe employment opportunities and careers in the theatre industry, and describe the competencies they require (*e.g., outline the responsibilities of different types of theatre workers, such as actor, backstage technician, front-of-house staff, custodial staff, arts administrator*)

Teacher prompt: “What skills and preparation would you need for these workplace roles? How have your classroom drama activities equipped you for some or all of these roles?”

Exploring and Creating in the Arts, Grade 11 or 12, Open (AEA30/AEA40)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.2 describe, on the basis of research, arts-related careers and secondary and postsecondary pathways that reflect their interests and skills (*e.g., reflect on their interests, conduct personal skills inventories, and research employment opportunities that reflect their interests and skills; explore college and university arts programs and arts-related apprenticeships; compile a list of arts organizations in their community and the types of career opportunities available with them*)
Teacher prompts: “What arts-related career opportunities that are of interest to you exist in our community? What types of educational background and work experience do they require?” “What arts career opportunity most interests you? What skills do you see as necessary in order to succeed in this area?”

Media Arts, Grade 11, University/College Preparation (ASM3M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.2 analyse skills connected with design, production, distribution, or management processes in media arts (*e.g., skills needed for image manipulation, digital video editing, sound editing, multimedia authoring; skills related to leadership, innovation, teamwork*), and explain how these skills can be applied in a range of careers related to media arts (*e.g., animation, commercial photography, filmmaking, graphic design, journalism, photojournalism*)
Teacher prompt: “How has research into a number of fields related to media arts informed your awareness and understanding of future opportunities in these fields? Do you have all the skills necessary to be successful in one of these fields? If not, what other skills would you need to develop to help you achieve success?”

Media Arts, Grade 11, Open (ASM3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.2 identify skills associated with media arts (*e.g., planning and organizational skills; skills in using web-creation software or 2D and 3D animation software; skills related to digital imaging, digital sound recording, video editing*), and explain how these skills can be applied in a range of careers related to media arts (*e.g., e-learning designer, graphic artist, storyboard artist*)
Teacher prompt: “What skills do you need to become a successful web designer or sound engineer? Explain why these skills are important in this career.”

Media Arts, Grade 12, University/College Preparation (ASM4M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.2 analyse and assess their personal skills and interests in relation to careers connected with design, production, distribution, or management processes in media art (*e.g., strong technological skills and interest in evolving technologies and media, incisive analytical skills, the ability to respond in a timely fashion to fast-changing demands, leadership and interpersonal skills, communication skills; the relationship between these skills and careers such as animator, artistic director, educator, entrepreneur, media critic, producer*)

Media Arts, Grade 12, Workplace Preparation (ASM4E)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.2 identify their personal skills and interests as they relate to jobs associated with media arts (*e.g., conduct an inventory of their skills and interests as they relate to jobs such as producer, web designer, media critic, video game designer, interactive television producer, on-line journalist, DJ; perform a gap analysis to determine the skills they need to acquire or improve on in order to achieve their employment goals*), and describe the educational requirements for those jobs

B3.3 explain how media arts skills and processes can facilitate tasks in the workplace (*e.g., explain how the critical analysis process could be applied to assess the artistic merits of an advertising campaign, how presentation skills developed during the creative process could be applied in a business presentation, or how collaborative skills could be used in working with other people; compare media arts skills to the skills listed in the Ontario Skills Passport*)

Music, Grade 11, University/College Preparation (AMU3M)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 assess their interests, skills, and knowledge in relation to a variety of music-related careers (*e.g., create a reverse plan, from a music career they would like to pursue to their prospective educational pathway; summarize their skills, interests, and experience in a résumé that could be used to apply for work in a recording studio, music store, or musical theatre production; determine the skills and educational requirements of a range of jobs generated by the musical entertainment industry*)

Teacher prompts: “What skills, knowledge, and attitudes are required for work as a recording engineer? A disc jockey? A studio musician? What skills and/or knowledge would you have to acquire to work at one of these jobs?” “What skills and background does a professional classical musician require?” “What is the salary range for a member of a classical ensemble? How might a professional musician supplement this salary?”

Music, Grade 11, Open (AMU3O)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 identify and describe the skills and knowledge required to pursue careers connected to the arts and culture industry (*e.g., describe possible music industry careers and the requirements for specific jobs; use a career-profiling website to assess their own interests, skills, and aspirations and match these with appropriate careers in the cultural industry; investigate the skills required for careers that support musicians and composers, such as artist management, instrument making or repair, music promotion and marketing, recording or sound engineering*)

Teacher prompts: “Based on your current interests, skills, and level of knowledge, what music-related career could you pursue that would provide an adequate living?” “What types of jobs does the production of a large-scale musical generate? What skills do these jobs require?”

B4.2 describe educational pathways that would enable them to prepare for careers in planning, promoting, producing, and/or performing in musical presentations (*e.g., conduct a live or electronic interview with a music producer or promoter in their community, focusing on the educational prerequisites and ongoing learning requirements for the field; create a promotional poster for a postsecondary school of music that illustrates possible careers associated with its music program*)

Teacher prompts: “What non-music courses would help you acquire skills and knowledge related to the promotion or production of musical presentations?” “How might you assess the value or appropriateness of a course or program in music?”

Music, Grade 12, University/College Preparation (AMU4M)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 assess their interests, skills, and knowledge in relation to a variety of careers in the arts and culture industry (*e.g., interview a Canadian composer to determine the skills necessary to succeed in this profession and to discover how this individual makes a living; identify and assess the requirements of careers related to the promotion and marketing of artists, including musicians; identify and evaluate the requirements of careers related to music education; identify opportunities at arts advocacy organizations, and describe the background required for these jobs*)

Teacher prompts: “What kinds of careers in music would allow you to combine your interest in the arts with social or political activism?” “What type of experiential learning might you pursue to help determine whether a career in the arts and culture sector suits you?”

Music, Grade 12, Workplace Preparation (AMU4E)

B. Reflecting, Responding, and Analysing

B4. Connections Beyond the Classroom

B4.1 identify, and assess the requirement for, jobs or careers that utilize skills and knowledge acquired through the study of music (*e.g., prepare for and conduct a mock job interview, focusing on the skills developed through the study of music; invite a master who supervises an apprenticeship program in a trade related to music to visit the class and discuss the skills and training necessary for the trade; job-shadow a worker in a career in the music industry that can be accessed through a workplace pathway*)

Teacher prompts: “What music-related jobs and careers can be accessed directly out of high school?” “How might you use the skills you have developed through the study of music in jobs outside the music industry?”

Visual Arts, Grade 11, University/College Preparation (AVI3M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify a variety of careers in fields related to visual arts (*e.g., advertising, art direction for theatre or films, art therapy, costume design, graphic design, industrial design, museum or gallery curation, photojournalism*), and describe the skills, education, and training they require

Visual Arts, Grade 11, Open (AVI3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 explain how knowledge and skills acquired in visual arts (*e.g., knowledge related to visual literacy; creative thinking and problem-solving skills; skills related to visual communication, spatial organization, and presentation; interpersonal skills developed through collaboration*) could be applied in a wide variety of careers and in areas of future study

Teacher prompt: “Which skills have you acquired in visual arts that would contribute to your leadership potential in a career outside the arts? Explain how you could use these skills.”

Visual Arts, Grade 12, University/College Preparation (AVI4M)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 analyse, on the basis of self-directed research, the requirements for postsecondary study and for careers of personal interest in arts-related fields (*e.g., college and university programs and scholarship opportunities; apprenticeships; opportunities for independent artists; careers in architecture, arts advocacy, art therapy, education, filmmaking, museum or gallery curation, photography*)

B3.3 analyse a variety of local, national, and global arts-based advocacy organizations with reference to the type of work they do, their effectiveness, and the possibility of students' working with them or receiving funding from them (*e.g., investigate organizations such as the Ontario Arts Council, the Ontario Crafts Council, the Canada Council for the Arts, UNESCO, the International Association of Art, private foundations that provide grants to artists; prepare an application for a grant or other funding*)

Visual Arts, Grade 12, Workplace Preparation (AVI4E)

B. Reflecting, Responding, and Analysing

B2. Art, Society, and Values

B2.2 explain ways in which art works, particularly applied or commercial art works (*e.g., advertising, ... product packaging, ...*), reflect the values of the society in which they were created

Teacher prompt: “In what ways do advertisements for cosmetics and clothing reinforce cultural ideas about personal appearance?”

B3. Connections Beyond the Classroom

B3.1 describe, on the basis of research, a variety of work opportunities related to the field of visual arts (*e.g., apprenticeships or internships in fashion design, graphic arts, or stage or set construction; jobs in interior design, jewellery design, website design; jobs in the sale and promotion of pottery or woodwork*), describe the skills they require, and compare these skills to their own skill set

Teacher prompts: “What arts-related opportunities in the world of work exist for someone with visual arts skills and knowledge?” “What particular skills do you possess that are well suited to a job that interests you in the visual arts field?”

BUSINESS STUDIES, GRADES 9 AND 10 (2006) AND GRADES 11 AND 12 (2006)

Introduction to Business, Grade 9 or 10, Open (BBI1O/BBI2O)

Business Fundamentals

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
- compare types of businesses
- demonstrate an understanding of ethics and social responsibility in business
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business

Functions of a Business

Human Resources

- explain the role of human resources in business
 - describe the functions of human resource management
 - identify key employability skills (e.g., time management, Conference Board of Canada employability skills)
 - identify the rights and responsibilities of employees and employers (e.g., as set out in labour laws, employer–union agreements/contracts, and equity, human rights, and harassment policies)
 - describe a variety of business career paths

Marketing

- demonstrate an understanding of the importance and role of marketing in business
 - explain the role and the impact of marketing (e.g., for businesses, non-profit organizations, events)
 - identify the four Ps (product, price, place, and promotion) and the two Cs (competition and consumer) of marketing and apply the concepts by developing a strategy to market a good, service, or event
 - compare the advantages and disadvantages of the major types of advertising (e.g., TV, radio, print, Internet, billboards)
 - design an advertisement appropriate for a specific good, service, or event
 - identify and describe different types of marketing research tools (e.g., interviews, questionnaires, focus groups, telemarketing)
 - design and implement, using appropriate tools, a marketing research plan for a good, service, or event, and produce a report on the results

Accounting

- demonstrate an understanding of the importance and role of accounting in business
 - define basic terms used in accounting (e.g., profit, loss, income, asset, liabilities)
 - describe how accounting procedures (e.g., calculating profit, tracking income and expenses, determining the worth of a company) contribute to the success of a business
 - create and analyse simple balance sheets and income statements

Finance

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- demonstrate an understanding of income and spending issues facing individuals and businesses
- demonstrate an understanding of how banks and other financial institutions operate
- demonstrate an understanding of effective investment practices
- analyse the role and importance of credit in personal and business finance

Entrepreneurship

Characteristics, Skills, and Contributions

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
 - describe the characteristics and skills often associated with successful entrepreneurs at the local, national, and international level
 - analyse their own entrepreneurial strengths and interests
 - describe the lives and accomplishments of a variety of Canadian entrepreneurs
 - describe and evaluate either their own or an existing idea for an entrepreneurial endeavour in their school or community

Invention and Innovation

- describe how entrepreneurs discover opportunities in people's needs, wants, and problems

Information and Communication Technology in Business, Grade 9 or 10, Open (BTT10/BTT20)

Productivity Software

Spreadsheet

- use spreadsheet software to perform a variety of tasks
 - input, organize, and format data in a spreadsheet
 - use formulas and functions (e.g., sum, average, minimum, maximum) to perform specific spreadsheet tasks
 - produce spreadsheet documents (e.g., budget, inventory, payroll, invoice) to manage data
 - use software to produce charts that visually represent spreadsheet data

Ethics and Issues in Information and Communication Technology

Privacy and Security Issues

- analyse privacy and security issues relating to information and communication technology
 - describe privacy and security issues related to information and communication technology (e.g., protection of credit card information; cookies; identity theft; spyware; ...)
 - explain the importance of keeping information secure and confidential (e.g., through the use of passwords, encryption, biometric authentication, firewalls)
 - analyse the form and potential impact of computer viruses
 - explain how anti-virus software applications in a business environment enhance system security

ACCOUNTING, GRADES 11 AND 12

There are four accounting courses offered in the Grade 11 and 12 business studies curriculum. All expectations in these courses relate directly to financial literacy. All businesses use accounting to organize, understand, and communicate all aspects of their financial position. Ultimately, it is this understanding that helps people make wise business decisions. Students who learn not only the fundamentals of accounting, but also how to think and apply that knowledge, will have the confidence to integrate accounting principles and practices into their work in a wide spectrum of careers.

For each of the four accounting courses, only the strand titles and overall expectations are included. For all expectations in these courses, go to the Grade 11 and 12 business studies curriculum document on the ministry's website, at www.ontario.ca/edu.

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

Fundamental Accounting Practices

- describe the discipline of accounting and its importance for business
- describe the differences among the various forms of business organization
- demonstrate an understanding of the basic procedures and principles of the accounting cycle for a service business

Advanced Accounting Practices

- demonstrate an understanding of the procedures and principles of the accounting cycle for a merchandising business
- demonstrate an understanding of the accounting practices for sales tax
- apply accounting practices in a computerized environment

Internal Control, Financial Analysis, and Decision Making

- demonstrate an understanding of internal control procedures in the financial management of a business
- evaluate the financial status of a business by analysing performance measures and financial statements
- explain how accounting information is used in decision making

Ethics, Impact of Technology, and Careers

- assess the role of ethics in, and the impact of current issues on, the practice of accounting
- assess the impact of technology on the accounting functions in business
- describe professional accounting designations and career opportunities

Accounting Essentials, Grade 11, Workplace Preparation (BAI3E)

Fundamentals of Accounting for Business

- describe the nature of accounting and explain its importance in managing a business
- analyse the different types of business ownership
- describe the differences among various sources of financing available to businesses

The Accounting Cycle

- describe the accounts for a service business
- apply the appropriate procedures at each stage of the accounting cycle for a service business
- apply accounting procedures for sales tax for a service business

Internal Control, Banking, and Computerized Accounting

- demonstrate an understanding of the importance of proper internal control
- apply the recording and reporting procedures for banking and cash management
- use accounting or applications software to complete the accounting cycle for a service business

Decision Making, Ethics, and Careers

- describe how accounting information is used to help in decision making
- explain the importance of ethics in accounting and in business in general
- demonstrate an understanding of career opportunities in accounting

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

The Accounting Cycle

- demonstrate an understanding of accounting principles and practices
- demonstrate an understanding of the accounting cycle in a computerized environment for a service business and a merchandising business
- demonstrate an understanding of ethics and issues in accounting

Accounting Practices for Assets

- demonstrate an understanding of accounting procedures for short-term assets
- analyse accounting procedures for inventories
- demonstrate an understanding of methods of accounting for capital assets

Partnerships and Corporations

- demonstrate an understanding of accounting in partnerships
- demonstrate an understanding of accounting in corporations

Financial Analysis and Decision Making

- compare methods of financing
- explain and interpret a corporation's annual report
- use financial analysis techniques to analyse accounting data for decision-making purposes

Accounting for a Small Business, Grade 12, Workplace Preparation (BAN4E)

Service and Merchandising Businesses

- demonstrate accounting skills related to the accounting cycle for a service business
- demonstrate an understanding of inventory systems
- demonstrate accounting skills related to the accounting cycle for a merchandising business

Accounting Practices

- demonstrate an understanding of special journals
- apply accounting procedures for accounts receivable
- apply accounting procedures for accounts payable

Fixed Assets, Payroll, and Income Tax

- describe and apply accounting procedures for fixed assets
- demonstrate an understanding of payroll practices
- demonstrate an understanding of income tax procedures

Ethical Issues, Budgets, and Business Expansion

- identify and describe ethical challenges for, and the impact of current issues in, accounting
- explain the budgeting process
- describe issues facing a growing business

ENTREPRENEURSHIP, GRADES 11 AND 12

Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)

Enterprising People and Entrepreneurs

Characteristics and Contributions of an Entrepreneur

- compare the characteristics and contributions of various entrepreneurs
 - identify the skills (e.g., negotiating, interpersonal, money management, selling) required for entrepreneurial success
 - outline the importance of incorporating ethical practices and social responsibility when operating a business venture
 - describe the impact that local entrepreneurs have had on the community (e.g., by creating jobs, providing community leadership, funding scholarships)
 - describe the effect that changes brought about by entrepreneurs have had on the lives of people (e.g., workers, consumers, business people)

Ideas and Opportunities for New Ventures

Sources of Opportunities and Ideas

- analyse various methods of generating ideas and identifying opportunities to satisfy needs and wants
 - explain how new ventures have been developed in response to consumer needs or wants
 - analyse, using a variety of sources (e.g., books, magazines, personal observation, the Internet), current economic trends (e.g., greater discretionary income of youth) and social trends (e.g., aging population, increasing cultural diversity) in order to generate ideas for new ventures

Generating Ideas and Identifying Opportunities

- generate realistic new ideas and identify possible opportunities for a school-based or student-run business
 - apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to unsatisfied needs and wants in the school or the community
 - use a variety of sources (e.g., books, magazines, personal observation, the Internet) to identify potential opportunities for new ventures in the school or the community
 - apply a decision-making model to select a feasible idea for a new good or service that can become the basis for a venture plan for a school-based or student-run business

Evaluating an Idea or Opportunity for a Venture

- conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture
 - use methods of marketing research (e.g., primary and secondary) to determine whether demand exists for their proposed good or service (e.g., conduct a survey, record personal observation)
 - use appropriate sources (e.g., local school board, local chamber of commerce, Statistics Canada, city hall) to identify the characteristics (e.g., demographic, geographic, socio-economic) of potential target markets for their proposed good or service

- identify and assess the potential competition for their proposed good or service (e.g., use SWOT analysis, PEST analysis, Porter’s five forces model)
- identify the services required for the proposed venture (e.g., accounting, legal, consulting) and assess their potential impact on the venture
- evaluate the opportunity or idea for their proposed venture to determine its viability (e.g., availability of start-up capital, size of target market, technological feasibility, suitability for their personal skills and interests)

Developing and Completing a Venture Plan for the Proposed Business

The Financial Plan

- complete the components of an effective financial plan for their chosen venture
 - analyse financial goals that an entrepreneur might establish for a new business venture (e.g., break-even point, projected profit levels, return on investment, market share)
 - analyse specific financial goals for their chosen venture
 - assess the importance of a cash-flow projection and create such a projection for their venture plan
 - calculate the start-up capital needed for their chosen venture
 - identify sources and methods of financing their chosen venture (e.g., government loans, private investors, bank loans, loans from family and friends, credit from suppliers)

Entrepreneurship: The Enterprising Person, Grade 11, Open (BDP30)

The Changing Nature of the Workplace

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- describe the major factors affecting the labour market
- analyse the changing nature of work and the workplace
- analyse the characteristics of work environments that promote enterprising behaviour and identify the factors that influence the creation of such an environment
- demonstrate an understanding of the range of employability skills and how these are affected by the changing nature of work

Enterprising Skills

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- assess the skills of an enterprising employee
- assess the extent to which they have developed enterprising skills
- analyse activities and experiences to identify those that develop enterprising skills in managing risks, using creative-thinking and problem-solving techniques, and sharing ideas

Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation (BDV4C)

E-Commerce and Venture Planning

E-Commerce Challenges and Opportunities

- analyse the challenges and opportunities of doing business on the Internet
 - identify types of e-commerce used by entrepreneurs (e.g., business to business, business to consumer, consumer to consumer)
 - analyse the challenges of and trends in e-commerce of significance to entrepreneurs (e.g., keeping up with the increase in online commercial activity; trends in Internet sales to consumers and types of goods and services purchased online by businesses)

The Impact of E-Commerce

- evaluate the impact of e-commerce on small business
 - explain how e-commerce affects small business (e.g., increased competition, different methods of payment, increased worldwide market)
 - identify the technical, security, and business risks involved with implementing e-commerce in a small business (e.g., viruses, hackers, credit card fraud)
 - evaluate the ethical issues involved for small businesses that do business electronically (e.g., confidentiality, establishing credibility and integrity)
 - evaluate the financial implications for a small business of doing business electronically (e.g., currency fluctuations, tariffs, shipping)

The Venture Concept

Start-up Challenges and Opportunities

- summarize the factors that contribute to the success or failure of a new venture (e.g., technological skills and equipment; adequacy of capitalization; management and risk-management skills; ability to adapt to changes in economic conditions; environmental issues; effects of globalization; government policies)
- analyse the conditions (e.g., competitive, regulatory, economic, social, technological) facing ventures starting up in various markets

Identifying and Evaluating Entrepreneurial Opportunities

- identify community problems, needs, or wants, and explain how selected problems, needs, or wants could be addressed
- identify community problems, needs, or wants that could best be addressed by a not-for-profit venture, and explain why

Types of Ventures

- compare the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, cooperative, franchise) and select the one most appropriate for their chosen opportunity and idea

Preparing for Start-up

Human and Physical Resources

- determine the human resources (e.g., level and skill of employees) and related supports (e.g., benefit plans, training programs) their venture would require

Legal Requirements

- determine the legal requirements and estimated costs of establishing the form of business ownership for their venture (e.g., sole proprietorship, partnership, corporation) and registering the business name
- describe how they would obtain patent, copyright, and/or trademark protection
- compare the types and costs of insurance available for their venture
- identify the international, federal, and provincial legislation relating to e-commerce and describe what these laws involve

Financing

- determine the financial requirements and sources of financing for their venture
 - estimate the amount of capital that would be required to launch their venture
 - differentiate between the resources required by their venture that are categorized as fixed costs and those that are variable costs
 - identify and describe the financial statements required by their venture (e.g., income statement, balance sheet, cash-flow forecast)
 - describe the moral and ethical issues that may arise when determining an acceptable level of profit for their venture
 - identify the advantages and disadvantages of various sources of capital for their venture (e.g., family, personal savings, bank loan, private equity, government grants)
 - develop an effective strategy for raising capital for their venture

Targeting Customers

Market Analysis

- analyse strategies (e.g., pricing, promotion, distribution) for marketing the good or service that is the basis for their venture

Promotional Strategies

- develop effective promotional strategies for their venture
 - develop an initial promotional strategy to launch their venture (e.g., a plan for the grand opening, coupons, giveaways)
 - develop an advertising strategy (e.g., using flyers, brochures, banner advertisements, websites, local radio and television advertisements, word of mouth, publicity) and a promotional strategy (e.g., using business cards, coupons) to help establish and maintain an identity for their venture
 - analyse growth strategies (e.g., offering new products or services, developing new pricing policies, finding new channels of distribution) and expansion strategies (e.g., franchising, acquiring a competitor's business, establishing new branches) for their venture

Developing a Venture Plan

Preparing the Venture Plan

- produce, using appropriate computer software, the elements of a venture plan, including a production plan, marketing plan, human resources plan, management plan, and financial plan that are most appropriate for their proposed venture
 - develop, using appropriate software, the production, marketing, human resources, management, and financial components of their venture plan
 - compare models of venture-planning frameworks (e.g., models available from Canadian financial institutions, the Entrepreneurship Centre)
 - explain how different types of computer software can assist in venture planning (e.g., spreadsheet software to help prepare financial statements; chart wizard to help prepare graphs; ...)

INFORMATION AND COMMUNICATION TECHNOLOGY, GRADES 11 AND 12

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA30)

Productivity Software

Spreadsheet

- demonstrate the ability to use advanced features of spreadsheet software to perform a variety of tasks
 - use spreadsheet software features (e.g., format, link, sort, chart) and functions (e.g., financial, logical) to perform specific tasks
 - manipulate data, using spreadsheet software, to complete a variety of tasks (e.g., budgeting, balance sheet, inventory, payroll, amortization)
 - use support tools and features (e.g., wizards, manuals, online help features, tutorials) to enhance their spreadsheet skills

E-Business

The Impact of E-Business

- identify advantages and disadvantages of e-business from a consumer and a business perspective
- assess financial implications of purchasing online (e.g., exchange rates, shipping and handling, taxes and duties)

Information and Communication Technology Ethics and Issues

Legal, Social, and Ethical Issues

- describe the social and ethical issues related to the use of information and communication technology in business (e.g., equity and access issues, use of spyware, employee monitoring, sale of customer information)

Privacy and Security Issues

- analyse privacy and security issues related to conducting business electronically
 - explain the reasons for protecting information and computer systems, and the methods of protection (e.g., passwords, firewalls, login, anti-virus software) used in stand-alone and networked environments
 - describe privacy and security issues (e.g., cybercrime, loss of privacy, identity theft, viruses) related to the use of information and communication technology tools
 - identify the security measures that e-businesses provide for consumers (e.g., encryption of credit card information, passwords, user identification)

Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation (BTX4C)

The Electronic Business Environment

Business Ethics

- assess the importance of adhering to ethical standards when conducting business electronically
 - analyse the impact of information and communication technology on a business code of ethics
 - explain the importance of observing ethical standards when conducting business electronically
 - assess the consequences of unethical behaviour related to information and communication technology for an employee and for a business

Electronic Communications

Digital Portfolio

- identify employability skills and essential skills by accessing appropriate websites (e.g., Conference Board of Canada, Human Resources and Social Development Canada), and assess and summarize these skills
- select relevant information and appropriate samples of their work to be included in a digital portfolio that can be used for a variety of purposes (e.g., job search, school admission, program admission, job promotion)

E-Commerce Solutions

- demonstrate an understanding of e-commerce solutions
 - identify features of payment gateways for e-commerce (e.g., merchant account, real-time credit authorization, off-line order processing)
 - identify methods used by consumers to pay for online purchases (e.g., smart card, digital wallet, person-to-person payment)
 - summarize, on the basis of research, different methods of advertising used on websites to generate revenue (e.g., banner ads, interstitial ads, sponsorship/partnership ads)
 - describe security measures used on websites (e.g., SSL, encryption, digital certificates, digital signatures)
 - analyse privacy policies on e-commerce websites

Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation (BTX4E)

The Electronic Workplace Environment

Workplace Ethics

- explain the importance of adhering to ethical standards when conducting business electronically
 - explain why it is important to have a personal code of ethics
 - identify important elements of a business code of ethics
 - describe the consequences of unethical behaviour related to information and communication technology for an employee and for a business

Applications Software

Using Software for a Team Project

- use appropriate software to organize the tasks involved in completing a team project (e.g., setting goals, organizing tasks, scheduling, budgeting, controlling, evaluating)

Preparation for Employment

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- demonstrate an understanding of the importance of keeping an updated digital portfolio that accurately reflects their information and communication technology competencies and skills for job interview purposes
- demonstrate an understanding of strategies for conducting an effective job search
- develop strategies to make an effective transition from school to career

INTERNATIONAL BUSINESS, GRADE 12

International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)

Business, Trade, and the Economy

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business
- analyse the impact of international business activity on Canada's economy
- demonstrate an understanding of how international business and economic activities increase the interdependence of nations

The Global Environment for Business

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- analyse ways in which Canadian businesses have been affected by globalization
- demonstrate an understanding of the factors that influence a country's ability to participate in international business
- assess the effects of current trends in global business activity and economic conditions

Factors Influencing Success in International Markets

Cultural Factors

- explain how the global market (e.g., global distribution and availability of products) has affected consumer demand

Political, Economic, and Geographic Factors

- assess the ways in which political, economic, and geographic factors influence international business methods and operations
 - evaluate the advantages and disadvantages in both developed countries and developing countries with regard to business opportunities (e.g., size of consumer base, government regulations, infrastructure, cost of labour)
 - explain the impact that geography and political and economic systems have on international business
 - describe the roles corporations can play in the setting of international and domestic policy (e.g., lobbying, participating in trade missions)

Avoiding Common Mistakes

- identify and describe common mistakes made by businesses in international markets
 - identify and describe the problems that some companies have experienced when exporting goods and services (e.g., changes in exchange rates, increases in duties, restrictions on products)

Canada's International Competitiveness

- evaluate the factors currently affecting the international competitiveness of Canadian businesses
 - explain how changes in the value of the Canadian dollar can affect business opportunities (e.g., how a lower-valued dollar can boost export sales in the short run)

Marketing Challenges and Approaches, and Distribution

Marketing Challenges

- assess the challenges facing a business that wants to market a product internationally
 - identify the types of products that trade freely into and out of Canada and those that are restricted in their movement (e.g., textiles, softwood lumber, firearms)
 - analyse the legal, political, and financial challenges a company faces in getting a product to different markets
 - explain the importance of understanding consumer differences (e.g., with regard to cultural norms, disposable income, spending habits) when marketing globally

Marketing Approaches

- compare the approaches taken by various companies to market their products internationally
 - identify market-entry strategies used by companies for entering foreign markets
 - describe, on the basis of online investigation, the ways in which information and communication technology (e.g., as used in e-commerce, e-distribution, data mining) influences global marketing strategies
 - compare marketing approaches taken by companies in different foreign markets

Distribution and Logistics

- identify, drawing on a variety of sources, including the Internet, information to facilitate the import/export process (e.g., International Trade Canada, brokerage firms)

Working in International Markets

Ethical Issues

- analyse the ways in which ethical considerations affect international business decisions
 - evaluate the ethical issues that arise for companies competing internationally, in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, outsourcing, regulation of child labour); the host country (e.g., effects on local economy, respect for local laws and cultural preservation); and society (e.g., sustainability of development, practices to combat corruption)
 - analyse the ways in which international development agencies (e.g., United Nations organizations, World Health Organization) and non-governmental organizations (e.g., Greenpeace, World Safety Organization) promote economic progress in developing countries

Border Issues

- demonstrate an understanding of the process for crossing international borders as it relates to international business
 - explain the role of the Canada Border Services Agency (e.g., facilitating legitimate cross-border traffic, supporting economic development)
 - analyse, drawing on information from a variety of sources, including the Internet, the impact of recent international events (e.g., 9/11, SARS outbreak in Toronto, discovery of BSE in Canadian cattle) on Canadian international business

International Business Essentials, Grade 12, Workplace Preparation (BBB4E)

Canada in the Global Marketplace

Note: Since all expectations in this strand relate to financial literacy, only the overall expectations have been included here.

- identify the advantages, disadvantages, and challenges associated with international business activity
- explain why Canadian companies have become involved in international business
- describe the evolution of Canada's international business activities and relationships
- determine how Canadians have been affected by international business activity

International Markets

Business Opportunities

- describe the ways in which a company can explore business opportunities in international markets
 - describe the features of local, regional, national, and international markets
 - describe the factors influencing a company's participation in business opportunities in other countries (e.g., trade agreements, language barriers, currency fluctuations, geography)
 - describe the ways in which a company can determine whether a potential market exists for its imports or exports

Operational Challenges

- evaluate the challenges confronting the operation of an international business
 - describe the factors that influence a company's ability to compete internationally (e.g., cost of labour, availability of appropriate technology, quality of management, levels of efficiency, marketing skills)

Import and Export Considerations

- demonstrate numeracy skills by converting a variety of international currencies to Canadian dollars

Conducting International Business

Ethical Issues

- demonstrate an understanding of the way in which ethical considerations affect international business decisions
 - compare the code of ethics for a variety of international companies
 - describe ways in which multinational enterprises have both positive and negative effects on the countries in which they operate
 - summarize the ethical issues that arise for companies that are competing internationally (e.g., fair wages, regulation of child labour, cultural preservation, environmental practices)

International Marketing

- summarize the effects and challenges of marketing internationally
 - compare the challenges of marketing and exporting a good with those of marketing a service internationally
 - describe how the exchange of products by buyers and sellers creates a market
 - explain the factors (e.g., cultural sensitivity, appropriate packaging, logistical considerations) that contribute to the marketing plan for the export of a product
 - create advertisements for the same product that target markets in two different countries

Effects of Technology

- describe how technology has influenced the business practices (e.g., ... marketing, ...) of companies competing in international business

International Careers and Skills

Career Opportunities

- summarize a wide range of career opportunities available in international business
 - describe the factors that influence an individual's decision to explore work opportunities in another country (e.g., quality of life, available opportunities, working conditions, political and economic stability, salaries and benefits)
 - describe the jobs in a multinational company that specifically involve international activity
 - describe work opportunities available in international businesses

Effects of International Business on Jobs in Canada

- explain the effect of international business activity on jobs in Canada
 - identify occupations that have experienced increased employment in Canada in recent years as a result of the expansion of global business and those that have experienced decreased employment
 - describe how international business may influence future job opportunities and employment in Canada

Border Issues

- explain the role of the Canada Border Services Agency (e.g., facilitating legitimate cross-border traffic, supporting economic development)
- illustrate the impact of recent international events (e.g., 9/11, the outbreak of SARS in Toronto, the discovery of BSE in Canadian cattle) on Canadian international business

Terminology and Communication Techniques

- define the basic terminology of international business (e.g., import, export, rationalization, outsourcing)

MARKETING, GRADE 11

Marketing is more than just advertising and identifying what the customer wants; marketing encompasses a range of business activities, including purchasing, selling, distribution, customer service, marketing research, and promotion, as well as advertising. The two marketing courses in the business studies curriculum prepare students to be critical consumers by providing opportunities for them to examine how branding, product positioning, and target marketing are used by businesses to sell products. In these courses, students will also identify the potential for employment in the world of marketing. All expectations in these courses relate directly to financial literacy.

For each of the two marketing courses, only the strand titles and overall expectations are included. For all expectations in these courses, go to the Grade 11 and 12 business studies curriculum document on the ministry's website, at www.ontario.ca/edu.

Marketing: Goods, Services, Events, Grade 11, College Preparation (BMI3C)

Marketing Fundamentals

- describe the process by which goods and services are exchanged
- explain how marketing influences consumers and competition
- demonstrate an understanding of the importance of marketing research to a business and how information technology can be used to obtain and analyse marketing-related information
- analyse marketing strategies used by organizations in the not-for-profit sector
- compare the factors that influence marketing methods and activities in the global economy

The Marketing Mix

- explain the stages of product development
- explain the factors involved in the pricing of goods, services, and events
- compare a variety of distribution strategies and the logistics associated with them
- demonstrate an understanding of the strategies involved in the promotion of goods, services, and events

Trends in Marketing

- explain the effects of new information technologies on marketing strategies and consumer trends
- identify and describe the various environmental, ethical, social, and legal issues that affect marketing activities
- demonstrate an understanding of the potential for participation in the global marketplace
- summarize, on the basis of computer research, career pathways in marketing

The Marketing Plan

- explain the process of developing a marketing plan
- develop a marketing plan for a good, service, or event
- analyse the uses of a marketing plan

Marketing: Retail and Service, Grade 11, Workplace Preparation (BMX3E)

Marketing Fundamentals

- assess how the marketing mix is applied in the retail and service industries
- assess how consumer characteristics and preferences affect retail and service activities
- identify and explain the factors that affect competition
- analyse the process of buying and selling in the retail and service industries

Trends in Retail and Service Marketing

- explain the effects of the new information technologies on marketing in the retail and service industries
- describe the major types of business emerging in the retail and service sectors
- identify and describe various environmental, ethical, social, and legal issues that affect the retail and service industries
- explain the importance of global trends to the retail and service industries

Retail and Service Operations

- identify and describe various methods of inventory control
- describe and demonstrate merchandise and service presentation techniques
- describe the role of the human resources function in retail and service businesses

Marketing for Success in the Retail and Service Sectors

- explain the importance of customer service in the retail and service industries
- demonstrate an understanding of the importance of personal selling skills in the retail and service industries
- identify and implement appropriate strategies for exploring current career opportunities in the retail and service industries

BUSINESS LEADERSHIP, GRADE 12

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

Foundations of Management

Issues of Ethics and Social Responsibility

- evaluate the impact of major ethical issues (e.g., bribery, harassment, polluting the environment, theft in the workplace, Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making

Leading

Human Behaviour

- explain the relationship between job satisfaction and an individual’s personality, attitudes, and perceptions
- explain the relationship between a person’s attitude (e.g., commitment to job, personal biases) and her or his behaviour in the workplace (e.g., quality of performance, absenteeism; engaging in practices that reflect racist, sexist, or homophobic attitudes)

Management Challenges

Motivation

- explain the relationship between motivation, rewards, and job performance

Planning and Controlling

Planning Tools and Techniques

- explain the use of effective short-term planning tools and strategies and long-term planning tools (e.g., budgets, strategic plans, simulations, forecasts)

The Management of Change

- analyse major challenges (e.g., new technologies, the influence of the Internet, globalization) and legal considerations (e.g., workplace safety standards, access for people with disabilities, pay equity) facing today’s organizations

Organizing

The Changing Nature of Work

- assess the ways in which organizational structures have changed to adapt to the changing nature of work
 - assess the relationship between the individual and an organization, considering issues such as the meaning of work, the psychological contract, the quality of work life, and job satisfaction
 - compare alternative job-design approaches (e.g., rotation, simplification, enrichment, enlargement)
 - compare the strengths and weaknesses of various work settings and arrangements for individuals and groups (e.g., job sharing, self-managed teams, work schedules, off-site work, contract work)

Human Resources

- identify and describe the impact and importance of legal considerations in the human-resource process (e.g., with regard to wages, employment equity, health and safety, employee rights, bargaining agreements)
- explain the strategies and concepts involved in developing and retaining a quality workforce (e.g., career development, diversity policies, labour–management relations, orientation, training)
- describe, drawing on information from a variety of sources, including the Internet, current management opportunities and the education and training they require

Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation (BOG4E)

The Role of the Manager

The Business Environment

- describe Canada’s business environment
 - explain the need for ethical and socially responsible behaviour in business management
 - describe the types of business found in Canada (e.g., large, small, franchise, chain, service, manufacturing)
 - explore the impact of e-business on business in Canada (e.g., by considering the growth of Internet businesses, increase in online marketing, changes in customer/supplier relations)
 - identify current business issues that are specific to the local community

Intrapreneurship

- describe current intrapreneurial practices found in business (e.g., employee initiative, new ways to improve productivity, gain sharing)
- assess their own intrapreneurial inclinations through skill assessment, goal setting, and identifying interests and lifestyle preferences

Operations Management

Inventory Control

- identify the factors used in determining how much stock to carry of each item (e.g., cost, rate of usage, reliability of deliveries, storage considerations, economies of scale)
- explain the relationship between a business and its suppliers or subcontractors (e.g., in terms of legal considerations, negotiations, contracts, financial considerations, methods for locating suppliers)

Marketing Issues

- demonstrate an understanding of the role of the basic components of the marketing function in satisfying customer needs
 - identify the components of the marketing mix (the four Ps – product, price, place, promotion) and evaluate their associated costs
 - identify the relationship among customer service, a positive image, and success in the local community
 - explain the role of advertising and promotion in running a business
 - describe the various methods of selling (e.g., face-to-face sales, telemarketing, e-commerce) and identify when each is best utilized
 - assess the marketing strategies of local businesses

Financial Management

- demonstrate an understanding of financial management techniques used in a business
 - demonstrate the procedures used to handle and control cash transactions in a business (e.g., use a point-of-sale terminal, manage petty cash, issue receipts)
 - identify the procedures used in dealing with financial institutions involved in the daily activities and short-term financing of a business (e.g., procedures concerning current account activities, night deposits, automatic payroll deposits, bank reconciliation)
 - identify the elements of an operating budget (e.g., sales, inventory, supplies, wages, insurance, rent)
 - demonstrate, using both manual and computerized systems, the basic elements of bookkeeping as they relate to business (e.g., forms and procedures)

Leadership

Motivating Employees

- describe incentives and rewards used by specific businesses to motivate individuals and groups (e.g., monetary, non-monetary, psychological, benefits systems)

Human Resource Management

Legal Considerations

- identify the laws that govern employment practices in Ontario (e.g., Canada Labour Code) and the legal and ethical requirements regarding employment (e.g., under the Ontario Human Rights Code; with respect to equal pay for work of equal value, fair hiring practices, hours, deductions, minimum wage)
- compare the legal, financial, and ethical consequences of unionized and non-unionized business environments

Career Opportunities

- assess local opportunities for employment that are of personal interest and that have potential for launching a career
 - identify personal skills and experiences that could be applied in a business environment (e.g., prepare an inventory of skills, personality traits, educational experiences, and additional training)
 - summarize employment opportunities in the local business community
 - identify training and educational experiences required for employment as a manager

CANADIAN AND WORLD STUDIES, GRADES 9 AND 10 (2013) AND GRADES 11 AND 12 (2015)

Many of the courses in the Canadian and world studies curriculum relate directly to skills and knowledge that are important components of financial literacy. In some courses – for example, economics – expectations that concern financial literacy are too numerous to list in full, and in those cases, *only the relevant overall expectations are listed* in this document.

In all courses in geography, history, and politics, students often explore the causes and consequences of economic trends and economic structures. These expectations allow students to develop a deeper understanding of economics and financial literacy. All such expectations have been listed in this document.

GEOGRAPHY, GRADE 9

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources ... 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?” ...

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 graphic organizers, such as cross-classification tables or ranking ladders, to interpret potential economic, ... impacts of a development project*) ...

A1.5 use the concepts of geographic thinking ... when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (*e.g., ... 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 ... economic impacts of globalization on various First Nations, Métis, and Inuit communities*) ...

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

Sample questions: ... “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; ...*) ...

A2. Developing Transferable Skills

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 ... 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?” ...

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues ...

Sample questions: ... “What is the relationship between the availability of inexpensive products in Canada and labour or environmental standards in developing countries?” ...

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

B1. The Physical Environment and Human Activities

B1.1 analyse ... economic ... 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 ...

B1.3 assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth’s physical processes (*e.g., ... expanding opportunities for resource exploitation [economic], ...*)

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?” ...

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: ... “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?” ...

C. Managing Canada’s Resources and Industries

In this strand, expectations that support financial literacy are too numerous to list in full, and *only the relevant overall expectations are listed* in this document.

C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada

C2. The Development of Resources: analyse issues related to the distribution, availability, and development of natural resources in Canada from a 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

D. Changing Populations

D1. Population Issues

D1.1 analyse the impact of selected population trends on people living in Canadian communities (*e.g., ... 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; ...*) and their implications for the future ...

Using spatial skills: Students can use population pyramids and graphs to help them ... predict ... 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; ...*)

Sample questions: “How has Canada’s spending on foreign aid changed over the past two decades?” ... “How is Canada involved with the work of the World Bank and the International Monetary Fund?”

Using spatial skills: ... Students can also use scatter graphs to plot statistical data and identify correlations between various socio-economic indicators.

D1.3 determine criteria ... that should be used to assess Canada’s responses to global population issues (*e.g., ... poverty, ...*) ...

D2. Immigration and Cultural Diversity: describe the diversity of Canada’s population, and assess some ... economic ... implications of immigration and diversity for Canada

D2. Immigration and Cultural Diversity

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, ...*)

Sample questions: ... “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?” ...

D2.2 evaluate strategies used to address the needs of various immigrant groups within communities ...

Sample questions: “What support may newcomers need to settle comfortably into a community (e.g., assistance with jobs ...)?” ...

D2.3 analyse ... 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?” ...

D3. Demographic Patterns and Trends

D3.2 identify factors (*e.g., job opportunities, ...*) that influence the demographic characteristics of settlements across Canada (*e.g., ... types of employment, ...*)

Sample questions: ... “How can an industry influence the demographics of a community?” ...

E. Liveable Communities

E1. The Sustainability of Human Systems

E1.1 analyse the effects of ... consumer choices on the sustainability of Canada’s food system

Sample questions: ... “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 ...

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?” ...

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?” ...

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; ...*)

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., ... establishing local markets, replacing individual ownership of equipment with cooperative ownership, sharing cars, introducing a rental bike network, ...*)

Sample questions: “... 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?” ...

E2. Impacts of Urban Growth

E2.2 analyse various economic ... impacts of urban growth (*e.g., cost of expanding infrastructure and public services; ... traffic congestion and related economic costs; ...*) ...

E3. Characteristics of Land Use in Canada

E3.1 analyse the characteristics of different land uses in a community (*e.g., ... 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?” ...
“Why is industrial land often located on the perimeter of the city?” “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, ... and industrial areas. ...

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: ... “Where is most of the commercial space?” ...

Issues in Canadian Geography, Grade 9, Applied (CGC1P)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

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 graphic organizers, such as cross-classification tables or ranking ladders, to interpret the potential economic ... impacts of an industry that wants to establish itself in their community*) ...

A1.5 use the concepts of geographic thinking ... when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (*e.g., ... use the concept of geographic perspective to analyse the ... economic impacts of globalization on various First Nations, Métis, and Inuit communities*)

Sample questions: ... “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*)?” ...

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues ... in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: ... “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

B1. Natural Processes and Human Activity

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 ... economic impacts of the tornado that hit Goderich in 2011?” ...

B1.3 analyse some ... economic ... impacts of changes in Canada's climate (*e.g., effects of drought on crop production in the Prairies; ... effects of more extreme weather on public safety, personal comfort, and the economy*)

B1.4 explain how human activities in their local region can have an impact on natural processes ...
Sample questions: ... "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 ... economic, ... 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

B2.1 explain how the natural characteristics of an area in Canada influence human activities
Sample questions: ... "How does the maple syrup industry or the peach-growing industry depend on the natural environment?"

C. Managing Canada's Resources and Industries

C2. Canadian Industries

C2.1 assess the value (*e.g., in terms of gross national product and other measures, such as numbers employed, ...*) 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 ... economic, ... 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 ... economic, ... 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

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: ... “What are some of the more valuable resources found in Canada, and why are they valuable?” ...

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

C3.4 describe how energy is used in Canada ...

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

D1. Population Trends and Their Impacts

D1.1 assess economic, ... impacts of major population trends in Canada today ...

D1.2 describe some opportunities (*e.g., ... new economic opportunities*) and challenges ... that may arise for communities whose populations come from a diversity of cultural backgrounds

D2. Immigration Trends

D2.2 explain the role of push factors (*e.g., unemployment, ...*) and pull factors (*e.g., job opportunities, ...*) in shaping current Canadian immigration patterns ...

Using spatial skills: Comparing quality-of-life statistical indicators for Canada and other countries (*e.g., ... gross domestic product per capita, ...*) can help students understand why people might want to come to Canada.

E. Liveable Communities

E1. Sustainable Communities

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

Sample questions: ... “How might the community benefit economically ... from the preservation or restoration of a heritage building?”

E2. Impacts of Land Use

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, ... 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 is it beneficial to have housing near a downtown commercial area?” ...

E3. Patterns of Land Use

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

HISTORY, GRADE 10

Canadian History since World War I, Grade 10, Academic (CHC2D)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources ... ensuring that their sources reflect multiple perspectives

Sample questions: ... “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?”

A1.5 use the concepts of historical thinking ... 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 cause and consequence when assessing the ... economic, ... context of the Winnipeg General Strike; ...*) ...

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current ..., economic, ... issues ... in order to enhance their understanding of these events and their role as informed citizens ...

B. Canada, 1914–1929

B1. Social, Economic, and Political Context: describe some key ... economic, ... events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada

B1. Social, Economic, and Political Context

B1.1 analyse historical statistics and other primary sources to identify major demographic trends in Canada between 1914 and 1929 (*e.g., ... the number of women in the labour force and the type of work they performed, ...*), and assess their significance for different groups in Canada ...

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*), and assess their impact on various groups in Canada

Sample questions: “Which regions or groups in Canada benefited the most from the prosperity of the 1920s? 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?”

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; ... an increase in the number of women in the workforce; the Union government; new laws such as ... the Income Tax Act, ...; the role of veterans in postwar labour unrest*) ...

B2. Communities, Conflict, and Cooperation

B2.1 explain the main causes of World War I ... and of Canada’s participation in the war ... and analyse some of the consequences of Canada’s military participation in the war (*e.g., ... the development of war industries; ...*) ...

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., ... labour unrest, including the Winnipeg General Strike ...*), and analyse some of their causes and consequences

Sample questions: “What were the most significant causes of the Winnipeg General Strike? What were its short- and long-term consequences?” ...

B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period (*e.g., ... One Big Union or other labour unions; ...*) ...

Sample questions: ... “What ... economic conditions motivated the social gospel movement? ...”

B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (*e.g., with reference to ... discrimination in jobs ...*), and explain their impact ...

B3. Identity, Citizenship, and Heritage

B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (*e.g., ... the Trades and Labour Congress of Canada, ...*) ...

B3.3 describe some significant developments in the rights and lives of women in Canada 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; ...*), 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?” ...

C. Canada, 1929–1945

C1. Social, Economic, and Political Context: describe some key ... economic, ... events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada

C1. Social, Economic, and Political Context

C1.1 describe some key social changes in Canada during this period (*e.g., social changes brought about by unemployment ...*), and explain their main causes as well as their impact on different groups in Canada ...

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 in Canada

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 dustbowl? How did it contribute to the creation of the Canadian Wheat Board?” “What was the significance of the name ‘Royal Twenty Centers’? How were these public work camps viewed at the time? Do you think they have influenced attitudes towards the unemployed today?”

C2. Communities, Conflict, and Cooperation

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; ...*) ...

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; ...*), and analyse Canada’s contribution to the war effort ...

Sample questions: “What was the merchant navy? What contribution did it make to the Allied war effort?” ...

C2.4 explain some of the ways in which World War II affected Canada and Canadians (*e.g., with reference to economic recovery, ..., rationing*), including how the war changed the lives of various groups in this country (*e.g., ... women in the workforce ... men who were in the merchant navy*) ...

D. Canada, 1945–1982

D1. Social, Economic, and Political Context: describe some key ... economic, ... events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada

D1. Social, Economic, and Political Context

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 in Canada; 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 energy crises of the 1970s; stagflation; recession), and explain their impact

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?”

D1.5 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

D2.3 analyse key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same (*e.g., the participation of women in the labour force; ... 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? In what ways were they different from the challenges facing earlier generations of women? In what ways were they similar? 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?”

D2.5 describe some key developments in Canada’s relationship with the United States during this period (*e.g., with reference to ... the Auto Pact, ...*), and explain how they challenged or reinforced the nature of that relationship

Sample questions: ... “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?”

E. Canada, 1982 to the Present

E1. Social, Economic, and Political Context: describe some key ..., economic, ... events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada

E1. Social, Economic, and Political Context

E1.3 describe some key trends and/or developments in the Canadian economy since 1982 (*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*), 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 are 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?”

E1.4 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, ...*), and assess their significance for different people in Canada ...

E2. Communities, Conflict, and Cooperation

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, ...*) ...

E3. Identity, Citizenship, and Heritage

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 ...

Sample questions: ... “What ... economic ... factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?”

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; the softwood lumber dispute; ...*), and explain the impact of Canadian-American relations on Canadian identity and heritage ...

Canadian History since World War I, Grade 10, Applied (CHC2P)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

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; ...*) ...

A1.5 use the concepts of historical thinking ... 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 cause and consequence when ranking the importance of factors contributing to the Great Depression; ...*)...

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a video on the Winnipeg General Strike; ...*)

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current ... economic ... issues ... in order to enhance their understanding of these events and their role as informed citizens ...

B. Canada, 1914–1929

B1. Social, Economic, and Political Context: describe some key ... economic ... events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada

B1. Social, Economic, and Political Context

B1.2 identify some major developments in science and/or technology during this period, and explain their significance for different people in Canada (*e.g., ... the significance of developments in transportation such as airplanes and automobiles for ... people involved in manufacturing; ...*) ...

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*), and explain their impact on the lives of different people in Canada

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?”

B1.4 describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada (*e.g., ... the participation of women in the wartime economy; ... new legislation such as ... the Income Tax Act, and the War Measures Act*)

B2. Communities, Conflict, and Cooperation

B2.1 identify some of the causes of World War I ... and explain some of the consequences of Canada’s military participation in the war (*e.g., ... the development of war industries; ...*) ...

B2.2 describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period (*e.g., ... labour unions, the Winnipeg General Strike, ...*), and explain the reasons for these interactions as well as some of their consequences

Sample questions: ... “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 immigrants and other ethnocultural minorities in Canada during this period (*e.g., ... discrimination in jobs ...*), and explain some of their consequences

B3. Identity, Citizenship, and Heritage

B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (*e.g., ... One Big Union, ...*)

Sample questions: ... “How have the actions of labour activists during this period contributed to labour rights then and now?” ...

B3.2 identify some significant developments in the rights and lives of women in Canada during this period (*e.g., women’s contribution to the war effort, ... access to employment, ...*) and describe the impact of these developments on Canadian citizenship and/or heritage ...

C. Canada, 1929–1945

C1. Social, Economic, and Political Context: describe some key ... economic, ... events, trends, and developments in Canada between 1929 and 1945, and assess how they affected the lives of people in Canada

C1. Social, Economic, and Political Context

C1.1 identify some key social developments in Canada during this period (*e.g., increasing levels of poverty, ...*), and explain their main causes as well as their impact on the lives of people in Canada

Sample questions: ... “What impact did high unemployment and poverty rates have on people in Canadian cities?”

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*), and explain how they affected the lives of people in Canada

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?”

C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., ... victory bonds; government policies on wartime rationing, ...*), and explain how they affected the lives of 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?” ...

C2. Communities, Conflict, and Cooperation

C2.1 identify some significant ways in which Canadians cooperated and/or came into conflict with each other during this period (*e.g., the founding of the Canadian Brotherhood of Sleeping Car Porters; ...*), and explain their impact on different people in Canada ...

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; ... placing high tariffs on American magazines; trade and other economic ties; ...*)

Sample questions: “Why did prohibition in the United States strain the relationship between Canada and the United States?” ...

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (*e.g., with reference to economic recovery, rationing; munitions workers, farmers, men in the merchant marine, women ...*) ...

D. Canada, 1945–1982

D1. Social, Economic, and Political Context: describe some key ... economic, ... trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada

D1. Social, Economic, and Political Context

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 crises of the 1970s, labour unrest*), and assess how they affected the lives of people in Canada

Sample questions: “What impact did the energy crisis have on the auto industry in Canada? How did it change the lives of Canadians?”

D1.4 describe some key political developments and/or government policies in Canada during this period (*e.g., ... social welfare legislation; ...*), and assess how they affected the lives of people in Canada

Sample questions: “In what ways were government social programs from this period different from those created during the Depression?” ...

D2. Communities, Conflict, and Cooperation

D2.2 identify some major social movements in Canada during this period (*e.g., ... labour, ...*), and explain their goals and perspectives ...

D3. Identity, Citizenship, 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 Canadians and to Canadian identity

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 identity?”

E. Canada, 1982 to the Present

E1. Social, Economic, and Political Context: describe some key ... economic, ... events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada

E1. Social, Economic, and Political Context

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*), and explain their impact on different people in Canada

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 are changing as a result of this development?”

E1.4 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, ... the introduction of the Goods and Services Tax and/or the Harmonized Sales Tax, ...*) and assess their impact on the lives of different people in Canada ...

E2. Communities, Conflict, and Cooperation

E2.3 describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (*e.g., ... the softwood lumber conflict, free trade agreements, ... American branch plants, ...*), and explain some changes that have resulted from them ...

CIVICS (POLITICS), GRADE 10

Civics and Citizenship, Grade 10, Open (CHV2O)

A. Political Inquiry and Skill Development

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (*e.g., ... a web page on a social justice issue such as child poverty and links to relevant organizations; ... a work of art on the value of volunteer work*)

A2. Developing Transferable Skills

A2.4 identify some careers in which civics and citizenship education might be useful (*e.g., Aboriginal 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

B1. Civic Issues, Democratic Values

B1.1 describe some civic issues of local, national, and/or global significance (*e.g., ... casino development; ... taxation, water quality; ... the impact of consumer choices; human rights issues related to ... child labour; ...*), and compare the perspectives of different groups on selected issues

Sample questions: ... “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., ... social responsibility*), and explain ways in which they are reflected in citizen actions (*e.g., ... volunteer work*)

Sample questions: “In what ways does volunteering reflect beliefs associated with citizenship in Canada?” ...

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., out of a sense of social responsibility ...*) ...

B1.4 communicate their own position on some issues of civic importance at the local, national, and/or global level (*e.g., ... poverty ... in the local community, ...*), explaining how their position is influenced by their beliefs/values ...

B2. Governance in Canada

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, ... economic development, ...*) ...

B2.4 explain, with reference to issues of civic importance, how various groups and institutions (*e.g., ... unions, ...*) can influence government policy ...

B3. Rights and Responsibilities

B3.2 analyse key responsibilities associated with Canadian citizenship (*e.g., ... paying taxes, ...*)
Sample questions: ... “Why is paying one’s taxes an important responsibility?” ...

B3.5 identify examples of human rights violations around the world ... and assess the effectiveness of responses to such violations (*e.g., ... boycotts; ...*) ...

C. Civic Engagement and Action

C1. Civic Contributions

C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals (*e.g., ... Craig Kielburger, ...*) and organizations, including NGOs and social enterprises (*e.g., ... Free the Children, ...*)

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 raising funds for a charity or a development NGO; ...*) ...

C1.3 explain how various actions can contribute to the common good at the local, national, and/or global level (*e.g., ... 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: ... “What impact can consumers’ choices have on the natural environment?”

ECONOMICS, GRADES 11 AND 12

In the economics courses, expectations that support financial literacy are too numerous to list in full; therefore, *only the relevant overall expectations are listed.*

The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)

A. Economic Inquiry and Skill Development

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

B. Fundamentals of Economics

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

C. Economic Challenges and Responses

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

D. Interrelationships among Economic Citizens

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

E. Economic Interdependence

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

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

A. Economic Inquiry and Skill Development

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

B. Fundamentals of Economics

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

C. Firms, Markets, and Economic Stakeholders

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

D. Macroeconomics

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

E. Global Interdependence and Inequalities

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

Making Personal Economic Choices, Grade 12, Workplace Preparation (CIC4E)

A. Economic Inquiry and Skill Development

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

B. Developing Financial Literacy

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

C. Economic Fundamentals

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

D. Markets, Consumers, and Producers

- D1. Market Fundamentals:** analyse, with reference to both producers and consumers, how a variety of factors affect markets
- D2. Rights and Responsibilities of Consumers:** describe key rights and responsibilities of consumers, as well as some significant aspects of consumer behaviour, and analyse their significance
- D3. Responsibilities of Producers:** analyse some responsibilities and business practices of, and some regulations affecting, producers

E. Economies of Canadian Communities

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

GEOGRAPHY, GRADES 11 and 12

Regional Geography, Grade 11, University/College Preparation (CGD3M)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

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

A1.2 select and organize relevant data and information on geographic issues in the selected region from a variety of primary and secondary sources ..., ensuring that their sources represent a range of perspectives

Sample questions: “How might you use employment, income, and industry statistics to analyse economic development patterns in different parts of the region? Where might you find this data and information?” ...

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (*e.g.*, *interpret diagrams illustrating the flow of money into and out of the region; ... outline various perspectives on the impact of foreign investment in the region*)

Sample questions: “What type of graphic organizer might help you analyse the impact of multinational corporations on the region?” ...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues in the selected region (*e.g.*, *... use the concept of interrelationships to analyse the impact that economic development has had on indigenous peoples in the region; use the concept of geographic perspective to analyse the ... economic ... impact of globalization on the region*)

Sample questions: ... “How might an understanding of patterns and trends guide your analysis of the effectiveness of international aid in improving maternal health in the region?” ...

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

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

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g.*, *a presentation for classmates on trade between Canada and the selected region; a debate on the pros and cons of resource and/or industrial development in the region; ...*) ...

A2. Developing Transferable Skills

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

B. Natural and Human Systems

B1. Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it

B1. Regional Characteristics

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

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

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

B2. Patterns of Natural and Human Systems

B2.2 describe current patterns of population distribution in the region, with a particular focus on areas of high population density, and assess the impacts, both positive and negative, of these patterns (*e.g., ... a broader range of economic opportunities in areas of high population*) ...

B3. Quality of Life

B3.1 analyse various criteria that are used to measure quality of life, and assess quality of life in the region with reference to several of these criteria (*e.g., ... GDP per capita; per capita income; ... unemployment and poverty rates; military spending; national debt*) ...

B3.2 analyse how various factors affect quality of life indicators in the region (*e.g., public expenditures on education, health, infrastructure, social services; ... labour ... standards/regulations; ... inequitable access to resources; ...*)

Sample questions: “Where does this region rank in terms of public expenditures on education and health care? What relationship do you see between this ranking and the region’s ranking with regard to quality of life?” ... “Why do analysts speak of a ‘cycle of poverty’? What factors contribute to the cycle? Why is it so difficult to break?”

B3.3 assess the effectiveness of ... policies, and strategies of various groups and organizations, including governments, aimed at improving the quality of life for people in the region (*e.g., ... income support for unemployed, aged, and/or disabled people; ... strategies such as the provision of microcredit*)

Sample questions: “What types of income-support policies exist in this region? How effective do you think they are at improving quality of life in this region?” “Why do some aid or social service programs specifically target women and children? Are there any such programs in this region? If so, how effective do you think they are?” ...

C. Sustainability and Stewardship

C1. Sustainability and Stewardship of Natural Resources

C1.2 assess the effects, both positive and negative, on the region of outside demand for its products and/or resources (*e.g., development of infrastructure, job creation, improvement in standards of living, increase in tax revenue, ... vulnerability to demands of multinational corporations, sweatshops, ...*)

Sample questions: ... “Why might a government respond to demand for natural resources by either privatizing or nationalizing those resources? Have any countries in this region taken either action? If resources were privatized, who benefited from this move? Who did not?” ...

C1.3 describe programs in the region that are intended to foster stewardship/sustainability with respect to natural resources ...

Sample questions: “Have businesses in this region implemented any programs that contribute to stewardship/sustainability? If so, what are they? How would you determine their effectiveness?” “Are there any fair-trade programs in the region? If so, what impact have they had on producers?” ... “How might a family save money by participating in a stewardship or sustainability program?”

C1.4 explain how imperialism/colonialism has affected the region, with reference to its people and their relationship with the natural resources in the region (*e.g., ... current cultural/economic imperialism*) ...

C2. Inequality and Sustainability: analyse aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability ...

C2. Inequality and Sustainability

C2.1 describe the four economic sectors (i.e., primary, secondary, tertiary, and quaternary) and analyse data to assess differences between countries in this region with respect to employment and production in these sectors

Sample questions: “What types of jobs characterize the primary sector? Are any of the countries in this region highly dependent on this sector? If so, what do you think this means for the health of their economy?” “What factors might account for the dominance of a different economic sector (or sectors) in different countries of the region?”

C2.2 analyse aspects of inequality within the region (*e.g., ... economic inequality between countries in the region; ...*), including key causes and consequences of disparities between different groups of people

Sample questions: ... “What is the level of income inequality in this region? What are the causes of such inequality?” “Does trade cause, contribute to, or help mitigate economic disparity in the region?” “Can the distribution of natural resources explain current economic disparity?” ... “Has colonialism affected the social, economic, and/or political status of different groups in the region?” ...

C2.3 assess the sustainability of the regional economy (*e.g., the extent to which the economy depends on non-renewable resources; the mix of primary, secondary, and tertiary industries; whether taxes generate sufficient funds to finance public infrastructure and social programs; the number of stable, well-paid jobs; whether profits stay in the region or go to a multinational corporation headquartered elsewhere*)

Sample questions: “How important is public spending, such as the financing of health care, education, and infrastructure, to the health and sustainability of an economy? In what ways is such spending also a measure of the health of the economy? What does public spending in this region tell you about the sustainability of the regional economy?” “What does the dominance of non-renewable resources in a country’s economy mean for the sustainability of the economy?” ...

C2.4 describe the role of non-governmental organizations (NGOs), as well as international government aid, in the region (*e.g., with reference to which countries in this region receive or contribute to foreign aid; the work of NGOs in areas such as ... economic development, ... income programs*), and evaluate their effectiveness in promoting sustainability

Sample questions: “Do countries in this region receive aid from governments and/or NGOs? If so, why? What are some issues that the support targets? What do they tell you about challenges facing this region?” “Which NGOs are most active in this region? Why? Who funds the NGO most active in this region? How might this funding affect attitudes towards this NGO?” ... “Do some countries within this region contribute to international aid? If so, in what form is aid given? Is the aid given to other countries within the region or to countries in other regions? How do the recipient countries use the aid? Is the aid effective in promoting sustainability within these countries?”

C3. Development Projects/Megaprojects

C3.1 analyse how development projects, particularly, where applicable, megaprojects, affect the sustainability of human and natural systems in the region ...

Sample questions: ... “Are new transportation and/or other infrastructure megaprojects necessary for the economic development of this region? Why or why not?”

C3.2 compare the perspectives of different groups on development projects, including, where applicable, megaprojects, in the region

Sample questions: ... “Are there indigenous people in this region who have a stake in this project? If so, what is their perspective? Does it differ from that of the governments and/or the businesses/business sectors involved in the construction of the project? If so, how and why?”

D. Regional and International Interactions

D1. International Organizations in the Region

D1.1 analyse the role countries in the region play in intergovernmental organizations [IGOs] (*e.g., ... World Bank, World Trade Organization, ... Organisation for Economic Co-operation and Development, Commonwealth, ...*)

Sample questions: “Which countries in the region have made monetary contributions to IGOs?”

D1.2 assess the effectiveness of intergovernmental organizations and/or agreements in addressing issues in the region (*e.g., ... trade agreements*) ...

D2. Conflict and Cooperation: analyse aspects of economic, social, and political conflict and cooperation in the selected region

D2. Conflict and Cooperation

D2.1 explain interrelationships between economic change/development and conflict and/or cooperation involving this region (*e.g., how economic development has heightened tensions over land claims or sovereignty; ... local resistance to the practices of multinational corporations; conflict over the sale and/or privatization of water ...*)

Sample questions: “Have economic developments in this region affected the ability of indigenous people to access or live off their traditional lands? If so, how did these people respond to the threat to their rights and/or way of life?” “What are some economic projects that required cooperation between countries in the region or between this region and other countries? What type of negotiation was required for the success of the project? Who benefited from the project? Was there anyone who did not benefit from or who was adversely affected by the project?” ... “Have foreign interests and/or multinational corporations contributed to a conflict related to regional economic development? If the conflict escalates, how might it affect people in the region?”

D2.2 analyse key aspects of trade in this region, including trade among countries within the region as well as with those elsewhere in the world (*e.g., trade agreements, trade wars, most important trading partners, ... whether there is a trade surplus or deficit*), and assess the impact of trade in this region

Sample questions: “Does this region, or do countries within this region, have trade agreements with other countries? If so, what impact have such agreements had on the region? Do you think they have benefited the region economically? ...” “What data would you need to gather in order to assess the success of a trade agreement in reducing economic disparities between partners?” ...

Using spatial skills: ... Students can use graphs to depict the value of exports and imports and develop their understanding of trade balances.

D2.4 describe instances of political conflict or cooperation in the region, and explain their impact (*e.g., conflict: ... economic ... sanctions; ...*) ...

D3. Economic Development: analyse economic activity in the selected region as well as factors that contribute to the region’s economic development

D3. Economic Development

D3.1 analyse how various factors affect economic development in the region (*e.g., richness and accessibility of natural resources; level of infrastructure and technology; availability of an educated, skilled workforce; access to markets; subsidies or tariffs, whether within the region or among its trade partners; historical trade and development patterns; legacy of colonialism; political policies; political and social stability*)

Sample questions: “How great an impact has government policy had on the economic development of this region?” “What barriers to economic development exist in this region?” “If there are significant differences in the level of economic development among countries in this region, how would you account for these differences?”

D3.2 describe the main types of industry in the region (*e.g., manufacturing, agriculture and food processing, resource extraction and processing, tourism, service industries, energy generation, knowledge-based industries, high-tech industries*), and assess their impact

Sample questions: “Which type of industry employs the greatest number of people in the region? Who benefits most from the products of this industry?” “Which type of industry makes the greatest contribution to the GDP of countries in this region?” “How would you characterize agriculture in this region? Is it dominated by monoculture and multinational agribusiness corporations, or does it tend to be smaller in scale?” “Do manufacturing jobs in this region tend to be well-paid, unionized jobs, poorly paid jobs in sweatshops, or something in between?” “What impact does industry have on the environment in this region?” “How would you gather evidence on the positive and negative impacts of industrial activity on people in the region?”

Using spatial skills: Students can analyse statistics to predict the future of a natural resource-based industry in the region (e.g., mining, water, agriculture, energy) and can construct a line graph that shows change over time.

D3.3 explain the relationship between the distribution of natural resources in the region and their development ...

Sample questions: “What natural resources in this region are economically viable? Are there resources in the region that have not been developed? If so, why? Are there resources in the region that can be sustainably managed? Is this being done?” ... “How does the natural environment, and its resources, affect the economic development of countries within the selected region?”

D3.4 explain the benefits and disadvantages of the operations of multinational corporations [MNCs] in the region (e.g., with reference to creation of jobs, ... funds from corporate taxes)

Sample questions: “Are there MNCs that are headquartered in this region? What are they and why are they located there? Are there MNCs that are headquartered elsewhere but have operations in this region? What is the difference between the two for the regional economy?” “How important are MNCs to the regional economy? Where might you find data on the proportion of the labour force that works for an MNC?” ...

D3.5 analyse the advantages and disadvantages of foreign investment for this region, with reference, as appropriate, to countries that invest and those that attract investment

Sample questions: “Is this region a net source of or destination for foreign investment?” “Are there aspects of the economy of this region that owe their development to foreign investment? If so, what local socio-economic benefits have arisen from this investment?” ... “Why might a government legislate limits on foreign investment? Do any countries in this region have such legislation? If so, does it focus on a particular sector of the economy?” “Which stakeholders might encourage the expansion of foreign investment in the region? Which stakeholders might seek reductions in, or greater regulations placed on, such investment? Why?”

D3.6 analyse the role of travel and tourism in the economy of the region ...

Sample questions: “What proportion of the regional economy is related to travel and tourism? Who benefits from the tourism dollars?” ... “... Is such commercialization evident in this region? What is gained by such commercialization? What is lost?”

E. Dynamics and Change

E1. Globalization

E1.1 assess the impact of globalization on the people of the region (e.g., ... types of jobs and working conditions...)

Sample questions: ... “Has globalization helped or hindered the economic development of the region? What evidence supports your answer?” ...

Using spatial skills: Students could illustrate data on factors related to globalization ... loss/gain of manufacturing jobs ...

E1.3 policies and strategies that address issues associated with globalization, and assess their effectiveness (*e.g., with reference to antiglobalization movements/protests, movements/support for rights/land claims of indigenous peoples, local food movements and buy-local campaigns, organic farming, the trend in stores and restaurants towards identifying sustainably harvested fish and other seafood*)

Sample questions: ... “What are the goals of the antiglobalization movement? How effective do you think this movement has been in achieving its goals? What are some barriers to its success?”

E2. Shifting Populations

E2.1 identify migration patterns in this region and analyse their significance ...

Sample questions: ... “Are there a significant number of refugees in this region? If so, do they tend to be ... economic ... refugees? ...” “How important are remittances from emigrants to the economic health of people in this region?”

E2.2 explain how population distribution has changed historically in the region as a result of changes in ... the economy ... (*e.g., ... economic changes such as the growth and/or decline of resource towns; ...*) ...

Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation (CGF3M)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

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 charts to determine the costs and benefits of building structures that are designed to minimize the impact of natural disasters; use graphic organizers to outline various points of view on whether to send relief funds to a country where a natural disaster has occurred*)...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about physical systems, natural phenomena, and natural events (*e.g., ... use the concept of geographic perspective to analyse the ... economic ... impacts of repeated flooding in an area*)...

A2. Developing Transferable Skills

A2.4 identify some careers in which a geography background might be an asset (*e.g., conservation officer, land surveyor, landscaper, emergency preparedness coordinator, urban planner, civil engineer, insurance adjuster, oceanographer, seismologist, meteorologist, volcanologist*)

C. The Physical Environment: Sustainability and Stewardship

C3. Human Use of the Physical Environment

C3.1 describe how various features in the physical environment provide economic resources or benefits for society (*e.g., waterfalls provide energy sources; moraines and eskers provide sand and gravel; forests and minerals provide materials for building and manufacturing; sheltered bays provide good harbours*)

Sample questions: “What are the economic benefits of a river?” “What kinds of physical features attract human settlement? What are some of the economic benefits associated with these features?” “What are the economic advantages of your community’s physical environment?”

C3.2 analyse the costs and benefits of various natural phenomena from a human perspective (*e.g., volcanic eruptions pose a danger to human settlement but produce fertile soil; monsoon rains lead to flooding of the land but are vital to crop production; subduction at tectonic plate boundaries causes earthquakes and volcanoes but also forms concentrations of minerals*)

Sample questions: “Can excessive snowfall provide benefits to humans? Are there costs related to below-average snowfall?”

E. Impacts of Change

E1. Impacts of Processes and Disasters

E1.2 compare, from a geographic perspective, the impacts of selected natural and human disasters ...

Sample questions: “What were the impacts of the Indian Ocean earthquake and tsunami of 2004? How did it affect the people, their homes, their schools, and businesses? ... Was the economic impact felt only in the region or did it have global implications? ... How do these impacts compare with those of the Japan earthquake and tsunami of 2011?”

Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG30)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.1 formulate different types of questions to guide investigations into geographic issues relating to travel and tourism (*e.g., ... comparative questions: Which class of tourist has the greatest economic impact on the selected destination?; ...*)

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry ...

Sample questions: “What data layers and type of information might you include in a geographic information systems (GIS) query in order to analyse the impact of foreign ownership of Caribbean resorts?” “What type of graphic organizer would you use to help analyse the impact of a weakening economy on travel and tourism industries?” “What categories would you need to include in a budget template for comparing and evaluating potential travel costs for a family trip?”

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues relating to travel and tourism (*e.g., ... use the concept of patterns and trends to analyse short- and long-term tourism trends and phenomena such as the evolution of volunteer/work tourism; ... use the concept of geographic perspective to analyse the ... economic ... impacts of a land-use dispute related to tourism*)

Sample questions: ... “How might an understanding of patterns and trends help you analyse the impact of a common currency on tourism in the European Union?” ...

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

Sample questions: “What did you find out about the relationship between tourism and economic conditions in this region? What conclusions can you draw about the relationship between tourism and economic conditions in other regions? How might this relationship be altered during an economic downturn?”

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., ... use the concept of interrelationships to analyse social and economic changes in an indigenous community that has become a tourist destination ...*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., travel agent, hospitality worker, travel writer, web designer for a tourist destination, marketing analyst, tourist attraction worker, community museum interpreter, GIS technician*)

B. Spatial Organization: Why, Where, and How We Travel

B3. Choice of Destination

B3.1 analyse factors that influence travellers’ destination choices (*e.g., ... cost, ...*)

Sample questions: ... “How does a tight budget influence a tourist’s choice of destinations, transportation, accommodation, activities, and other aspects of trip planning?” ...

B3.2 analyse the influence of ... economic ... motivators and barriers on tourists’ destination choices (*e.g., sales promotions, ... currency fluctuations, ...*)

Sample questions: ... “Why would hotels have different room rates for different seasons?”
“Why do airline seat sales act as a travel motivator when accommodations are often the most expensive component of a holiday?” ...

C. Sustainability, Stewardship, and Tourism

C1. Impacts of Travel and Tourism

C1.1 assess the impacts of tourism, both positive and negative, on the natural environment in selected tourist locations ...

Sample questions: “Do the financial benefits of tourist activity outweigh the negative environmental impacts?” ...

C1.3 assess the impact of large-scale tourism development projects on selected destinations from a geographic perspective

Sample questions: “How have recent Olympic games affected poorer neighbourhoods in some host cities?” “What were the economic costs and benefits of tourism development for this region? ... What steps were taken to reduce or remediate these impacts? ... Has tourism development benefited local workers?” “Why would poverty persist where vibrant tourism industries exist?”

C1.4 analyse the relationship between tourism and the sustainability of the local economy (*e.g., employment, new customers for local businesses, multiplier effect of tourist spending, outflow of profits to foreign owners of tourist facilities*)

Sample questions: “What are some examples of businesses that can benefit from tourism, even if their main market is local residents?” “How does tourist spending help the local economy? How does this spending stimulate other economic activity in the community?” “How do people who work in a seasonal tourist destination support themselves in the off-season?” “Could the community survive economically without tourism?”

Using spatial skills: Students can create a flow diagram to show the movement of tourist spending through a local economy.

C2. Sustainable Tourism and Stewardship

C2.2 explain the responsibilities of tourists to respect the artistic and cultural heritage, social norms, and natural environment of the destinations they are visiting (*e.g., ... accepting a fair price when bargaining for goods*) ...

C2.3 analyse factors used to select natural and culturally significant spaces for protection ..., and assess the effectiveness of these designations in protecting such spaces

Sample questions: ... “What role does cost play in designation?” “Who should be financially responsible for designated spaces?” ... “A heritage house is offered to the community. What kinds of ... economic ... issues could affect the decision to accept the donation?” ...

C3. Stewardship and the Sustainability of Societies

C3.1 explain how tourism can affect the social stability and cultural sustainability of tourist destinations (*e.g., ... social tensions related to uneven distribution of economic benefits of tourism or exclusion from them; repurposing of land with ... economic value for the use of tourism development; changes in social structure, roles, and status as new jobs replace traditional activities*)

Sample questions: ... “What are some ways in which the development of a tourist economy can affect the social structure and social roles in destination communities?” ...

D. Interrelationships and Trends

D. Local Tourism

D1.2 describe major components of the local tourism industry, and explain how they are interrelated

Sample questions: “How do tourists get to the region and travel within it? Where do they stay and eat? How do they find out about the region’s tourist offerings, and who helps them book reservations? Which businesses in the region depend on tourism for some or all of their revenue?” “How would weak links in the tourism infrastructure, such as poor transportation connections, a lack of affordable, good-quality accommodations, or insufficient promotion, affect other components of the local tourism industry? How could the region’s tourism infrastructure be improved? How would it have to expand if more tourists came to the region?” “What facilities would be necessary for the development of a specific type of tourism?”

Using spatial skills: Students can conduct fieldwork to gather data about key tourism components in their region, such as accommodation, transportation, attractions, and marketing. Thematic maps, graphs, and photographs can be used to present this information. These can be annotated to indicate interrelationships between the various components.

D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism

D2. Tourism Patterns and Influencing Trends

D2.1 explain how social and economic trends affect the development of tourism (*e.g., expansion of transportation networks, increasing or decreasing travel costs, recessions and unemployment, rising levels of education, rising standards of living, immigration*) ...

D2.3 describe how technology has changed the tourism industry

Sample questions: ... “Are free apps available that are useful for travel planning?” ...

D2.4 explain how personal changes can affect travel and tourism patterns (*e.g., changes in disposable income, ...*) ...

D3. New Directions

D3.1 identify trends in different types of international travel and tourism (*e.g., ... voluntourism, ...*), and analyse their impacts on the tourism industry and tourist destinations

Sample questions: ... “Are there organizations in your community that organize opportunities for voluntourism abroad? Does voluntourism always provide benefits to the destination communities? What questions should you ask to make sure that a project is ethical and that your contribution will be useful?” ...

Using spatial skills: Students can use an annotated map to explore voluntourism opportunities, plotting the location of projects and adding comments about details such as the cost of participation and the intended social and economic benefits to the destination region.

D3.2 analyse possible future scenarios for the development of international travel and tourism in the next twenty years

Sample questions: “How might the growth of a middle class in India and China affect the tourism industry?” ... “Will changes in fuel costs or environmental concerns change how we travel or where we go?”

E. Impacts of Change: Challenges for Travel and Tourism

E2. Impacts on Local Populations and Indigenous Peoples

E2.1 assess social and economic impacts of tourism on local populations, and propose solutions for minimizing harmful impacts and ensuring that local populations receive a fair share of benefits from tourism development

Sample questions: “What are the potential benefits of tourism development for the local population in a tourist destination?” “In what ways would a job in the tourism industry be preferable to traditional employment in the region? In what ways would it not?” “Resorts employ many local workers, but not all of them pay fair wages. What can be done to help workers receive fair pay for their work? How do we determine what a fair wage is for a specific job and place?” “Does foreign ownership of a resort limit career opportunities for its local employees?” “In some countries women and children have been trafficked for sex tourism. What can be done to stop this abuse of human rights?” “Tourism may increase

foreign dependency. Is it worth it?” “Tourism employment is often seasonal. How does that affect workers at a tourist resort?” “Workers in tourism jobs may enjoy higher incomes than other workers in the community. How might that affect prices for goods in the community? How might it affect economic and social relationships in the community?”

E2.2 analyse the impacts of tourism on the lands, cultures, and livelihoods of indigenous people in tourist destinations

Sample questions: “Where have indigenous peoples lost lands or the right to use lands as a result of tourism development? Have they been adequately compensated for the loss of these lands?” “Does ecotourism facilitate ‘biopiracy’?” “What happened in Oka, Quebec, when developers wanted to replace a Mohawk burial ground with a golf course?” “What are the advantages and disadvantages for indigenous communities of using casinos as an engine of economic development?”

Using spatial skills: Students can create an infographic that includes maps, charts, and photographs to summarize the conditions and concerns of indigenous people in a specific tourist destination.

E2.3 analyse issues of cultural appropriation and commodification that may result due to tourism

Sample questions: “How are indigenous communities affected when aspects of their culture, such as art, crafts, clothing, ceremonies, and everyday life, become commodities to be sold to tourists? How can these cultures be protected? Who benefits from the sale of mass-produced replicas of indigenous artefacts? Should indigenous peoples have the right to determine whether these artefacts are sold or not? Can you provide an example of a tourist destination that sells mass-produced replicas of indigenous artefacts, clothing, or regalia as tourist souvenirs?” ...

E3. Planning for Tourism

E3.1 assess potential impacts of tourism development plans on communities ..., and identify ways of minimizing these impacts

Sample questions: ... “Cities have been known to displace the poor to make the city more attractive for an event like the Olympics or to make way for tourist developments. Is this justified? How can this type of action be discouraged?” ...

Using spatial skills: Students can use a variety of statistical data relating to infrastructure costs, operating costs, and tourism revenue to perform a cost-benefit analysis of a major international event, such as the World Cup or the Olympic Games. Annotated maps can be used to document costs and benefits that cannot be easily quantified.

E3.3 analyse the role of various international organizations ... in encouraging tourism and interaction among peoples of the world

Sample questions: “How does the common currency in the European Union benefit tourists?” “Is the World Tourism Organization providing a necessary service?” ...

Introduction to Spatial Technologies, Grade 11, Open (CGT30)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (*e.g., interpret diagrams illustrating the flow of different products within an economic system; ...*) ...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues they are investigating through the use of spatial technologies (*e.g., use the concept of spatial significance to analyse a map layer showing the distribution of ... poverty; ... use the concept of geographic perspective to analyse the ... economic ... impacts of the use of GPS technology*)

Sample questions: ... “How might an understanding of interrelationships guide your analysis of a story map showing the connections among the following: a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the factory that manufactures it?” ...

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., ... use the concept of interrelationships to analyse the connection between high poverty levels and civil unrest in a country; ...*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., civil engineer, forestry analyst, oceanographer, transportation planner, emergency planning specialist, military personnel, border services officer, real estate agent, land surveyor, marketing analyst, town planner, GIS technician*)

D. Spatial Technologies, Society, and Interdependence

D1. Spatial Technologies and Society

D1.2 describe and assess the role of spatial technologies in risk assessment and disaster planning

Sample questions: ... “How might spatial technologies help governments assess the economic ... risks of a potential disaster? Why is it important for governments to know and understand these risks?”

D1.5 describe and assess some of the ways in which businesses use spatial technologies in private-sector decision-making processes (*e.g., to determine flight paths and flight times, to choose locations for new retail complexes or manufacturing centres, to reduce transportation costs*)

Sample questions: “How might an insurance company use spatial technologies when conducting insurance assessments?” “How might a real-estate development company use spatial technologies when planning a new mixed-use development?”

E. Spatial Technologies and Change

E2. Development of Spatial Technologies

E2.1 describe the development of satellite technology, and explain some of the ways it has changed daily life and how business is conducted in various economic sectors ...

E2.2 describe recent advances in the field of spatial technology (*e.g., the development of Web GIS, which enables more people to use, share, and access information*) and identify some careers that may be created as a result, both globally and locally (*e.g., careers in health care and emergency relief*)

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

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

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 graphic organizers to outline various perspectives on the impact of colonialism on economically poor countries*)

Sample questions: “How might Rostow’s theory of economic development help you interpret patterns and trends in global disparity and evaluate the potential effectiveness of policies for change?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., a debate for classmates on the merits of an international trade accord; a map for a Grade 9 class showing countries that a specific multinational corporation operates in or is connected to in other ways; an annotated map to accompany a presentation to a local community group about the outsourcing of labour; ... an essay for a newspaper opinion page on why Canada should or should not forgive the debts it is owed by a specific country*) ...

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., ... use the concept of interrelationships when analysing the connections between consumer choice and labour conditions; use the concept of geographic perspective when analysing a country’s position on a new trade agreement*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., international development aid worker, policy analyst, environmental assessment officer, entrepreneur, GIS specialist, lobbyist, politician, news reporter*)

B. Spatial Organization: Relationships and Disparities

B1. Natural Resource Disparities

B1.1 analyse relationships between the distribution and availability of natural resources in a country or region and its quality of life, as reflected by various indicators (*e.g., ... per capita income, ...*)

Sample questions: “Are some natural resources more valuable than others? Can you identify some high-value resources and explain why they are valuable, and to whom? In what ways can their availability affect national economies, personal incomes, and quality of life?” ...

B1.3 analyse ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation

Sample questions: “What kinds of obligations do governments usually impose on companies in return for the right to develop a body of resources? Who benefits from such relationships? Should those obligations be stricter?” “Should restrictions be placed on the privatization of water?” “What is a cartel? How does it control the price of a resource? What is the World Trade Organization doing to limit the power of cartels?”

Using spatial skills: Students can investigate relationships between resource wealth and economic power by constructing an annotated map that shows the countries with the ten highest GDPs in the world and the countries with the ten lowest. They can then identify which countries have significant resource wealth and which are deficient in key resources related to human needs. Students can also identify programs that are addressing these deficiencies or that are improving the economic capacity of these countries in other ways.

B2. Population Disparities

B2.1 analyse interrelationships between global population distribution, population density, and quality of life

Sample questions: “What are the twenty most densely populated countries in the world? Which ones are wealthy? Which ones are poor? To what extent has population density contributed to prosperity or poverty in these countries?” ...

B2.2 analyse interrelationships between population migration ... and quality of life ...

Sample questions: ... “What determines whether a slum is a ‘slum of hope’ or a ‘slum of despair’? What is the role of the slum in economic development?” ...

B2.3 assess the effects of past and present political and economic policies on inequality (*e.g., effects of colonialism, boundary changes, trade agreements, development agreements and initiatives*)

Sample questions: “What responsibilities do developed countries have for helping to reduce disparities between themselves and less developed countries?” “Developed countries often require countries receiving aid to provide them with access to resources or to buy certain products from them. Is this fair? Is it the most effective way of helping a developing country?” “How might a trade agreement support economic development in a country?”

B3. Classifying Regions of the World

B3.1 use statistical indicators and other criteria to classify countries into a variety of groupings on the basis of common characteristics (*e.g., ... statistical indicators such as GDP, per capita income, employment rate, ...*) ...

B3.2 evaluate particular indicators or characteristics that are used to classify countries, and analyse the advantages and disadvantages of their use

Sample questions: ... “What does an indicator like GDP per capita ... tell us about a country? What doesn’t it tell us? How can the use of such indicators cause us to make misleading generalizations about a country or to stereotype its people?” “Why is it no longer appropriate to describe the world primarily on the basis of economic indicators?” ... How useful is it to classify countries according to their ... government expenditure as a percentage of GDP?” ...

C. Sustainability and Stewardship

C1. Strategies and Initiatives

C1.3 analyse the influence of the values and beliefs of individuals and groups ... in shaping public opinion about environmental sustainability

Sample questions: ... “Compare the views of an environmental NGO, a business advocacy group, and a variety of companies with respect to the environment generally or a specific environmental issue. What are the values and beliefs that underlie their positions? In what ways are they similar? In what ways are they different?” “How does the state of the economy affect the level of public concern about the state of the environment?” ...

C1.4 analyse the effectiveness of policies, programs, and initiatives in various countries in enhancing sustainability (*e.g., polluter-pay policies, eco-fees, carbon taxes, emission trading, zero-population-growth initiatives*) ...

D. Interactions and Interdependence: Globalization

D1. Trade and Immigration

D1.1 analyse the influence of selected international trade agreements (*e.g., the Comprehensive Economic and Trade Agreement [CETA] between Canada and the European Union, the United States–Saudi Arabia Agreement on Trade and Investment, the India-Korea Comprehensive Economic Partnership Agreement [India-Korea CEPA]*) on global interdependence and the economic ... well-being of participating countries

Sample questions: “What do countries attempt to gain by entering into trade agreements with other countries?” “How do trade agreements affect the sovereignty of participating countries?” “Why might a country choose to be an observer or decline to be a member of the World Trade Organization?” “How might a trade agreement change a country’s relationships with other participating countries as well as with countries not involved in the agreement?” “... How will this agreement affect different sectors of the economy in the participating countries?” “How do foreign investment protection agreements affect the rights of foreign companies and participating governments?” “What key criteria would you use to determine whether Canada should enter into a trade agreement with another country? Do some current trade agreements meet your suggested criteria?” “What role might international economic summits, such as the G8 or G20, play in the development of trade agreements?” “Can economically weaker countries negotiate fair agreements with economically more powerful countries?”

D1.2 analyse the influence of immigration on global interdependence and on individual countries, and assess the role of national immigration policies in managing the impacts of population change and immigration

Sample questions: ... “Should wealthy countries actively recruit highly qualified immigrants from less developed countries? What effect does the loss of these people have on their home countries?” “Does immigration provide any benefits to trade relations between countries?” ...

D2. Impacts and Management

D2.1 analyse issues relating to the impacts of globalization on economic ... conditions in both developing and developed countries and on the environment (*e.g., outsourcing of manufacturing and services to low-wage countries; loss of manufacturing jobs in high-wage countries; ... exploitation of migrant workers; ...*)

Sample questions: “How does the outsourcing of manufacturing to low-wage countries benefit people in those countries? Who benefits in high-wage countries?” “How are labour conditions in low-wage countries affected by the desire to produce goods at the lowest possible cost?” “What goods do we no longer produce in Canada? What factors, besides globalization, might be contributing to the decline of manufacturing in Canada?” “Which sectors of the Canadian economy have benefited from globalization?” ...

D2.2 analyse the impacts of globalization on individual countries and on the interrelationships between countries ...

Sample questions: “How does our consumerism contribute to our interdependence with developing economies?” ... “How do global black markets aid the financing of terrorism?” ...

D2.3 assess the responsibility of consumers for moderating economic ... impacts associated with globalization, and describe ways in which this could be done (*e.g., informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers' rights and environmental protection in producing countries*)

Sample questions: "Should consumers be concerned about how the products they buy are made? Would you be willing to pay more for products that have not been produced in sweatshops?" "How can you find out where products are made and whether manufacturers follow acceptable labour and environmental practices?" "What are some examples of fair-trade products? How does fair-trade certification protect small producers in developing countries?" "How can you influence labour standards in other countries through your purchases? How can you support Canadian businesses through your purchases?"

D2.4 assess the responsibilities of governments and businesses for managing economic ... impacts associated with globalization, and describe ways in which this could be done (*e.g., through national laws regarding foreign operations of domestic companies, international organizations such as the International Labour Organization, international agreements such as the Basel Convention, voluntary business initiatives such as implementing codes of conduct requiring foreign suppliers to meet more stringent labour and environmental standards, making information available to consumers about where their products are made and what standards their suppliers must adhere to*)

Sample questions: "In what ways do various governments ensure that businesses based in their countries operate ethically and legally in other countries? Why might some countries choose not to ensure this?" ... "What can governments and businesses in developed countries do to offset the impacts of globalization on their economies?"

D3. Characteristics and Driving Forces

D3.1 describe ways in which economic activity has become globalized (*e.g., national economies have become increasingly integrated with those of other countries; production and services are frequently outsourced to lower-wage economies; multinational corporations dominate most economic sectors*)

Sample questions: "Where do the products you use come from? Which ones are made in Canada?" "Choose a common consumer product, like a cellphone or a computer. Can you buy it anywhere in the world? What company produced it? Where is that company based? How many countries does it sell its products in? Where was the product designed? Where was it assembled? Where did the components inside it, such as batteries, processors, screens, and hard drives, come from?" "Do countries that produce cheap consumer goods consume most of these goods themselves or do they export most of them?" "Is the number of multinational corporations increasing? Where are the new ones coming from? Is it only multinational corporations that outsource the production of their goods?"

Using spatial skills: Students can construct a map illustrating foreign ownership of businesses or production for foreign companies in a particular country or countries. The map could show where certain foreign-related business activities are located, and annotations could provide further details, such as the number of foreign companies operating in the country, the products manufactured or services provided, the numbers employed, and wages and working conditions.

D3.2 analyse factors that have influenced the trend towards a globalized economy (*e.g., trade agreements, consumerism, low wages and less government regulation in developing economies, advances in communications and transportation technology*)

Sample questions: “Why are the products that are consumed in developed countries like Canada often not made there?” “What is consumerism, and how does it contribute to globalization? How do discount retailers, such as ‘big box’ stores and online retailers, contribute to globalization? How have international trade agreements contributed to globalization?” “Would a globalized economy be possible without modern transportation and communication systems?” “Do labour laws and environmental regulations affect where companies decide to produce their goods?” “What is the average wage of a factory worker in the country where your shirt was made? What is the average wage of a factory worker in Canada?”

E. Social Change and Quality of Life

E1. Leadership and Policy

E1.2 assess the effectiveness of various international aid policies, programs, and practices (*e.g., food aid, economic development aid, infrastructure projects, debt relief*) in improving the quality of life in developing countries

Sample questions: ... “What criteria would you use to determine whether a country should receive in-kind aid (such as food or building materials), a loan, or debt forgiveness? Will these criteria fit all situations?” “Does this program or policy focus on the needs of the debtors or the creditors?” “Why is aid still granted to some countries in spite of evidence of misgovernment and corruption?” “Do the governments of wealthy countries spend enough on foreign aid?”

E1.3 assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern

Sample questions: “What contributions are ... Muhammad Yunus known for?” “Why have Bob Geldof and Bono been successful at making debt forgiveness an international political issue?” ... “How can purchasing fair-trade goods or goods from social enterprises help people in other countries?” ...

E2. Agents of Change

E2.3 analyse the role of urbanization as an agent of ... economic ... change ...

E3. Continuing Challenges

E3.3 analyse issues relating to the rights of women and children (*e.g., child labour, ... economic independence of women*), and assess the effectiveness of programs (*e.g., ... programs that fund business opportunities for women ...*) and organizations (*e.g., ... Grameen Bank*) that address these issues ...

E3.5 identify regional and global patterns relating to disease (*e.g., infectious diseases, chronic diseases*) and health care, and assess the influence of factors affecting quality of life (*e.g., per capita income, ...*) on health in different parts of the world

Sample questions: “What are the chances of living to seventy years of age in a high-income country? In a low-income country? Why do many more children die in low-income countries than in high-income countries?” “Why are people in low-income countries more likely to die of infectious diseases? What are the greatest dangers to health in high-income countries?” ... “What can be done to increase the lifespan of people in low-income countries?” “Why are advanced medicines sometimes too expensive for those who need them most? Should pharmaceutical companies make their products available to low-income countries at a reasonable cost? What are the obstacles to doing this?” ...

World Geography: Urban Patterns and Population Issues, Grade 12, University/College Preparation (CGU4M)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.1 formulate different types of questions to guide investigations into issues affecting ecumenes (*e.g., ... causal questions: How do local economies benefit from seasonal migration?*)

A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources ... ensuring that their sources represent a diverse range of perspectives

Sample questions: “What are some quality of life indicators that you might use to analyse poverty distribution patterns in different ecumenes? Where might you find such data and information?” ...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues affecting ecumenes (*e.g., ... use the concept of geographic perspective to analyse the ... economic... impacts of the arrival of a new industry on a selected ecumene*) ...

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., ... use the concept of patterns and trends to analyse the costs and benefits of major international political or sporting events; use the concept of interrelationships to analyse the connection between migration rates and levels of employment for different population settlements; ...*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., community settlement worker, diversity officer, entrepreneur, financial analyst, import business owner, economic development officer, landscape architect, politician, project manager, land surveyor, international aid worker, marketing analyst, urban planner, GIS technician*)

B. Spatial Organization of Ecumenes

B1. Increasing Liveability

B1.1 use a variety of criteria (*e.g.*, ... *economic characteristics*...) to assess and compare the liveability of selected ecumenes from around the world ...

B1.2 describe changes in the liveability of Canadian and selected ecumenes in other countries from 1800 to the present, and analyse reasons for these changes (*e.g.*, *economic growth*, ...) ...

B1.3 analyse the liveability of their local community and various strategies for enhancing it ...

Sample questions: ... “What are the financial and economic benefits of improving transportation routes and reducing traffic congestion in a large urban centre?” ...

B2. Processes that Shape Ecumenes: describe interrelationships between the environmental, social, economic, and political processes that shape ecumenes

B2. Processes that Shape Ecumenes

B2.2 analyse the influence of social factors ... on the characteristics of a selected ecumene (*e.g.*, ... *economic activity*) ...

B2.3 analyse changes in the economic ... characteristics of communities as they evolve through the urban hierarchy ...

Sample questions: “How do the locations of businesses and industries change as a community evolves through the urban hierarchy from town to city?” “How do laws and by-laws encourage or discourage new businesses?” “How do threshold populations influence economic and political opportunities and needs as a community evolves through the urban hierarchy?” “How does the availability of low-, middle-, and high-order goods within a community relate to the community’s position within the urban hierarchy?”

Using spatial skills: Students can calculate the population threshold needed to make it profitable to sell a certain good or service in their community. They can then use the threshold value to determine whether the community has room for more outlets for goods or services of that kind or whether it already has too many.

B3. Understanding Ecumenes

B3.2 use a variety of maps to compare land-use patterns in cities in developed countries with those in developing countries

Sample questions: “What similarities and differences are evident between the cities you have been investigating? What ... economic factors have contributed and/or are contributing to these differences and similarities?” ...

C. Sustainability and Stewardship

C1. Working towards Sustainability

C1.1 analyse environmental impacts of large-scale migration on selected settlements

Sample questions: ... “Why do these environmental issues have the potential to become social, political, and economic issues?” ...

C2. Stewardship

C2.1 analyse the roles and responsibilities of individuals, corporations, and governments in ensuring the sustainability of communities

Sample questions: ... “What ... economic ... arguments are used to support or oppose the privatization of water distribution in selected communities?” “Should a corporation be willing to incur costs related to environmental protection that put it at a disadvantage to its competitors? Do governments have a responsibility to create a level playing field with respect to the environmental obligations of businesses?” “Should governments impose environmental taxes? Should we, as individuals, be willing to pay higher taxes to support sustainable communities?” “How much environmental risk are we willing to accept in order to create or maintain jobs?”

C2.2 evaluate, through research, the effectiveness of selected greening initiatives in urban communities ..., and assess the potential for implementing such initiatives in their own community

Sample questions: ... “Could any of these initiatives be implemented in our own community? What would the benefits be? Would any members of the community be opposed? Why? How would the initiative be funded?” ...

C2.3 describe actions that individuals can take to contribute to the sustainability of their own communities

Sample questions: ... “How does buying locally contribute to the ... economic ... sustainability of your community?” ...

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

C3. Modifying the Environment

C3.1 describe how populations in different regions have modified their physical environment to improve economic productivity, and assess the impacts of these modifications on the economic, social, and environmental sustainability of these regions (*e.g., terrace farming in China, reclaimed land in Toronto, diverted rivers in India, polders in the Netherlands*)

Sample questions: “How does the physical environment limit the opportunities of this region? How could the physical environment be modified to reduce these limitations? How would these modifications affect the sustainability of the region? What kinds of compromises would be necessary to achieve the region’s economic goals while ensuring its social and environmental sustainability?”

C3.3 describe how different cities/regions have modified their built and physical environments in order to host a global event (*e.g., FIFA World Cup, Olympics, world fairs, Pan Am Games*), and assess the impacts of these modifications on the economic ... sustainability of these cities/regions

Sample questions: “What immediate impacts did the upgrading of British Columbia’s Sea-to-Sky Highway for the 2010 Winter Olympics and the building of the highway to Sochi for the 2014 Olympics have on communities in the region and on the environment? What benefits have these upgrades had since, and were they worth the cost?” ... “Do such events contribute to the long-term economic ... sustainability of a region, or are there better ways of achieving sustainability objectives?”

D. Systems: Interdependence of Ecumenes

D1. Policies and Change

D1.2 investigate impacts on selected ecumenes of globalization and related trade policies and corporate activities

Sample questions: “How does the outsourcing of manufacturing and services from one country to another affect ecumenes in both countries?” “How can international trade policies and corporate actions influence disparities within or between ecumenes?” “How does globalization play a role in creating both ‘slums of hope’ and ‘slums of despair’?”

D2. Population Change and Migration

D2.3 analyse impacts of different types of migration ... and other population changes ... on social conditions and the physical resources of cities and other ecumenes

Sample questions: ... “How do communities with economies based on new resource development cope with a rapid intake of population?” ...

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

D3. Challenges of Interdependence

D3.1 assess the effectiveness of various mechanisms that countries use to assist each other (*e.g., development aid, food aid, debt relief, disaster relief*)

Sample questions: “Under what circumstances might developed countries receive aid from other countries?” “Should food aid be used to ensure long-term food security?” “Who benefits most from food aid?” “What is the most effective kind of aid for assisting victims of natural disasters?” “How can debt forgiveness help the development of an African nation?”

D3.2 analyse the impact of transnational criminal activities and informal economies (*e.g., black markets, grey markets*) on residents in developed and developing countries

Sample questions: “How does human trafficking connect the world?” “For what reason are humans trafficked?” “How are the following connected to informal economies: undocumented migrants, sweatshops, drug trade, prostitution?” “What challenges do governments have when working to shut down black-market activities?” “How does the relationship between those who are consumers of black-market products and those who are producers, or even products (*e.g., victims of human trafficking*), demonstrate an imbalance of power?”

D3.3 analyse impacts of consumerism in developed countries on ecumenes in developing countries (*e.g., economic growth and job creation, increased resource consumption and pollution, migration to cities and the rise of informal settlements, greater potential for exploitation of labour as a result of demand for low-cost production*)

Sample questions: “How are food supplies maintained when large numbers of people abandon farming in order to work in factories in cities?” “What responsibility do corporations that contract manufacturing work to factories in developing countries have to protect natural environments and workers’ rights in these countries?” “How does child labour affect communities in developing countries?” “What can consumers in Canada do to prevent the use of child labour or protect the rights of adult workers in foreign factories that produce goods for their consumption?” “How do developing countries benefit from trade relations with developed countries? How can they build on those benefits while reducing the negative impacts that they have experienced?”

Using spatial skills: To support their investigations of links between consumerism and living conditions in developing countries, students can compare world thematic maps showing the number of computers per 100 inhabitants in each country and the amount of electronic waste exported and imported by each country. They can then add additional map layers showing socio-economic data, such as number of televisions per capita, number of doctors per 1,000 people, average years of schooling, and caloric intake to make inferences about linkages between consumption in developed countries and quality of life in developing countries.

E. Changing Ecumenes

E1. Quality of Urban Life

E1.1 analyse factors affecting quality of life in urban environments generally and in selected communities (*e.g., ... employment; ...*)

Sample questions: ... “Does the selected community provide sufficient services for the population? Does it provide ample opportunity for employment? ...”

E2. Analysis of Solutions

E2.1 analyse policy responses to social and economic challenges in selected ecumenes (*e.g., ... poverty, loss of an economic base, ...*)

Sample questions: “How did Elliott Lake respond to the loss of its major industry? How successful has it been in transforming its economic base?” ...

E2.2 assess, from a geographic perspective, the effectiveness of a selected megaproject as a solution to a local, regional, or national infrastructure need ...

Sample questions: “Are the benefits of the project worth the costs?” ...

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

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management (*e.g., ... use the concept of geographic perspective to analyse the ... economic ... impacts of a change in land use*) ...

A2. Developing Transferable Skills

A2.4 identify some careers in which a geography background might be an asset (*e.g., environmental scientist, engineer, lawyer, or technician; environmental consultant or coordinator for a resource company; risk assessment specialist; land surveyor; international aid worker; town planner; environmental or natural resource policy adviser; natural resource manager; civil engineer; geologist; hydrologist; GIS technician; park administrator*)

B. Spatial Organization

B1. Protecting Species and Spaces

B1.1 assess the role of government agencies, voluntary organizations, and international agencies ... in protecting spaces of natural and cultural significance

Sample questions: ... “Where does the funding come from to pay for an agency’s or organization’s expenses related to protecting spaces of natural and cultural significance? How do changes in funding or government affect the agency’s or organization’s ability to carry out its mandate?”

C. Sustainability and Stewardship of Natural Resources

C2. Development of Natural Resources

C2.1 analyse competing points of view about a natural resource development issue, using a geographic perspective

Sample questions: ... “... How does the discovery of a natural resource affect the residents of a community and the community’s development? What happens to a resource-dependent community when the resource is no longer profitable?” “What are the positions of various stakeholders on oil sands development (e.g., the oil companies; ... consumers; foreign importers)?”

C2.3 compare the economic ... costs and benefits of selected resource development projects for various individuals or groups (*e.g., indigenous peoples, businesses, farmers, tourists*)

Sample questions: ... “How does one measure the cost of displacing a community in order to develop a resource? What were the social and economic costs of displacing Cree communities in northern Quebec to allow the development of the La Grande River power project or of displacing more than a million people along the Yangtze River to allow the development of the Three Gorges Dam project? What was the balance of costs and benefits for the people displaced? What was the balance of costs and benefits for Quebec or China?” ...

C3. Availability and Use of Natural Resources

C3.3 analyse global patterns and trends in the availability and use of various fossil-fuel resources, and assess the implications for the future development and use of fossil fuels and other energy sources

Sample questions: ... “How has the decline of easily accessible oil reserves and the need to tap resources in more difficult locations affected the price of oil? How might higher oil prices encourage the development and use of alternative energy sources or other fossil fuels?” ...

D. Ecological Systems: Interconnections and Interdependence

D1. Reducing Pollution

D1.3 assess the economic implications of pollution reduction and other environmental protection policies (*e.g., job creation or reduction; savings in health costs; reduction of losses from damage to crops, building materials, forests; costs of research, monitoring, enforcement, infrastructure changes*)

Sample questions: “Does protection of the environment always come at a cost to the economy, and vice versa? What suggestions do you have for making environmental protection and economic development mutually beneficial?”

E. Community Action

E1. Developing Solutions

E1.1 analyse the role of governments in protecting the environment, locally, nationally, and globally

Sample questions: ... “... How can the tax system be used to encourage sustainability?”
“Is the Experimental Lakes Area a good investment of public funds?” ...

E2. Community Land Use and Infrastructure

E2.1 analyse the impact of selected land uses within and near communities ... on humans and the natural environment

Sample questions: ... “What are the potential costs and benefits of extending a highway through a wetland?”

Spatial Technologies in Action, Grade 12, University/College Preparation, (CGO4M)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources ... ensuring that their sources represent a diverse range of perspectives

Sample questions: “How might you use quality of life indicators as layers on a GIS map to analyse poverty distribution patterns in different parts of the world? Where might you find this data and information?” ...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues they are investigating through the use of spatial technologies (*e.g., ... use the concept of geographic perspective to analyse ... economic ... impacts of the use of GPS technology*)

Sample questions: ... “How might an understanding of interrelationships guide your analysis of a story map showing the connections among the following: a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the company that manufactures it?” ...

A2. Developing Transferable Skills

A2.4 identify some careers in which a geography background might be an asset (*e.g., cartographer, border services officer, civil engineer, transportation planner, emergency planning specialist, military personnel, real estate agent, land surveyor, marketing analyst, town planner, GIS technician*)

B. Spatial Organization: Concepts and Processes

B1. Applying Spatial Technology Skills

B1.3 use spatial technologies to analyse geographic case studies and make associated decisions ...

Sample questions: ... “How large are the deposits of a valuable natural resource in a particular country?” ...

C. Using Spatial Technologies to Support Sustainability

C1. Supporting Sustainable Environments

C1.3 assess issues of sustainability (*e.g., ... economic ... issues*) relating to First Nations, Métis, and Inuit peoples and communities ..., using spatial technologies as appropriate ...

D. Spatial Systems, Interconnections, and Interdependence

D2. International and Social Implications

D2.3 describe and assess the positive and negative effects of the use of spatial technologies in international affairs (*e.g., in monitoring and addressing environmental and human issues such as ... trade, consumerism, hunger and poverty, disease*) ...

E. Dynamic Impacts within Communities

E2. Development of Spatial Technologies

E2.4 analyse ways in which advances in spatial technologies affect the users and the use of these technologies (*e.g., changes in costs ...; types of jobs and careers that use these technologies*)

World Issues: A Geographic Analysis, Grade 12, College Preparation (CGW4C)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.1 formulate different types of questions to guide investigations into world issues (*e.g., ... causal questions: How does free trade facilitate the development of maquiladoras and similar systems of offshore production?*)

A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources ..., ensuring that their sources represent a diverse range of perspectives

Sample questions: “How might you use quality of life indicators to analyse poverty distribution patterns in different parts of the world? Where might you find this data and information?” ...

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry ...

Sample questions: “What type of graphic organizer would you use to help analyse the impact of offshore production on both the manufacturing country and the consumer country?” ...

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about world issues (*e.g., use the concept of spatial significance to analyse ... poverty; ... use the concept of geographic perspective to analyse the ... economic, ... impact of a significant technological change*)

Sample questions: ... “How might an understanding of interrelationships guide your investigation of the connections between a product you buy, the company that sells it, the resources used to make and dispose of it, and labour conditions in the factory that manufactures it?” ...

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

Sample questions: “What did you find out about the relationship between foreign ownership and economic disparity in various regions of the world? How might this relationship continue to be an issue? What conclusions can you draw about why this relationship exists?”

A2. Developing Transferable Skills

A2.3 when analysing current events involving geographic issues (*e.g., ... use the concept of interrelationships to analyse the connection between high poverty levels and civil unrest in a particular country; ...*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., community service worker, import business owner, real estate agent, land surveyor, international aid worker, marketing analyst, town planner, GIS technician*)

B. Spatial Organization: Regional Similarities and Differences

B1. Economic Disparities: analyse interrelationships between social conditions, access to natural resources, government policies, and economic disparities within and between countries or regions

B1. Economic Disparities

B1.1 analyse the impact of a variety of economic, ... factors (*e.g., economic: availability of natural resources, level of economic development, foreign debt, dependence on foreign investment, technological change; ...*) on the unequal distribution of wealth within and between countries

Sample questions: “What is the relationship between gross domestic product and social indicators such as number of doctors per thousand people, availability of potable water, and average caloric intake per person?” “How is personal wealth distributed throughout the population of a selected country, and how does that compare with the way it is distributed in your community?” “What are some possible causes of economic disparity within your local community?” “How might socio-economic status affect a person’s access to water and food resources in different parts of the world?” “How is technological change affecting economic disparity in Canada?”

Using spatial skills: Students can use GIS to layer countries with respect to their ratings on the Human Development Index (HDI) and such indices as gross domestic product (GDP), caloric intake, and infant mortality. Using the map layers that have been generated, students can compare the relative importance of different factors in determining a country's HDI and identify areas in which a country could benefit most from development assistance.

B1.2 analyse ... economic, ... implications of the unequal distribution of ... economic, ... resources, nationally and globally (*e.g., ... disparities in standard of living, ...*)

Sample questions: "What are the possible consequences of the privatization of water supplies?" ... "How does the use or abuse of a natural resource contribute to global economic disparities?" ...

B1.3 identify the effects of government policies and practices on economic and social disparities (*e.g., subsidies, tax incentives, supply management programs, and trade agreements may promote job creation and reduce disparities between individuals but may also increase some disparities by favouring some individuals, economic sectors, or regions over others; foreign aid programs provide resources to help economically poorer countries reduce disparities, but mismanagement of aid programs can also increase disparities within the receiving country*)

Sample questions: "Why do countries provide foreign aid to other countries?" "Should we reduce disparities in Canada before spending money to help people in other countries?" "How might a decision by a country's political leaders to promote agricultural exports affect access to food within their country?" "Should university and college education be tuition-free in Canada, as it is in Cuba, Sweden, and most of Germany? Who would benefit? Who would pay for it?"

B1.4 describe the role and assess the impact of various intergovernmental agencies (*e.g., World Bank, International Monetary Fund*), government departments and agencies (*e.g., Department of Foreign Affairs, Trade and Development*), and non-governmental organizations (*e.g., microfinance organizations such as the Grameen Bank; social enterprises such as Me to We; advocacy, aid, and development organizations or programs such as Because I Am a Girl*) that address inequities at local, national, and international levels

Sample questions: "How have different levels of government attempted to reduce inequities in Canada?" "How does Canada contribute to international efforts to alleviate financial stress in other countries?" "Do you think that countries receiving aid should pay it back in some way?" "Why do some people think that supporting social enterprise is a more effective way of helping people than donating to a charity?" "What criteria would you use to assess the effectiveness of an NGO's efforts to reduce health care inequities?"

Using spatial skills: To support an investigation of transfer payments, students can construct a flow map illustrating the amount of money that Canada distributes annually in equalization payments to each of the provinces. They can then annotate the map with statistics such as provincial GDP, unemployment rate, and average income to indicate the economic strengths and weaknesses of each province. Students can construct a similar annotated flow map of the world, showing which countries receive Canadian foreign aid and indicating the economic characteristics and needs of the receiving countries.

B2. Resources and Human Systems

B2.3 analyse the relationship between a country's wealth and its economic structure (*e.g., economic structures based on resource extraction or harvesting versus structures with a higher proportion of resource processing, manufacturing, and tertiary industry*)

Sample questions: “Why do countries whose economies are heavily dependent on resource extraction tend to be poorer? Are there exceptions? Why?” “Should Canada process more of its natural resources, such as oil and forest products, at home, instead of shipping unprocessed resources to other countries? What would the advantages be? What are the obstacles to doing so?”

Using spatial skills: Flow maps and various graphs can be used to help students visualize import and export data and classify the types of commodities and products being exchanged between various countries. To analyse relationships between gross domestic product and the structure of national economies, students can construct a thematic map showing the countries with the ten highest GDPs and the ten lowest, using circle graphs to represent the percentage of the workforce in each country employed in primary, secondary, and tertiary industries.

B3. Characteristics of World Regions

B3.1 compare the quality of life in different regions of the world, using appropriate statistical data and indicators (e.g., ... *gross domestic product*, ... *employment by economic sector*) ...

B3.2 identify a variety of terms used to classify countries on the basis of similar economic, ... characteristics (e.g., *informal classifications, such as North/South, developed/underdeveloped, First World/Third World, advanced, BRIC, emerging economies, ...*), and assess the usefulness of these terms ...

B3.3 analyse statistical data (e.g., *GDP per capita, ... employment in agriculture, ...*) to identify and explain correlations between population characteristics and a variety of ... economic, ... political factors ...

C. Sustainability and Stewardship

C1. Environmental Stewardship

C1.1 identify opportunities for personal stewardship and involvement in sustainability initiatives at a local, national, and international level (e.g., *buying locally, ...*), and assess the ... economic, ... implications of their choices

Sample questions: “What can you, as an individual, do to reduce water use, energy consumption, air pollution, and waste? What environmental and economic effects would these actions have?” “What effects might your decision to buy locally produced and manufactured goods have on you and your local community? How might that decision affect people in other countries that also produce or manufacture that product? Is buying locally always the most sustainable option?” ...

C2. Resource Use and Sustainability

C2.1 analyse ... economic, ... impacts related to the use of selected natural resources at the local, national, and global level ...

Sample questions: ... “What percentage of the world’s oil and gas resources does Canada have? How does this compare to other countries? What are the economic benefits for Canada of developing these resources? ...” “How might a country’s level of poverty influence practices for extracting and processing natural resources in that country?” “What ethical dilemmas do countries face when making decisions about the development of resources that have high economic value but involve large environmental or social costs (e.g., coal in China, tantalum or coltan in Brazil and the Democratic Republic of Congo, diamonds in various African countries)?” ...

C2.2 analyse and compare various sustainability initiatives and practices for energy production in different regions of the world (*e.g., ... national and provincial initiatives, such as Australia’s solar credits program and Ontario’s microFIT program for renewable energy*)

Sample questions: ... “How do the costs and benefits associated with small-scale energy production compare with those of large-scale energy production?” ... “How do sustainable development initiatives in Finland also work to reduce poverty?” ...

C2.3 describe criteria and strategies that consumers can use to determine whether resources used in the goods they consume have been extracted, processed, and produced sustainably

Sample questions: “What criteria must a product meet in order to be labelled fair trade? How might these criteria influence your purchases?” “How can you determine whether the clothing or electronics you purchase have been ethically and/or sustainably produced?”

C3. Managing the Global Commons

C3.1 identify the components of the global commons (*e.g., oceans, air, outer space*), and explain their ... economic, ... importance ...

Sample questions: “If an iceberg is outside a country’s territorial waters, does anybody own it? Would anybody have the right to tow it to a country where water is scarce and sell it for its freshwater content?”

C3.2 analyse issues related to human impacts on the global commons (*e.g., threats to ocean life as a result of increased shipping, overfishing, and acidification; increased air pollution and climate change as a result of industrial activity*) and to international management of the commons ...

D. Interactions and Interdependence: Globalization

D1. Managing Globalization

D1.1 describe the characteristics of global citizenship, and explain how individuals, acting as global citizens, can help to lessen economic, ... impacts associated with globalization (*e.g., by informing themselves about how products are made and disposed of, buying fair-trade products, boycotting products made through exploitive practices, raising awareness of labour and environmental issues in developing countries, supporting NGOs that are active in promoting workers’ rights and environmental protection in producing countries*)

Sample questions: ... “Should consumers be concerned about how the products they buy are made? Would you be willing to pay more for products that have not been produced in sweatshops?” “How can you find out where products are made and whether manufacturers follow acceptable labour and environmental practices?” “What are some examples of fair-trade products, and how does fair-trade certification protect small producers in developing countries?” “How can you influence labour standards in other countries through your purchases? How can you support Canadian businesses through your purchases?”

D1.2 assess the responsibilities of governments and businesses for managing economic, ... impacts associated with globalization, and describe ways in which this could be done (*e.g., through national laws regarding foreign operations of domestic companies, international organizations such as the International Labour Organization, international agreements such as the Basel Convention, voluntary business initiatives such as implementing codes of conduct requiring foreign suppliers to meet more stringent labour and environmental standards, making information available to consumers about where their products are made and what standards their suppliers must adhere to*)

Sample questions: “In what ways do various governments ensure that businesses based in their countries operate ethically and legally in other countries? Why might some countries choose not to ensure this?” “What is the Basel Convention? What is the Accord on Fire and Building Safety in Bangladesh?” “What responsibility do businesses have to ensure that they do not exploit workers or cause environmental damage in the countries in which they operate?” “What can governments and businesses in developed countries do to offset the impacts of globalization on their economies?”

D2. Multinational Corporations: analyse issues related to the operations of multinational corporations in the global economy

D2. Multinational Corporations

D2.1 analyse the characteristics of multinational corporations (*e.g., assets and revenues of selected companies, number of countries in which a company operates, goods and services offered, number of employees, percentage of employees in a company’s home country, type of foreign operation*) and trends relating to these corporations’ role in the international economy (*e.g., changes in the number of multinational companies and their home countries, expansion into new countries and economic sectors*)

Sample questions: “How many companies can you identify that have annual revenues greater than the GDP of Pakistan?” “What sectors of the economy are multinational firms involved in?” “Is the number of multinational companies increasing?” “Are multinational companies based only in developed countries?” “Large companies often set up foreign operations or outsource production to cut costs. What are some other reasons why a company would benefit from operating in another country?” “What are some of the different ways in which a multinational company can operate within a country?”

Using spatial skills: To support their investigations of multinational corporations, students can develop profiles of selected companies, using a world map as a base layer to show where their operations are located and summarizing details such as products manufactured or services provided, annual revenues, numbers employed, and wages and working conditions of employees. Students can then combine their findings to construct a class-generated annotated map.

D2.2 analyse labour, environmental, social, and other issues related to the operation of multinational companies in selected sectors (*e.g., mining, manufacturing, agriculture*) and countries

Sample questions: “How do working conditions and wages in the operations of multinational companies in the sector you are investigating compare with those of locally owned companies?” “If a large international retailer outsources the production of garments to a foreign manufacturer, what responsibility does it have for the wages and working conditions of the manufacturer’s employees?” “To what extent do weak labour regulations in a manufacturing country make it possible to use child labour?” “What impacts have mining operations of Canadian-owned corporations had on indigenous peoples in Latin America? How have these operations affected the environment? What have the political consequences been?” “Have weak environmental regulations influenced the locations of multinational operations in the sector you are investigating?” “Why might the government of a country want a foreign company to operate in that country? What incentives do multinationals have to be good corporate citizens in the countries in which they operate? How can they benefit the countries in which they operate? How might they be limited in their ability to influence labour conditions and environmental practices in those countries?”

D3. Globalization – Characteristics and Impacts

D3.1 describe patterns and trends associated with globalization (*e.g., ... increased integration of national economies with each other, transnational production of goods*), and analyse their causes (*e.g., liberalization of trade, availability of cheap labour in developing countries, consumerism in developed countries*)

Sample questions: ... “How many products that you use every day are made in Canada? What criteria have to be met before a product can be labelled ‘Made in Canada?’” “Why is a major economic crisis in a large consuming and producing country like the United States or China a global concern?” “How does a reduction in trade barriers make globalization possible?” “How does the demand for cheap consumer goods in developed countries and the availability of cheap labour in developing countries encourage globalization?” ...

D3.2 analyse impacts of globalization on human and natural systems within various countries (*e.g., increased industrial employment in developing countries, but with low wages and poor working conditions; disruption of traditional societies and economies; loss of manufacturing capacity and manufacturing jobs in developed countries; increased water and air pollution in developing countries; increased greenhouse gas emissions from transportation; damage to local ecosystems from invasive species introduced by global travel and trade*)

Sample questions: “How is globalization affecting indigenous communities in various parts of the world?” “How might a consumer-driven economy that depends on cheap, easily disposable goods (sometimes called a ‘disposable economy’) contribute to disparities at both a local and a global level?” “In what ways does globalization facilitate the spread of disease between countries? Why might some countries be more vulnerable to the spread of disease than others?” “In what ways has globalization facilitated human and animal trafficking?” “How has globalization affected national security?” “In what ways has the world benefited from globalization?” “What is the difference between the impacts of globalization on developed countries and its impacts on developing countries?” “Has globalization encouraged the mixing of cultures, or has it reinforced Western cultural domination?” “Does tourism give people a better appreciation of other cultures? How do large international events like the Olympic Games affect our awareness of other countries and our interactions with them?” “How has globalization contributed to greater consumption and resource use? How has it affected the flow and disposal of e-waste and other toxic wastes associated with these uses?”

E. Changing Societies

E1. Urbanization: analyse trends in urbanization in both economically developed and developing regions of the world, and assess the impacts of these trends

E1. Urbanization

E1.1 analyse trends in urban growth, locally and globally, and explain factors contributing to these trends (*e.g., displacement of small farms by larger industrialized farming operations, settlement of refugees in or near larger urban settlements, rural overpopulation, economic opportunities in cities*) ...

E1.2 analyse the role of migrant neighbourhoods in the settlement of new arrivals to a city, and assess, from a geographic perspective, the impacts of this type of settlement on the residents of these communities and on the larger urban area that they are a part of (*e.g., ... access to economic opportunities, ... greater economic opportunities*) ...

E1.3 assess the impacts of increased urbanization on the environment and society (*e.g., ... greater economic opportunities*)

Sample questions: “What are the ... economic impacts of using arable land for housing?” ... “What are some of the ... economic, ... consequences of having an urban population that is aging?” ...

E2. Population Growth and Demographic Change

E2.1 analyse trends in global and regional population growth (*e.g., continuing global population growth, rapid population growth in underdeveloped countries, negative population growth and aging population in some developed countries*) and their causes, and assess their social and economic impacts

Sample questions: ... “... What are the economic and social advantages of a young population? ...” “How does immigration help countries with older populations deal with economic problems related to aging? ...”

E2.2 analyse the impact of population growth and rising standards of living on the world’s food supply and its characteristics, and assess options for meeting future global food requirements ...

Sample questions: ... “What changes in your personal habits and choices might you consider to support food sustainability?” “Why are large corporations and countries such as China, Saudi Arabia, and Japan buying large amounts of farmland in Africa?” ...

E3. Human Rights and Quality of Life

E3.1 analyse interrelationships between demographic characteristics, economic development, and quality of life for selected countries (*e.g., interrelationships between fertility rate, GDP per capita, and lack of education for girls; interrelationships between ownership of land and resources and possession of wealth and power*)

Sample questions: “How are economic underdevelopment, quality of life, and birth rates interrelated? Why do countries with lower birth rates tend to have higher standards of living?” “How has resource development affected the quality of life of indigenous peoples in various parts of the world?” “What data would you use to investigate the reasons behind the use of children in small-scale mines?” “If quality of life indicators were applied specifically to indigenous populations in selected countries, how might those results compare with results for the non-indigenous populations in the same countries? With results from other countries?”

Using spatial skills: Students can use World Bank statistics for the number of children (aged 7–14) employed in manufacturing in various countries to create a map layer showing the spatial distribution of child labour in the world. Students could also add a map layer of quality of life indicators to identify correlations between the prevalence of child labour and the quality of life in selected countries.

E3.3 identify factors that contribute to poverty, and assess various programs and approaches for alleviating poverty, locally, nationally, and internationally (*e.g., government policies and programs such as minimum-wage laws, income-based housing, relief programs, and debt forgiveness; aid programs of intergovernmental organizations such as the United Nations and the World Bank; activities of non-governmental relief and development organizations such as Oxfam, the Bill and Melinda Gates Foundation, and local food banks*)

Sample questions: “What is meant by ‘the cycle of poverty’? Why is it so difficult to break this cycle? Do Canadians have a social responsibility to help break the cycle of poverty?” “What are some of the factors that contribute to poverty in Canada? Why is there a higher rate of poverty among single-parent families?” “What factors contribute to

poverty in developing countries? Can the same solutions that we use to alleviate poverty at the local level in Canada also be applied in other countries?” “How do approaches such as microfinance and fair trade help to alleviate poverty in developing countries?”

Living in a Sustainable World, Grade 12, Workplace Preparation (CGR4E)

A. Geographic Inquiry and Skill Development

A. Geographic Inquiry

A1.1 formulate different types of questions to guide investigations into issues affecting the natural environment (*e.g., ... causal questions: How does your choice of consumer goods affect the consumption of natural resources?*)

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about issues affecting the natural environment (*e.g., ... use the concept of geographic perspective to analyse the ... economic, ... significance of an environmental event such as Earth Hour*) ...

A2. Developing Transferable Skills

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (*e.g., ... use the concept of geographic perspective to analyse the potential impact of buying locally*) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (*e.g., garden and landscape specialist, vehicle operator, forestry worker, fisheries worker, real estate agent, park or conservation area employee, groundskeeper*)

B. Species and Spaces

B2. Human Impacts on Ecosystems

B2.3 assess impacts of population growth on the natural environment in their local area, and identify some of the ... economic, ... consequences of these impacts (*e.g., ... economic: the cost of building infrastructure to manage stormwater runoff and flooding as a consequence of an increase in paved area and loss of wetlands; ...*)

Sample questions: ... “Have new industries come into the area? How have they affected population growth, the economy, and the local environment?” ...

C. Sustainability of Natural Resources

C1. Strategies and Stewardship Initiatives

C1.2 describe ways in which individuals can contribute to the sustainable use of natural resources (*e.g., by buying, selling, or donating good-quality used products so that they may be reused; reducing personal consumption; recycling; buying fair-trade products; ...*)

Sample questions: “How does your consumer behaviour affect the consumption of natural resources? How would the demand for natural resources be affected if people bought only what they needed instead of what they wanted?” ...

C2. Resource Development and Impacts

C2.1 assess the environmental impact of a particular consumer product (*e.g., cellphone, bicycle, car, golf club*) over its life cycle, from the extraction of the resources needed to produce it, through its production and use, to its disposal

Sample questions: “At what stage in its life cycle does your product have the greatest environmental impacts?” “Why do you have to pay a disposal fee when you buy some products?”

Using spatial skills: Students can create flow diagrams or concept webs to illustrate the steps and the impacts involved in various stages of the life cycle of a product.

C2.2 analyse the perspectives of stakeholders concerned with a resource management or development issue

Sample questions: ... “How might different points of view about the development of a resource, such as oil or diamonds, influence the choices you make as a consumer?”

C3. Distribution and Use of Natural Resources

C3.2 analyse the consumption of resources in countries at different levels of development (*e.g., per capita consumption of oil and gas, steel, fresh water, grain, and fertilizer in selected developed, developing, and underdeveloped countries*)

Sample questions: “Why might different countries use different amounts of oil and gas?” “How do the consumption statistics correlate with GDP per capita in each country? Are there factors other than national wealth that might explain why some countries use more or less of a resource than other countries? Is a country’s consumption of a particular resource affected by the availability of the resource in that country or the availability of alternative resources?” “Why do we use per capita figures for these comparisons instead of a country’s total consumption?” “How have China’s imports of resources changed as the country has become more prosperous?” “How does water use differ in developed and underdeveloped countries? What factors influence water use?”

C3.5 analyse factors that might influence people to use alternatives to certain natural resources or find alternative sources of supply ...

Sample questions: ... “What are conflict minerals, and how did ethical concerns about them support the development of diamond mining in Canada?”

E. Community Action

E1. Working Together

E1.1 analyse the contributions of selected individuals, businesses, and organizations to resolving environmental issues of concern to their local community

Sample questions: ... “What do some businesses that operate in your community do to reduce the environmental impact of their operations or of the products they sell? Do any businesses in your community sell fair-trade products? What environmental criteria do products have to meet in order to receive fair-trade designation?” ...

E2. Ecological Footprints

E2.3 analyse the environmental impact of a variety of household appliances and products ...

Sample questions: “What does the Energy Star label on an appliance tell you about its environmental impact?” “How might buying a more expensive appliance save you money?”

E2.4 analyse the impact of consumer behaviour on the environment (*e.g., transportation choices, water and energy consumption, product choices*)

Sample questions: “How can a person’s shopping habits and choices affect the sustainability of natural resources?” “How would the consumption of resources change if people bought less of what they wanted but didn’t really need?” “Do businesses have a responsibility to promote and support more sustainable consumer behaviour? How can consumers encourage businesses to reduce the environmental impact of their products?” “In what ways do businesses encourage recycling of their products?”

HISTORY, GRADES 11 AND 12

American History, Grade 11, University Preparation (CHA3U)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

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

Sample questions: “Based on your findings, what predictions would you make about America’s future economic role in the world?” ...

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of American history when analysing current ... economic ... issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “Can you see any parallels between current socio-economic challenges and similar challenges in American history?” ...

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, game designer, journalist, librarian, policy analyst, political speech writer, politician, researcher*)

B. The United States, Precontact to 1791

B1. Social, Economic, and Political Context: analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791

B1. Social, Economic, and Political Context

B1.1 compare various aspects of life of different Native American nations in the United States prior to contact with Europeans (*e.g., with reference to economies, ...*) ...

B1.2 compare various aspects of life of different groups living in the colonial United States (*e.g., ... slaves in rural and urban areas, farmers, plantation owners, women and/or children from different classes*)

Sample questions: “What impact did social hierarchies have on women’s roles in colonial America? What differences were there between the lives of women in a wealthy New England family and in a pioneer family on the frontier? Between a white servant and a Black slave? ...”

B1.3 describe key British policies that had an impact on the American colonies during this period (*e.g., the establishment of the Virginia Company, the Navigation Acts, salutary neglect, conflicts with France over control of North America, Britain’s role in the transatlantic slave trade, the Stamp Act, the Declaratory Act, the Townshend Duties*), and analyse their influence on American economic ... development ...

B2. Communities, Conflict, and Cooperation

B2.3 analyse significant instances of social, economic, and/or political cooperation among various groups and communities in the United States prior to 1791 ..., and explain their importance

Sample questions: “What was the ... economic significance of the Five Nations Confederacy?” ...

B2.4 identify some of the main challenges and opportunities presented by the environment in the United States during this period, with reference to both Native American nations and European colonists ..., and analyse their impact (*e.g., ... items/materials available for trade, production, and/or consumption; impact on housing, clothing, crops, and/or transportation routes*) ...

B3. Identity, Citizenship, and Heritage

B3.2 explain some key differences among the Thirteen Colonies (*e.g., ... economic base; ...*), and analyse how these differences contributed to the development of distinct regional identities in the United States ...

C. The United States, 1791–1877

C1. ... describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact ...

C1. Social, Economic, and Political Context

C1.1 describe key social trends and developments in the United States during this period, and analyse their impact (*e.g., ... employment of children and women in factories*) ...

C1.2 describe the daily lives of different groups in the United States in this period (*e.g., ... slaves, free Blacks, indentured servants, industrial workers, farmers, pioneers, new immigrants, economic/political elites*), including how they responded to the challenges of everyday life (*e.g., ... poverty, ...*)

Sample questions: “What similarities and differences would there have been in the lives of working-class children in an industrial city and slave children on a southern plantation? How would their lives have been different from that of a child from a wealthy family? How might the life of a boy from a wealthy family be different from that of his sister?” ...

C1.4 describe key economic events, trends, and/or developments, including international trends/developments, that affected the United States during this period, and assess their impact (*e.g., with reference to the Industrial Revolution; the establishment of a national banking system; the Bank War; canal, railroad, and road building; the expansion of slavery and plantation economies in the South; reciprocity with Canada; early trade unions and labour unrest; gold rushes in California and other western territories*)

Sample questions: “How and why did the impact of the Industrial Revolution differ in various regions of the United States?” “In what ways did investment and the development of infrastructure in the West transform the lives of different groups in this region? Did these changes affect all people equally? Were the changes always positive?”

C3. Identity, Citizenship, and Heritage

C3.1 explain the role and effects of slavery in the United States during this period ..., and analyse how the legacy of slavery continues to affect heritage and identity in the United States

Sample questions: “How important was slavery to the Southern economy during this time? Who profited from slave labour? Who did not?” “What impact did the buying and selling of slaves have on slaves and their families?” ...

D. The United States, 1877–1945

D1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences

D1. Social, Economic, and Political Context

D1.2 explain key economic events, trends, and/or developments in the United States during this period, and analyse some of their causes and consequences (*e.g., with reference to the growth of industry, corporations, and trusts; robber barons; the growth and collapse of banks; the Federal Reserve Act; the stock market crash of 1929; the development of Hoovervilles; the Dust Bowl and the collapse of agriculture in the Midwest; protectionism; the Lend-Lease Act*)

Sample questions: “What is meant by the term *conspicuous consumption*? What was the historical context for the coining of the term?” “What were the consequences of the misuse of credit and buying on margin?” “How did investment patterns change after the stock market crash of 1929?”

D1.3 describe key political events and/or developments related to domestic policy in the United States during this period, and analyse some of their causes as well as their consequences for various groups (*e.g., ... the creation of a permanent income tax system, ... the New Deal, ...*)

Sample questions: ... “How and why did laws with respect to income tax develop during this time?”

D1.4 describe key developments in American foreign policy during this period, and analyse some of their causes and consequences (*e.g., ... Dollar Diplomacy, ... economic protectionism, ...*)

Sample questions: ... “How did the United States finance its involvement in World War II?”

D2. Communities, Conflict, and Cooperation

D2.2 analyse key labour issues in the United States, explaining how they changed during this period (*e.g., with reference to child labour; the formation of trade and industrial unions; the struggle for minimum wage / maximum hours legislation; unemployment during the Great Depression; ...*) ...

D2.4 describe issues of concern to African Americans during this period (*e.g., ... poverty and unemployment, ...*), and analyse contributions of African Americans to American society ...

E. The United States since 1945

E1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences

E1. Social, Economic, and Political Context

E1.3 describe key economic trends and developments in the United States during this period, and analyse their main causes and consequences (*e.g., the Marshall Plan, the expansion of the military-industrial complex, consumerism, the energy crisis, the increasing power of American transnational corporations, the savings and loan scandal, Reaganomics, free trade agreements, globalization, decline in manufacturing, the Rust Belt, increase in high-tech industry, the dot-com bubble, bank fraud, increasing economic inequality*)

Sample questions: “What factors led to the growth of unions in the years after World War II? What factors have led to their decline in more recent years?” “What factors have led to an increase in the size of the average farm?” “What factors led to the subprime mortgage crisis of 2008? Whose lives were changed by the crisis? Why was the consequent recession not felt equally by all Americans?” “What kinds of financial scams and frauds were exposed during the financial crisis of 2008? Why were some groups more vulnerable than others to financial scams and fraud?”

E3. Identity, Citizenship, and Heritage

E3.3 analyse how the roles and identities of American women have changed during this period (*e.g., ... labour force participation, ... the Equal Pay Act of 1963; the pink-collar ghetto; ...*)

Sample questions: ... “What economic opportunities have been available to different groups of women in the United States since the end of World War II? In what ways have these opportunities been similar to and different from the kinds of work and pay available to men, including different groups of men?”

E3.4 analyse the role of consumer culture in the construction of identity in the United States during this period (*e.g., with reference to automobile culture, fashion, the fast-food industry, iconic American products, magazines, advertising, branding, gun culture, suburbanization*)

Sample questions: “What is meant by the term *coca-colonization*? What was the significance of this term for identity in the United States and the image of the United States abroad?” “Why have big-box stores become symbols of American culture? Why have these stores become so popular?” “In what ways have environmental concerns affected consumers and consumer choices in the United States during this period?”

World History to the End of the Fifteenth Century, Grade 11, University/College Preparation (CHW3M)

A. Historical Inquiry and Skill Development

A2. Developing Transferable Skills

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, game designer, lawyer, policy analyst, political speech writer, researcher*)

B. Early Societies and Rising Civilizations

B1. Early Societies

B1.4 assess the criteria by which societies are judged to be “civilizations” (*e.g., ... economic dominance, ...*) ...

B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people’s lives

B2. Social, Economic, and Political Context

B2.3 describe various types of innovation in early societies ..., and assess their importance to these societies and to the emergence of different civilizations

Sample questions: ... “How did innovations in transportation and metallurgy affect the development of trade and commerce within and between early societies? What impact did these economic developments have on some early societies? How were different groups in these societies affected by these innovations?” ...

B2.4 explain how various factors contributed to the economic development of some early societies and emerging civilizations (*e.g., agricultural surplus, water for agriculture and transportation, irrigation systems, the exploitation of natural resources, the barter system and specialization in the production of goods and services, the Silk Road and other trade routes, the development of currency, slavery*), and analyse the impact of these developments on the lives of different people in these societies

Sample questions: “What types of natural resources were particularly important to early societies? Which societies were particularly rich in such resources? What impact did the availability of these resources have on the economic development of these societies?” “How did the geographic location of Persia or the Kingdom of Kush contribute to its economic development?” “What role did tributes play in the development of the economy of the Aztec Empire? What impact did such practices have on the lives of tributary peoples?” “What were some early accounting practices? How was financial information collected and recorded?”

B3. Cooperation, Conflict, and Rising Civilizations

B3.1 explain how various factors contributed to the ability of certain early societies to dominate others (*e.g., ... superiority in agricultural or artisanal/manufacturing output, trade dominance, ...*) ...

B3.2 explain how various factors contributed to cooperation between early societies and to the development of civilizations (*e.g., ... trade interests, ...*)

Sample questions: “How did trade and commerce along the Silk Road benefit societies bordering this route?” “What factors contributed to the cooperation between Turks and Mongol tribes that led to the birth of the Mongol Empire?”

C. Flourishing Societies and Civilizations

C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500

C1. Social, Economic, and Political Context

C1.3 describe key economic structures, developments, and practices in various flourishing societies/civilizations, and analyse their significance (*e.g., the replacement of barter systems with cash economies, developments in domestic and international trade, development of a merchant class and urban commerce, feudal economies, tributary economies, taxation and tithing, plunder*)

Sample questions: “What role did tribute play in the Mesopotamian economy?” “How did the introduction of a common currency help Qin Shi Huangdi unite China?” “What was the importance of caravanserais to trade in Persia?” “Why would some form of taxation or tribute be necessary to support a civilization? What are some ways in which civilizations raised the funds needed to support their infrastructure?” “What rights of ownership, possession, and transferability of property did citizens have in some flourishing societies?”

D. Civilizations in Decline

D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies

D1. Social, Economic, and Political Context

D1.2 explain the role of various economic events and developments in the decline of some societies/civilizations and how these factors affected people living in these societies (*e.g., with reference to loss of trade routes, inability to respond to changing economic systems, decrease in agricultural yields, economic competition from other societies, exhaustion of natural resources*)

Sample questions: “What role did farming practices play in the decline of the Mesopotamian Empire?” “What role did changing trade routes play in the decline of Petra?” “Why did the decline of Constantinople present economic challenges to Kievan Rus’? What impact did these challenges have on Slavic peoples in this region?”

E. The Legacy of Civilizations

E1. Social, Economic, and Political Context: analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500

E1.1 analyse the legacy of some socio-economic structures, practices, and traditions associated with various societies/civilizations (*e.g., ... division of labour and specialization of skills; slavery; feudal structures; agricultural practices; trade routes; markets and bazaars; guilds; ... gift-giving ceremonies to redistribute wealth; ...*)...

E3. The Fifteenth-Century World

E3.2 describe economic structures and explain some key economic events and/or developments in societies in different parts of the world in the fifteenth century (*e.g., development of early capitalism in some societies; developments in agrarian economies; dominant trade routes; the first wave of European colonialism*)

Sample questions: “How was capitalism starting to transform the established economic order in some societies at this time?” “What was the economic impact of the voyages of Zheng He and the early years of the European Age of Exploration?”

E3.4 describe the roles and status of women, men, and children in some societies in different parts of the world in the fifteenth century (*e.g., the ... economic ... roles of women and men; ideas about work, ...*)...

Origins and Citizenship: The History of a Canadian Ethnic Group, Grade 11, Open (CHE3O)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., a seminar on the impact of ... economic structures on the development of the selected group; ...*)

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of history when analysing current ... economic ... issues, in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify some careers in which the skills learned in history might be useful (*e.g., aid worker, archivist, curator, educator, film maker, game designer, policy analyst, politician, researcher, social worker*)

B. The Ethnic Group in Its Region of Origin

B1. Social, Economic, and Political Context: analyse key social, economic, and political events, trends, and/or developments in the selected ethnic group's country or region of origin and how they changed over time

B1. Social, Economic, and Political Context

B1.1 analyse the historical development of key social structures and trends in this ethnic group's country or region of origin (*e.g., with reference to ... inherited wealth and privilege or poverty and low status, ...*)

Sample questions: ... "What attitudes were reflected in the treatment of the poor in this society?" ...

B1.4 analyse key aspects of the historical development of the economy in this ethnic group's country or region of origin (*e.g., with reference to the development of barter and trade; when the country industrialized; the impact of colonization on economic development and economic structures; whether the country had a traditional, command, or market economy, and changes from one system to another*)

Sample questions: "What were the economic turning points for this country and/or ethnic group? Why did you select these as the turning points?" "How did women participate in the economy of this country or region?"

C. Factors Influencing Migration to Canada

C1. Social, Economic, and Political Context: analyse ways in which various social, economic, and political factors influenced people's decisions to emigrate, with particular emphasis on the selected ethnic group

C1. Social, Economic, and Political Factors

C1.3 describe some ways in which economic factors in their countries of origin influenced people's decisions to emigrate (*e.g., with reference to unemployment, poverty, child labour, lack of opportunities for people from certain groups, indentured labour, rural decline, loss of traditional work*), and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

Sample questions: "What economic factors pushed people from this ethnic group to migrate? Have these factors changed over time?"

C3. Supports and Incentives

C3.1 analyse the role of community support groups and organizations, both in the home country and in Canada, in some people's decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (*e.g., ... refugee-sponsorship programs, charities assisting in family reunification*)

Sample questions: "What are some groups whose immigration to Canada was supported or sponsored by religious organizations?" ...

C3.2 describe some ways in which family considerations have influenced migration, with reference both to migrants and to family members left in the country of origin (*e.g., the migration of single men and women to earn money to support families back home; ...*), and analyse the experience of the selected ethnic group to determine ways in which such considerations affected its migration ...

D. The Canadian Experience

D1. Settling in Canada: explain how various social and economic factors influenced the settlement of some ethnic groups in Canada, with particular reference to the selected ethnic group, and analyse the impact of ethnic settlements in this country

D1. Settling in Canada

D1.2 explain the impact of various economic factors on decisions relating to the initial settlement of some ethnic groups in Canada, including, where applicable, the selected ethnic group (*e.g., employment opportunities, including factory, construction, farm, and domestic work; the state of the Canadian economy at the time of the group's arrival; the availability of free or subsidized land; the cost of living; the availability of housing/accommodation*)

Sample questions: “What impact would the state of the Canadian economy at the time of arrival have had on how and where an ethnic group settled? What economic challenges or opportunities did the selected ethnic group face upon arrival in Canada? In what ways did these opportunities or challenges influence where the group tended to settle?”

D1.3 describe, and analyse the influence of, factors that contributed to the decision of some ethnic communities, including, where applicable, the selected ethnic group, to relocate from their initial place of settlement in Canada (*e.g., with reference to economic stability and independence, the purchase of a home, ..., changes in the job market*) ...

D1.4 analyse the significance for both the ethnic group and the larger community of the establishment of ethnic neighbourhoods in Canada ...

Sample questions: “What contributions did immigrants make to the growth of the economy in their local communities?”

D2. Facing Challenges in Canada

D2.1 analyse some challenges that Canadian immigration policies have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (*e.g., ... the Chinese Head Tax; the Domestic Workers Scheme ...*) ...

D2.3 analyse ways in which Canadian public policy and/or institutions reflect a recognition of challenges that have faced ethnic communities in Canada (*e.g., ... apologies and compensation for the treatment of Chinese and Japanese Canadians, ...*)

D3. Contributing to Canada

D3.2 describe various ways in which ethnic groups have contributed to culture and identity in Canada (*e.g., ... economic contributions, ...*), and assess the contribution of the specific ethnic group under study ...

D3.3 demonstrate an understanding of the interdependence between Canada and people who have come here from abroad, including the mutual advantages of this interrelationship (*e.g., the contributions of immigrants as skilled workers, tradespeople, and/or domestic workers; migrant workers and the role they play in Canadian agriculture; the ability of*

immigrants to send remittances to their family/community in their country of origin; ... the contribution of immigrants to population and economic growth in Canada), and analyse this interrelationship with reference to the selected ethnic group

Sample questions: ... “What services do migrant workers provide? In what ways are these services beneficial to Canadian farmers? To Canadians in general?” ...

E. The Ethnic Group in Contemporary Canada

E1. Social, Economic, and Political Issues: analyse ways in which some social, economic, and/or political issues, events, and/or developments at the local, national, and international level have affected the selected ethnic group in Canada

E1. Social, Economic, and Political Issues

E1.1 analyse ways in which some ... economic ... issues, events, and/or developments in its country or region of origin have affected the selected ethnic group in Canada (*e.g., with reference to social/economic need in the country of origin and the role of remittances; ...*) ...

E1.2 analyse ways in which some ... economic ... events, and/or developments at the national level in Canada have affected the selected ethnic group (*e.g., ... economic cycles; ...*)

Sample questions: “What impact has the health of the Canadian economy had on how immigrants, including the selected ethnic group, have been viewed?” ...

E1.3 analyse ways in which some ... economic ... issues, events, and/or developments at the provincial and/or local level in Canada have affected ethnic groups, including, where applicable, the selected ethnic group (*e.g., Ontario legislation such as the 1951 Fair Employment Practices Act, 1950 amendments to the Conveyancing and Law of Property Act, ... the impact of Premier Davis’s decision to extend public funding for Catholic schools in Ontario; ... the economic boom in Alberta; ...*)

Sample questions: ... “What impact has the recent growth of the economies of Saskatchewan or Alberta had on ethnic communities in Canada?”

World History since 1900: Global and Regional Interactions, Grade 11, Open (CHT3O)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding issues, events, and/or developments in world history since 1900 (*e.g., use the concept of historical significance to help them determine the impact of the Great Depression; ...*)

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a debate on economic globalization; ...*)

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of world history since 1900 when analysing current ... economic ... issues, in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify some careers in which the skills learned in history might be useful (*e.g., aid worker, artist, game designer, historical re-enactor, journalist, politician, tour guide*)

B. Empires and Nationalism, 1900–1919

B1. Social, Economic, and Political Context: analyse some significant social, economic, and political developments in two or more regions of the world between 1900 and 1919

B1. Social, Economic, and Political Context

B1.3 describe the main characteristics of economies in two or more regions of the world during this period (*e.g., traditional, mixed, industrialized, agricultural, or free market capitalist economies*), and analyse their impact on people’s lives (*e.g., with reference to the lives of farmers in traditional or mixed economies, the life of a factory worker in an industrial society, the increase in white-collar work in some regions, trusts and robber barons, increasing unionization in industrial societies*)

Sample questions: “What were some of the major industrialized countries at this time? Which countries remained largely agricultural? What were some of the major differences in people’s lives in industrial and agricultural economies?”

B2. Communities, Conflict, and Cooperation

B2.3 describe the goals of some major social reform movements in different societies during this period (*e.g., ... labour, ...*), and analyse the impact of these movements

Sample questions: “Who were the Wobblies? In what ways were they distinct from other labour groups?” “What were some reform movements that arose from concerns about living conditions in urban slums? How successful were they in achieving their goals?” ...

C. Economic and Political Crises, 1919–1945

C1. Social, Economic, and Political Context: analyse the impact on the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1919 and 1945 ...

C1. Social, Economic, and Political Context

C1.1 describe some key social issues, trends, and/or developments during this period, and analyse their impact on the lives of people in two or more regions of the world (*e.g., ... the social impact of economic crises*)

Sample questions: ... “What impact did the labour movement have on ideas about recreation and vacations for some working people?”

C1.3 identify some key economic changes during this period, and analyse their impact on people's lives in two or more regions of the world (*e.g., with reference to the prosperity of the 1920s in some societies, the burden of World War I reparations on Germany, the stock market crash of 1929, the Great Depression, rearmament and war industries*)

Sample questions: “Was the prosperity of the 1920s a global phenomenon?” “In what ways did economic conditions for a farm family or industrial worker change between 1925 and 1935? In what regions were the changes most significant?” “What economic changes resulted from new fiscal laws/policies? How did these changes affect individuals and families?”

C2. Communities, Conflict, and Cooperation

C2.1 analyse the impact of nationalism and imperialism in two or more regions of the world during this period (*e.g., ... American economic imperialism in Latin America*) ...

C2.3 explain the main causes and consequences of some local/regional conflicts in two or more regions of the world during this period (*e.g., ... the 1926 General Strike in Great Britain*) ...

C3. Identity, Citizenship, and Heritage

C3.2 analyse the contributions of some individuals and organizations to the protection of human rights in two or more regions of the world during this period (*e.g., ... Save the Children, International Federation of Red Cross and Red Crescent Societies, national and international labour unions*) ...

D. The Cold War Years 1945–1991

D1. Social, Economic, and Political Context: explain the impact of the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1945 and 1991

D1. Social, Economic, and Political Context

D1.3 explain the role and impact of some international economic organizations and agreements during this period (*e.g., the General Agreement on Tariffs and Trade, the European Economic Community, the Organization of the Petroleum Exporting Countries, the Latin American Free Trade Association, the International Monetary Fund [IMF], or the World Bank*)

Sample questions: “What were some changes brought about by the Canada-U.S. Free Trade Agreement? How did it benefit some groups but hurt others?”

D1.4 describe some key political developments and/or government policies in two or more regions of the world during this period, and assess their impact on people's lives (*e.g., with reference to McCarthyism; the rise of the welfare state; ... legislative changes related to taxation, investing, ...*) ...

D2. Communities, Conflict, and Cooperation

D2.4 analyse the effectiveness of cooperation in the international arena during this period (*e.g., with reference to the Marshall Plan, ... trade agreements, ...*) ...

E. A Globalizing World: Issues and Interactions since 1991

E1. Social, Economic, and Political Contest: analyse some key social, economic, and political issues and developments in two or more regions of the world since 1991

E1. Social, Economic, and Political Contest

E1.2 describe some key developments in science and/or technology during this period, and analyse their impact on people’s lives ...

Sample questions: “What impact has the popularization of the Internet had on retail business? ...” “In what ways has technology affected the ways in which people use financial institutions?”

E1.3 explain some of the causes of economic globalization during this period, and analyse its impact on different groups in two or more regions of the world (*e.g., with reference to the rise of China and India as economic powers; deindustrialization in many Western countries; the eurozone; trade blocs; maquiladoras and sweatshops; the work of the IMF, World Bank, or World Trade Organization [WTO]; weaknesses in labour or environmental regulation; the decline of unions; global economic crises*)

Sample questions: “What have been some of the economic and social consequences of the loss of manufacturing jobs in North America? What are some of the economic, social, political, and/or environmental consequences of the movement of manufacturing to China and other Asian countries?”

E2. Communities, Conflict, and Cooperation

E2.1 describe some key conflicts in two or more regions of the world during this period, and analyse their impact ...

Sample questions: ... “What role have blood diamonds and conflict oil played in financing war and corruption during this period?”

E2.2 analyse some measures taken to enforce or maintain peace during this period, and assess their effectiveness (*e.g., ... international aid*) ...

E2.3 analyse the role and assess the effectiveness of some key intergovernmental organizations in the global community during this period (*e.g., ... the World Bank, ...*) ...

E3. Identity, Citizenship, and Heritage

E3.1 explain how various factors have impeded socio-economic development in two or more regions of the world during this period (*e.g., ... foreign debt, ... lack of capital or infrastructure, ...*), and explain their impact on different groups

Sample questions: “In what ways have multinational corporations influenced the policies of some countries during this period? What impact have these policies had on people’s lives?”

E3.4 describe key aspects of the role and rights of women in two or more regions of the world during this period, and compare them to the role and status of women in earlier decades (*e.g., ... labour force participation, ...*) ...

Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

A. Historical Inquiry and Skill Development

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current ... economic ... issues in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, games designer, historian, journalist, lawyer, librarian, policy analyst, political speech writer, politician, researcher*)

B. Canada, Origins to 1774

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

B1. Setting the Context

B1.1 compare various aspects of life among different Aboriginal peoples in Canada prior to contact with Europeans (*e.g., with reference to economies, ...*) ...

B1.3 describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774 (*e.g., First Nations trade routes, the fur trade, fishing, the timber trade, the charter of the Company of One Hundred Associates, the seigneurial system, mercantilism and changes in intercolonial trade, land grants*), and assess their significance for the development of Canada, including the development of identity in Canada (*e.g., with reference to the creation of the Métis nation, the role of natural resources in Canadian economic history, alliances and rivalries arising from economic relationships, the long-term consequences of land grants to the Crown or to private companies*)

Sample questions: “What does the exploitation of natural resources in early colonial Canada tell you about the relationship of colonists and imperial powers with the environment?”

“What impact do you think economic trends in early colonial Canada have had on the development of identity in Canada?”

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

C1. Setting the Context

C1.1 describe various key social trends and developments in Canada during this period (*e.g., ... early benevolent societies; ... employment of women and children in factories; ...*), and analyse their impact on people in Canada ...

C1.4 describe various key economic trends and developments, including international trends/developments, that affected Canada during this period (*e.g., the rivalry between the North West Company and the Hudson’s Bay Company [HBC], land grants to the HBC, mercantilism, canal and railroad building, the timber trade, the Industrial Revolution, the repeal of the Corn Laws, reciprocity with the United States, the development of craft unions, gold rushes in British Columbia*), and assess their impact

Sample questions: “What criteria would you use to rank the societal and economic changes that resulted from the Industrial Revolution?” “Which trend or development would you judge as a key turning point for Canada’s economy during this time? Is it still significant to Canada today?” “What was the purpose of the canals constructed in Upper Canada during this period? Did the canals have the desired impact on the economy of the colony?”

C2. Interactions and Interdependence

C2.1 analyse some of the challenges facing various communities in Canada during this period and how different communities responded to them (*e.g., ... poverty; ...*) ...

C2.2 analyse significant instances of social and/or political cooperation among Canadians during this period (*e.g., organizations such as the St Jean Baptiste Society, mutual aid societies, early trade unions, ...*) ...

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

D1. Setting the Context

D1.1 analyse some key social developments as well as dominant social attitudes and values during this period (*e.g., ... increasing participation of women in the labour force...*), and assess their significance for the development of Canada, including the development of identity in Canada

Sample questions: ... “Which groups attempted to address poverty during this period? Why did particular groups feel an obligation to the poor?”

D1.4 analyse key economic trends and developments during this period and their contribution to the development of Canada, including the development of identity in Canada (*e.g., with reference to the National Policy; regional economic development such as the steel industry in Nova Scotia and southern Ontario, mining in Quebec, northern Ontario, and British Columbia, agriculture on the Prairies, the Klondike gold rush; continuing industrialization; recessions in the 1870s, 1890s, and early 1920s; the Halibut Treaty; economic growth during the 1920s; the stock market crash of 1929 and the Great Depression; the Hyde Park Agreement; farmers’ cooperatives; caisses populaires*)

Sample questions: “How did economic development during this period contribute to the image of Canada as a resource-based economy?” “In what ways did the construction of the transcontinental railway spur economic development in Canada?” “What impact did industrialization have on the way people worked?”

D1.6 analyse a variety of government policies during this period, with a focus on how they expanded the role of government in the lives of people in Canada (*e.g., ... the Income Tax Act, ... social welfare measures, ...*)...

D2. Interactions and Interdependence

D2.2 explain the main causes of key conflicts between groups in Canada during this period (*e.g., ... labour conflict such as the Winnipeg General Strike or the Ford strike; the On-to-Ottawa Trek and Regina Riot; ...*) and assess how these events contributed to the development of Canada

Sample questions: ... “What factors contributed to the Regina Riot? Do you see any parallels between that event and the Winnipeg General Strike?”

D2.3 analyse the goals, strategies, and effectiveness of a variety of reform movements/organizations during this period (*e.g., the labour, ... movement; the Knights of Labor, One Big Union, ...*)

Sample questions: ... “What strategies did different groups develop to work with the increasing number of urban poor? Were the groups successful in meeting the needs of these people?”

D3. Diversity and Citizenship

D3.5 analyse key changes in Canadian immigration policy during this period (*e.g., ... the Chinese Head Tax, ...*), and explain their impact on the development of Canada ...

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

E1. Setting the Context

E1.1 analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values (*e.g., with reference to changes in the number and origins of immigrants and refugees; changes in birth, marriage, and divorce rates; continuing urbanization and the growth of suburbs; the development of the social safety net; biculturalism and multiculturalism; increasing concerns with rights, fairness, and equity; the development of countercultural, civil rights, environmental, and social protest movements; changes in the role and status of women*), and assess their significance for the development of Canada, including the development of identity in Canada ...

E1.2 analyse efforts by the Canadian government to promote and protect Canadian culture during this period (*e.g., ... the funding of the Canadian Broadcasting Corporation / la Société Radio Canada and the National Film Board, ... government funding for cultural institutions, ...*)...

E1.4 analyse key causes and consequences of major economic trends and developments in Canada during this period, including those related to regional economic disparities (*e.g., the Rand decision, fluctuations in labour unions, continuing development of branch plants and foreign investment, the decline of manufacturing, economic growth in western and northern Canada, free trade agreements, inflation, recessions, fishing moratoria, the bursting of the tech bubble, the empowerment of individual investors*)

Sample questions: “What role have natural resources played in regional economic disparities in Canada during this period?” “What factors led to the growth of unions in the years after World War II? What factors have led to their decline in more recent years?”

E2. Interactions and Interdependence

E2.4 analyse trade policies and initiatives involving Canada during this period, including ways in which they have challenged and/or promoted Canadian sovereignty (*e.g., the Auto Pact, the Canada-U.S. Free Trade Agreement, the North American Free Trade Agreement, Asia-Pacific Economic Cooperation, the World Trade Organization, the Foreign Investment Review Agency, trade with Castro's Cuba, the initiation of trade with the People's Republic of China*)

E3. Diversity and Citizenship

E3.2 analyse how the lives, roles, and rights of Canadian women changed during this period (*e.g., with reference to changes in women's labour force participation; pink collar work; ... increased consumerism; ... the decision in the Murdoch case and its fallout; pay equity legislation*) ...

World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “Based on your historical investigation of relevant social and economic developments, what do you think the future holds for the middle class or for workers’ rights? Why?” “What similarities and differences have you found between the effects of the Industrial Revolution in England and the effects of the rapid growth of China as an industrial power since the 1980s?”

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a presentation on the benefits or drawbacks of different economic systems that existed at various times and/or in various regions; ...*)

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of world history since the fifteenth century when analysing current ... economic ... issues, in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, game designer, historian, journalist, lawyer, librarian, policy analyst, political speech writer, politician, researcher*)

B. The World, 1450–1650

B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650

B1. Social, Economic, and Political Context

B1.3 analyse key similarities and differences between economic systems in various societies during this period (*e.g., feudal, market, capitalist, and/or mercantile systems; the economies of colonies, imperial powers, agricultural societies*)

Sample questions: “Which societies expanded their foreign trade during this period? Who benefited from such expansion? How were different groups within these societies affected by the expansion of trade? Which societies were relatively isolated from trade with other countries/regions?” “What were the main differences between the economies of an imperial power and its colonies during this period?”

B2. Communities, Conflict, and Cooperation

B2.1 explain some key reasons for increasing contact between various societies during this period (*e.g., increased trade, including along the Silk Road and spice trade routes; ...*), and assess the impact of this contact on different peoples ...

B2.3 analyse causes and consequences of some key ... economic ... conflicts in various regions of the world during this period ...

B2.5 analyse the impact of some key instances of ... economic ... cooperation in various regions of the world during this period (*e.g., trade along the Silk Road, ...*) ...

B3. Identity, Citizenship, and Heritage

B3.2 analyse how various factors affected the rights and responsibilities of individuals and/or groups in various societies during this period (*e.g., with reference to ... slavery or indenture, ...*) ...

C. The World, 1650–1789

C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789

C1. Social, Economic, and Political Context

C1.1 analyse a variety of key social issues, events, and/or developments during this period, with a particular focus on how they were similar to or different from those in earlier times (*e.g., ... beginnings of consumer culture, ...*) ...

C1.3 analyse some of the causes and consequences of key economic issues, trends, and/or developments in various regions during this period (*e.g., the increase in international trade; the exploitation of colonial resources and its consequences for colonies and imperial powers; changes to the traditional economies of colonized peoples; the economic and social impact of the transatlantic and Arab slave trade; changes in agricultural practices and the beginnings of industrialization in Britain*)

Sample questions: “What factors led to the Dutch being among the preeminent powers in trade, finance, and banking during this period?” “How did the establishment and growth of the Hudson’s Bay Company change the lives of some Aboriginal peoples in North America?”

C2. Communities, Conflict, and Cooperation

C2.2 analyse interrelationships between specific groups in various societies around the world during this period (*e.g., between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, ...*) ...

C2.3 analyse the impact of the slave trade during this period on various societies around the world (*e.g., with reference to the Arab slave trade; the impact of the transatlantic slave trade on African societies; the use of slaves in indigenous societies in North, Central, and/or South America; slavery in colonial North America and the American republic; the impact of slave auctions and inherited slave status on families*)

Sample questions: “What role did the Jesuits play in the transatlantic slave trade? What social attitudes were reflected in the way the Jesuits treated their slaves?” “What was the impact of slavery in the Americas? In what ways are the effects of the African slave trade still felt today?”

C2.4 analyse key causes and consequences of some economic ... exchanges between different countries or regions during this period (*e.g., with reference to trade, ...*) ...

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (*e.g., the economic ... impact of the exploitation of colonial resources; ... economic partnerships; loss of land and/or economic control among colonized people; ...*)

C3. Identity, Citizenship, and Heritage

C3.1 analyse the impact of some significant ... economic ideas ... in various regions during this period ...

D. The World, 1789–1900

D1. Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900

D1. Social, Economic, and Political Context

D1.1 explain some of the causes and consequences of key social developments and/or trends in various regions during this period (*e.g., with reference to industrialization, ... slavery, ... the employment of women and children in factories, ...*)

Sample questions: “... What was life like for different classes in an industrial town?” “What were the short- and long-term effects of the Irish famine?”

D1.3 analyse key economic events, issues, and/or developments in various regions during this period, with a particular focus on the Industrial Revolution, and assess their impact (*e.g., with reference to the rise of capitalism and laissez-faire economics, particularly in the West; the growth of the middle class in industrializing countries; the formation of trade unions and/or cooperatives in response to working conditions in factories; changes in trade patterns; economic exploitation of colonies; economic protectionism and reciprocity*)

Sample questions: “What were some of the intended and unintended consequences of the Industrial Revolution?” “Why did some countries industrialize during this period while others did not?” “What effects did the growing demand for cotton for new textile factories in England have on slavery in the American South?” “What were working conditions like in nineteenth-century factories?” “What factors led to the emergence of consumer protection laws?”

D2. Communities, Conflict, and Cooperation

D2.3 assess the impact of reform movements in various countries or regions during this period (*e.g., labour, ...*)

Sample questions: “Why do you think the nineteenth century was a period of education reform in the West? What were some changes that resulted from this movement? What impact did the movement have on educational reform in India and Japan?” “Why did unions develop during this period? Where were they most active?” ...

D2.5 analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies (*e.g., ... women in the labour force; ...*) ...

D3. Identity, Citizenship, and Heritage

D3.1 assess the impact of new social, economic, and/or political ideas on various societies during this period ...

E. The World since 1900

E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900

E1. Social, Economic, and Political Context

E1.1 analyse the impact of some key social trends and/or developments in various regions of the world during this period (*e.g., ... labour; ...*)

E1.2 describe a variety of developments in science and/or technology during this period, and assess their impact (*e.g., ... “cashless” societies, ...*) ...

E1.3 describe dominant economic systems and some key economic policies in various regions during this period (*e.g., traditional, market, command, mixed systems; laissez-faire and state-regulated capitalism; collectivist, fascist, socialist, communist, Keynesian policies; economic protectionism and free trade; sustainable development strategies*), and analyse the interrelationship between economic systems and political orientation

Sample questions: “What were some similarities in economic policies in communist and socialist countries during this period? What were the main differences? How would you account for the differences?” “Which regions of the world continued to have traditional economies in this period?” “Which economic systems have been dominant during this period? Which have been in decline?” “What relationship do you see between the political orientation of governments and their willingness to regulate or deregulate the economy during this period?”

E2. Communities, Conflict, and Cooperation

E2.5 analyse some significant developments related to colonization, decolonization, and globalization during this period, including their impact on different groups in various regions of the world (*e.g., ... multinational corporations and foreign investment; economic and cultural imperialism; the World Bank and International Monetary Fund; ...*)

Sample questions: ... “What role have multinational corporations played in the economies of Central American nations during this period? Who has benefited from the practices of these corporations? Who has not?” ...

E3. Identity, Citizenship, and Heritage

E3.3 analyse the extent to which the ... economic roles and status of women have changed in various countries or regions during this period (*e.g., ... the labour force, including equal pay for equal work, employment in sweatshops or maquiladoras; ...*)

Sample questions: ... “What types of economic disparities have existed between different groups of women during this period? How would you account for these disparities?”

World History since the Fifteenth Century, Grade 12, College Preparation (CHY4C)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century (*e.g., ... consider the concept of continuity and change when investigating the evolution of the labour movement in the nineteenth and twentieth century; ...*)...

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
Sample questions: “Given your analysis of key economic developments of the past several decades, which country do you think will be the dominant economic power of the twenty-first century? Why?” ...

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a two-point perspective poem or song from the point of view of children working in a nineteenth-century factory and their bosses; ...*)

A2. Developing Transferable Skills

A2.3 apply the knowledge and skills developed in the study of world history since the fifteenth century when analysing current ... economic ... in order to enhance their understanding of these events and their role as informed citizens

Sample questions: ... “What are the historical roots of some current issues arising from foreign ownership?”

A2.4 identify some careers in which the skills learned in history might be useful (*e.g., curator, filmmaker, game designer, graphic novelist, historical re-enactor, legal assistant, politician, tour guide*)

B. The World, 1450–1650

B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems in some societies in different regions of the world between 1450 and 1650

B1. Social, Economic, and Political Context

B1.3 describe key aspects of economic systems in some societies in different regions during this period (*e.g., feudal, capitalist, or mercantile systems; the economies of colonies and imperial powers*), and analyse their impact on people’s lives (*e.g., with respect to the lives of people working on a feudal manor, indigenous people harvesting natural resources for an imperial power, merchants engaged in international trade, small artisanal producers*)

Sample questions: “How did the rise of mercantilism and the resulting increase in international trade affect the lives of people in different societies? How did shifts in trade affect different groups within this particular society? Who benefited the most from an increase in foreign trade?” “What criteria would you use to rank the impact of the growth of the merchant class during this period?” “What was the significance of the emergence of wage labour in China during the Ming Dynasty?”

B2. Communities, Conflict, and Cooperation

B2.3 analyse the impact of some key instances of social, political, and/or economic cooperation on the lives of people in different regions during this period (*e.g., ... the expansion of trade*) ...

B2.5 explain how exploration and colonialism affected the lives of people in different societies during this period (*e.g., ... the role and impact of Islam and foreign trade in different parts of Africa, ... the role of the Silk Road in the development of communities, ...*) ...

C. The World, 1650–1789

C1. Social, Economic, and Political Context: analyse the impact of some key social, economic, and political developments in different regions of the world between 1650 and 1789

C1. Social, Economic, and Political Context

C1.3 explain some of the key economic effects of colonialism during this period (*e.g., with reference to the increase in international trade, the exploitation of colonial resources, loss of economic control among colonized people, the transatlantic and Arab slave trade*)

Sample questions: “What are some of the long-term economic effects of colonialism? How do they continue to play a role in some countries’ economies in the present day?”

C2. Communities, Conflict, and Cooperation

C2.2 analyse relationships between specific groups within different societies during this period (*e.g., between slaves and masters, serfs and lords, ...*)

Sample questions: “How did the relationship between serf and lord in feudal France change during this period? What were the consequences of these changes?” “How did the apprenticeship system operate during this period? What was the relationship between apprentice and employer?”

D. The World, 1789–1900

D1. Social, Economic, and Political Context: explain the impact of some key social, economic, and political developments in different regions between 1789 and 1900, with a particular emphasis on the Industrial Revolution

D1. Social, Economic, and Political Context

D1.1 identify some specific developments that were fundamental to the Industrial Revolution (*e.g., ... the availability of capital for investment, ...*), and explain some key ... economic ... consequences of large-scale industrialization during this period (*e.g., growth of the middle class, ... the employment of women and children in factories, the formation of labour organizations, ... anti-union legislation, laws regulating work*)

Sample questions: “How did the Industrial Revolution contribute to the development of single-industry towns? How did these towns affect the townspeople and the surrounding population?” “What role did industrialization play in the development of transportation routes in United States and Canada? Why were these routes so important to those countries?” “What was life like for a child working in a factory during this period?”

D3. Identity, Citizenship, and Heritage

D3.2 describe key trends in global immigration during this period (*e.g., ... the immigration of labourers, including the forced migration of slaves*), and explain the significance of immigration for identity, citizenship, and/or heritage ...

D3.4 describe the contribution of some significant political figures in different societies to the development of identity and/or citizenship during this period (*e.g., Abd al-Hamid, Otto von Bismarck, Napoleon Bonaparte, Empress Dowager Cixi, Abraham Lincoln, John A. Macdonald, Toussaint L’Ouverture, Emperor Meiji, Maharaja Ranjit Singh*)

Sample questions: ... “What strategies or methods did some political leaders use to restore or develop economic stability during this period?”

E. The World since 1900

E1. Social, Economic, and Political Context: analyse key aspects of dominant social, economic, and political systems in different regions of the world since 1900

E1. Social, Economic, and Political Context

E1.3 describe dominant economic systems and some key economic policies in different regions during this period, and analyse their impact (*e.g., with reference to capitalist and communist systems; agricultural and industrial societies; regulation and deregulation; economic protectionism and free trade*)

Sample questions: “What impact did Mao’s interpretation of communism have on the Chinese economy and society? What were the intended and unintended consequences of Mao’s Great Leap Forward?” “What was the impact of Keynesian economic policies in the second half of the twentieth century?”

E2. Communities, Conflict, and Cooperation

E2.1 describe key causes and consequences of some major global and regional conflicts during this period ...

Sample questions: ... “What measures did some individual citizens and/or families take to protect their financial assets during global and/or regional conflicts during this period?”

E2.2 explain how the actions of some significant individuals and groups contributed to conflicts in different countries and/or regions during this period ...

Sample questions: “How did the policies of Margaret Thatcher contribute to ... economic ... unrest in Great Britain?” ...

E2.4 explain some significant developments related to colonization, decolonization, and globalization during this period, with a focus on the impact of these developments on different groups or societies (*e.g., with reference to continuing imperial/economic interests in Africa and Asia; ... multinational corporations and foreign investment; economic and cultural imperialism; ...*)

Sample questions: ... “What have been the intended and unintended consequences of decolonization for some countries? In what ways are some countries and regions continuing to pay the price, economically and culturally, for having been colonized by European powers?”

E3. Identity, Citizenship, and Heritage

E3.2 analyse some key aspects of the ... economic ... roles and status of women in different societies during this period, with particular emphasis on whether these roles remained the same or how they changed (*e.g., with reference to work inside and outside the home, equal pay for equal work, ...*) ...

Adventures in World History, Grade 12, Workplace Preparation (CHM4E)

A. Historical Inquiry and Skill Development

A2. Developing Transferable Skills

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (*e.g., ... to understand the ... economic context of historical fiction, video games, or movies; ...*)

A2.3 apply the knowledge and skills developed in the study of world history when analysing current ... economic ... issues, in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify some careers in which the skills learned in history might be useful (*e.g., artist, game designer, historical re-enactor, musician, politician, tour guide*)

B. Origins to the Fifteenth Century

B1. Society and Community

B1.3 describe some educational developments and/or practices during the Middle Ages, and explain their significance (*e.g., ... the role of apprenticeships and guilds*)

Sample questions: “What did an apprenticeship entail during this period? What role did guilds play in the training of apprentices? What impact did these guilds have?” ...

B1.4 explain some ways in which environmental factors affected people in selected societies during this period (*e.g., ... the role of natural resources in economic development; ...*) ...

B3. Work and Economies: explain how aspects of the economy, including types of work, affected two or more societies in different regions of the world and at different times up to the fifteenth century

B3. Work and Economies

B3.1 describe some key aspects of the development of agricultural economies, and explain their significance (*e.g., with reference to the transition from hunter/gatherer to settled agricultural societies, the domestication of animals, the development of irrigation techniques, the use of Sumerian cuneiform tablets to track agricultural production, terrace farming, feudalism and other developments in land-holding systems*)

Sample questions: “What impact did the domestication of animals have on people’s lives?” “What does the use of terrace farming in Asia and South America tell us about changes in agricultural societies during this time?” “What role did staple crops, such as rice, corn, and/or beans, play in the cultural practices of different societies around the world?”

B3.2 describe some key aspects of the development of trade during this period, and analyse their impact (*e.g., early trade in spices and salt, the barter system, the development of currencies, the Hopewell Exchange, Arab trade networks, Champagne Fairs, the increasing importance of the role of merchants in the economies of many countries, the Hanseatic League*)

Sample questions: “Why were currencies developed? Who created and monitored them? How did currencies change over time? Where were coins first used? What was the impact of this development? What impact did the evolving use of currency have on people’s social roles and daily interactions?” “How extensive was the Silk Road? What impact did trade along this route have on various groups?”

B3.3 describe the work roles of different people in selected societies and how they contributed to those societies (*e.g., hunters, slaves, farmers, gladiators, merchants, artisans, stonemasons, blacksmiths, elders, healers, educators, scribes, warriors, shamans, vestals, monks and/or nuns*)

Sample questions: “Why did various societies use slaves? What were some of the differences in the way slaves were treated in different societies? What are some of the ways in which slaves demonstrated resistance within different societies?” “What were some differences in the roles of women in ancient Athenian, Norse, and Wendat societies?”

C. The Fifteenth to the Nineteenth Century

C2. Politics and Conflict

C2.2 analyse some of the ... economic ... consequences of European voyages of exploration and imperial expansion during this period (*e.g., ... resource exploitation; expansion of the transatlantic slave trade*)

Sample questions: ... “What are some of the long-term economic consequences of colonization? How do they continue to play a role today?”

C3. Work and Economies: explain how trade and the work roles of different people contributed to the development of two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries

C3. Work and Economies

C3.1 explain the significance of some key aspects of the development of trade during this period (*e.g., the Columbian Exchange; triangular trade and the transatlantic slave trade; commercial institutions such as banks, the East India Company, or the Hudson's Bay Company; the growing influence of mercantilism*)

Sample questions: “Who benefited the most from the increase of international trade during this time?” “What similarities and differences do you see between international trade at this time and the globalization of today’s economy?” “What was the impact of imperial control over natural resources in European colonies? Who benefited from the development of these resources? Who did not? In what ways has foreign ownership/control changed? In what ways has it remained the same? How does it continue to affect different countries today?”

C3.2 describe the work of different people in selected societies, and explain how they contributed to those societies (*e.g., with reference to African slaves, Aboriginal and European traders, merchants, artisans, stonemasons, blacksmiths, educators, soldiers, sailors, nuns and priests in the “New World”, scientists, philosophers*)

Sample questions: “How important was the fur trade to the development of New France and British North America? Who were the key participants in the trade? What work did they do? How did the fur trade affect different groups?” “What role did apothecaries and midwives play before professional physicians and nurses became common?”

D. Since the Early Nineteenth Century

D1. Society and Community

D1.3 describe some social movements that developed during this period, and analyse their impact (*e.g., with reference to labour, ... movements*)

Sample questions: ... “What impact did the labour movement have on ideas about recreation and vacations?” ...

D3. Work and Economies: explain how various economic developments affected the development of two or more societies in different regions of the world and at different times since the nineteenth century

D3. Work and Economies

D3.1 explain some of the main causes and consequences of the Industrial Revolution (*e.g., causes: technological innovation, availability of capital, availability of labour; consequences: changes in work, child labour in factories, environmental degradation, demand for raw materials, creation of industrial towns, growth of the middle class*)

Sample questions: “What were working conditions like for children in early factories? How would these conditions compare to those facing child labourers today?” “How did industrialization contribute to the rapid development of Canada and the United States?”

D3.2 describe changes in selected trades and professions over time (*e.g., with reference to wages, hours, working conditions; women’s entry into the professions; the introduction of assembly lines; the role of unions; changes in educational and/or training requirements*)

Sample questions: “Why did Emily Stowe attend medical school in the United States rather than in her native Canada?” “What were some of the consequences for workers of the introduction of the assembly line? What changes have occurred with respect to the assembly line over the past thirty years? How have these changes affected workers?” “How have unions benefited workers during this period? Why have some groups been critical of the power of unions?”

D3.3 explain how some developments in tools and machines during this period affected the way people worked (*e.g., with reference to the cotton gin, power looms, farm machinery, robotics, domestic appliances, computers*)

Sample questions: “What technological development do you think had the greatest impact on the way people worked? Why?” “What are some ways in which electrification and new appliances changed the way work was done in the home? How did they affect family spending and the roles of men and women in the household?”

D3.4 identify some key economic developments over the past century, and analyse their significance (*e.g., with reference to the Great Depression, the postwar economic recovery of Japan, the expansion of the size and power of multinational corporations, oil crises, trade pacts, globalization, deindustrialization in many Western countries, the rise of the economies of China and India*)

Sample questions: “What nations have had the strongest economies during this period? How has the list changed over time, and why?” “Why have manufacturing jobs in Canada declined in the past few decades?”

LAW, GRADES 11 AND 12

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

A. The Inquiry Process and Skill Development in Legal Studies

A2. Developing Transferable Skills

A2.4 identify careers in which a law background might be useful (*e.g., police or peace officer, court reporter, corrections officer, game warden, lawyer, paralegal worker, politician, journalist, policy analyst, staff member of a non-governmental organization, city clerk, coroner*)

B. Legal Foundations

B1. Legal Principles

B1.1 explain categories of law ..., areas of law (*e.g., ... tort, family, contract, labour, ...*), and the role of law in Canadian society (*e.g., to protect public order; to protect human rights; to resolve disputes; to facilitate orderly change; to protect the environment*)

B3. Legal Roles and Responsibilities

B3.4 identify the roles and responsibilities of various individuals and groups within the Canadian justice system (*e.g., ... corporations have a responsibility to comply with government regulations in the conduct of their business; ...*)

D. Civil Law

D2. Introduction to Family Law

D2.3 explain the differences between the legal rights of married spouses and the rights of common-law partners in Ontario upon the dissolution of the marriage or common-law partnership (*e.g., rights related to division of matrimonial and/or common property, alimony, ... child support, ...*)

D2.4 analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (*e.g., in the definition of marriage, the division of property on divorce, the area of reproductive rights, rules regarding adoption, child custody agreements, the definition of abuse*)

D3. Introduction to Employment Law

D3.3 describe issues related to the protection of employees' rights (*e.g., ... compensation and entitlements*) and the legal avenues and processes for adjudicating disputes and enforcing regulations related to employment conditions (*e.g., ... Pay Equity Commission and its Hearings Tribunal*)

Sample questions: "Why would the government legislate a mandatory minimum wage for workers?" ...

D3.5 analyse issues related to contract negotiations between employers and organized labour (i.e., federations, unions) and how these issues have influenced the development of labour law in Canada

Sample question: "What would you identify as the three most important changes to Canadian labour law that organized labour has helped to bring about in the past decade?"

D4. Introduction to Contract Law: analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes

D4. Introduction to Contract Law

D4.1 explain the legal significance of the main elements of a legal contract (*e.g., consent, offer and acceptance, consideration*)

D4.2 explain from a legal perspective the roles and responsibilities of each of the parties involved in a contract

D4.3 explain from a legal perspective the types of penalties that may be imposed or damages that may be awarded in an action for breach of contract

D4.4 explain the legal implications of various types of contracts (*e.g., mobile phone contracts, loan agreements, leasing arrangements, product warranties, credit card agreements, landlord-tenant agreements*) and describe ways in which contract law may need to be updated to respond to changing conditions (*e.g., technological advances, the growth of social media*)

Understanding Canadian Law in Everyday Life, Grade 11, Workplace Preparation (CLU3E)

A. The Inquiry Process and Skill Development in Legal Studies

A. The Inquiry Process in Legal Studies

A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues (*e.g., consider the concept of legal significance when determining the legal difference between paying rent as individual renters and paying collectively, as a group, when several people rent accommodation in the same house; ...*) ...

A2. Developing Transferable Skills

A2.4 identify some careers in which a law background might be useful (*e.g., police or peace officer, court reporter, corrections officer, game warden, lawyer, paralegal, politician, policy analyst, staff member at a non-governmental organization, journalist, adjudicator, mediator*)

B. Legal Foundations

B2. Development of Law

B2.3 describe ways in which changes in societal attitudes and values have influenced the development of Canadian law ...

Sample questions: “Why can’t fifteen-year-olds work in some types of workplaces? What are the minimum employment standards (pay, hours of work, time off) for typical jobs held by teenagers? How do current laws on youth employment differ from those of thirty years ago? What societal values are reflected in the laws regulating youth employment?” ...

D. Civil Law

D2. Introduction to Family Law

D2.2 describe the legal procedures and/or documents used in resolving disputes upon the dissolution of a marriage or the death or incapacity of a family member (*e.g., prenuptial agreement, separation agreement, divorce proceedings and decrees, custody and support agreements, living will, power of attorney, last will and testament*)

Sample questions: “What legal difficulties arise if a person becomes incapable and/or terminally ill and has not declared a power of attorney (for financial and/or personal care) or made a will?” “What can an individual do before he or she gets married to minimize the financial risks of a possible divorce in the future?”

D2.3 analyse how changing societal values and legal decisions have promoted or prevented changes in family law in Canada (*e.g., ... division of property upon divorce, ...*) ...

D3. Introduction to Employment Law

D3.2 describe some issues related to the protection of employees' rights (*e.g., ... compensation and entitlements*) and legal ways to resolve disputes regarding employment conditions

Sample questions: "What recourse does an employee have if an employer is late with wage or salary payments?" "What types of benefits and compensation are available to injured employees under the Workplace Safety and Insurance Act?" ...

D3.3 explain the legal status and legal responsibilities of unions in the workplace and in labour contract negotiations, as defined in employment law

D4. Introduction to Contract Law: describe the legal foundations and development of contract law and the role of individuals, groups, and courts in its processes

D4. Introduction to Contract Law

D4.1 identify the key elements of a legal contract (*e.g., consent, offer and acceptance, consideration*) and explain their significance

D4.2 identify various types of contracts in contemporary society (*e.g., mobile phone contracts, loan agreements, leasing agreements, product warranties, credit card contracts, landlord-tenant agreements*) and explain their legal and/or economic importance

Sample questions: "Why is it important to read and understand all aspects of a payday loan agreement?" "Why do some products (*e.g., computer software*) have a legal contract attached to the purchase?" "Why are cellphone contracts in Canada being disputed by individuals and government regulatory bodies?"

D4.3 describe from a legal perspective the conditions that must be met in some different types of contracts, the conditions under which these contracts can be legally terminated, and the types of penalties that may be imposed in cases of breach of contract (*e.g., in contracts between buyer and seller, between landlord and tenant, between mortgage lender [or other creditor] and borrower*)

Sample questions: "Under what circumstances might it be worthwhile to pay a penalty in order to be able to terminate a contract?" "What are the differences in the conditions associated with debt financing and equity financing agreements?"

Canadian and International Law, Grade 12, University Preparation (CLN4U)

A. The Inquiry Process and Skill Development in Legal Studies

A2. Developing Transferable Skills

A2.4 identify careers in which a law background might be useful (*e.g., business owner, non-governmental organization staff member, lawyer, negotiator, mediator, diplomat*)

B. Legal Foundations

B1. Principles of Law

B1.4 explain how different types of law affect people’s everyday lives (*e.g., ... civil law: tort, family, employment, contract, estate, property*)

B3. Development of Law

B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future ...

Sample questions: “What social attitudes are reflected in the Supreme Court of Canada’s decision in *Murdoch v. Murdoch* (1973)? How did the reaction to that ruling contribute to reform of provincial laws on the division of property upon divorce?”

E. International Legal Issues

E2. Environmental Protection

E2.4 assess the validity of reasons put forward by various stakeholders for opposing various environmental protection agreements (*e.g., ... not economically viable, ...*)

Legal Studies, Grade 12, College Preparation (CLN4C)

A. The Inquiry Process and Skill Development in Legal Studies

A1. The Inquiry Process in Legal Studies

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (*e.g., ... a report on law-related careers based on interviews with people working in the legal, justice, and/or law-enforcement system*)

A2. Developing Transferable Skills

A2.4 identify careers in which a legal background might be useful (*e.g., police officer, court clerk, bail supervisor, bailiff, court interpreter, corrections officer, lawyer, paralegal, entrepreneur, politician, employee of a non-governmental organization, community legal worker, lobbyist, children’s aid worker, social worker, auditor, tax adjuster*)

B. Legal Foundations

B1. Purpose and Processes of Law

B1.1 explain the purpose of various categories of law (*e.g., substantive/procedural, provincial/federal/international, public/private*) and various areas of law (*e.g., ... contract, employment*)

B1.2 explain the relevance of specific areas of law to everyday life (*e.g., contract law – relevant to: employment, purchasing goods and services, prenuptial agreements, purchasing property or renting accommodation; family law – ... wills and inheritance issues; ...*) ...

B1.3 describe the legal structures ... and processes (*e.g., ... hiring a lawyer for a specific purpose, costs*) associated with civil actions, criminal prosecutions, and administrative law proceedings in Canada

Sample question: “What procedures are involved in applying to the Landlord and Tenant Board for help in resolving a dispute about a rental agreement?”

B3. Law and Diversity

B3.1 explain various provisions in Canadian law ... that may be used to accommodate the interests and needs of diverse groups (*e.g., ... corporations and businesses; ...*) ...

B3.2 analyse from a legal perspective the influence of diverse psychological, socio-economic, and sociological factors on the administration of law (*e.g., factors such as: ... poverty, ...*) ...

B3.3 analyse the ability of the justice system to respond equitably to various challenges (*e.g., ..., high costs, ...*) faced by people in potentially vulnerable groups (*e.g., people with low income, ...*)

Sample questions: “What are the eligibility criteria for access to legal aid?” “When can a decision about services such as benefits, social assistance, or social housing be appealed?” “What services are offered by legal aid clinics in your region and what are the related costs?”

C. Rights and Responsibilities

C2. Rights and Responsibilities

C2.1 describe some everyday legal responsibilities of Canadians (*e.g., responsibility to pay taxes, follow regulations for small business, ... meet contractual obligations of mortgage and loan agreements, ...*)

Sample questions: “Why is it important for people to be aware of the legal implications of the various types of contracts they may be asked to sign, such as rental agreements, cellphone plans, lease agreements, or bank loans?” “Why are Canadians required to pay income tax?” ...

C2.3 describe some harmful effects that people can experience when governments and the legal system do not recognize and protect rights and freedoms (*e.g., gender inequality in pay and promotion, ...*) ...

C2.5 assess the level of consistency between government policies and actions and Canada’s stated commitment to the protection of human rights at home and abroad (*e.g., with respect to: trade agreements with versus economic sanctions against countries that do not respect human rights, provision of humanitarian aid to countries suffering from civil unrest, standard of living on First Nations reserves and in remote communities, ...*)

Sample questions: ... “Should Canadian companies be obligated to follow Canadian human rights laws when operating outside of Canada?”

C3. Influences on Human Rights

C3.1 analyse from a legal perspective some positive and negative effects of globalization on human rights protection in Canada and abroad (*e.g., ... economic globalization can contribute to imbalances of wealth and limit the rights of poor people; transnational corporations can evade employment and environmental protection laws by establishing operations in a country with weaker laws; globalization may prompt changes to immigration and labour laws to allow labour shortages to be met by temporary foreign workers, but these workers may have fewer rights than Canadian employees*)

Sample questions: “To what extent are Canadian businesses operating abroad required to comply with Canadian human rights laws?” ... “What impact has globalization had on workers’ rights and labour standards? ...”

C3.4 explain how various political and socio-economic factors can influence individual and group attitudes towards human rights issues (*e.g., factors such as: economic conditions; ...*)

D. Contemporary Legal Issues

D1. Law and Society

D1.1 analyse the role of law in the workplace ...

Sample questions: ... “What kinds of legal knowledge would you need to operate a small business?” ...

D1.3 explain the role of law in responding to various contemporary social issues (*e.g., ... minimum wages, social assistance programs, ...*) ...

D1.4 explain the role of law in responding to various contemporary financial issues (*e.g., in creating and enforcing legislation related to: fraud, identity theft, consumer protection, false representation, consumer debt, bankruptcy, failure to file taxes*)

Sample questions: “What agencies can you consult for information about protecting your credit rating or consumer rights?” “What legal organizations are concerned with protecting people from identity theft?”

D2. Legal Structures and Processes

D2.1 describe various types of illegal activities in Canada and the legislation that governs them (*e.g., theft – the Criminal Code of Canada; ... child support non-payment – the Family Law Act; firing someone for legitimate union activities – Labour Relations Act*)

Sample question: “What are the provisions of the Canada Business Corporations Act with respect to insider trading?”

D2.2 describe various types of procedures that may be used to resolve different types of disputes (*e.g., union-management negotiations, consumer complaints, ...*) outside the official court system ...

D2.3 analyse situations in which legal judgements balance the competing rights and interests of individuals, groups, and governments (*e.g., ... right to strike versus need for essential services; ...*) ...

E. Law in the Workplace

E1. Law and Careers: describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important

E2. Roles and Responsibilities in the Workplace: analyse the roles and responsibilities of employees, managers, employers, corporations, and governments in the workplace

E3. Legal Issues in the Workplace: analyse legal issues related to the influence of new technologies, environmental concerns, and national and international events on the workplace

POLITICS, GRADES 11 AND 12

Politics in Action: Making Change, Grade 11, Open (CPC3O)

A. Political Inquiry and Skill Development

A1. Political Inquiry

A1.1 formulate different types of questions to guide investigations into issues of political importance in various communities and ways to address them (*e.g.*, ... causal questions: *What are some factors that contribute to economic inequality?*)

A1.4 interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches that are appropriate for political inquiry ...

Sample questions: “What type of diagram could you use to show the relative importance of the factors that contribute to homelessness?” ...

A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, and political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgements about issues of political importance in various communities and ways to address them (*e.g.*, *use the concept of political significance when determining the impact of a change in foreign aid policy; take the concept of objectives and results into consideration when analysing arguments for and against higher or lower taxes; ...*) ...

A2. Developing Transferable Skills

A2.4 identify some careers in which an understanding of politics and issues of political importance might be an asset (*e.g.*, *business person, fundraiser or lobbyist for an NGO or other activist group, journalist, member of Parliament, municipal or band councillor, policy adviser, social entrepreneur*)

B. Foundations of Political Engagement

B1. Factors Affecting Political Engagement

B1.2 describe their own personal attitudes towards political engagement, including the extent and type of involvement they think appropriate (*e.g.*, ... *donating to charities, volunteering locally, participating in voluntourism ...*) ...

B1.3 describe some challenges or barriers to political engagement (*e.g.*, *with reference to economic factors, ...*)

Sample questions: “What relationship do you see between socio-economic status and political leadership?” ...

B1.5 explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues ..., and analyse possible consequences of both stands

Sample questions: ... “Why do Canadians respond quickly to sudden disasters such as earthquakes and tsunamis but less reliably to long-term disasters such as famine and drought or long-term challenges such as climate change? What are some of the consequences of these patterns?” “Why might Canadians be more generous with international communities in need than with those living in poverty within their own borders?”

B2. Issues of Political Importance

B2.1 explain the political importance of some current local, national, and/or global issues (*e.g., ... disaster relief and/or development aid, working conditions in sweatshops, ... economic inequality*)

Sample questions: ... “Why might evidence of increasing use of food banks in Canadian communities contribute to the political importance of the issue of poverty in Canada?” “How and why has the question of where clothing is made, and the working conditions of those making it, become a political issue?”

B2.2 identify criteria that could be used to rank issues in order of their political priority (*e.g., ... the ... economic ... impact of an issue*) ...

B2.3 analyse the positions of different stakeholders concerned with some issues of political importance ...

Sample questions: ... “What are some arguments made by different groups in response to proposals to raise or lower taxes?” ...

B3. Causes, Impact, and Solutions

B3.1 analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues

Sample questions: “How have factors such as ... poverty ... contributed to the HIV/AIDS pandemic in sub-Saharan Africa? ...” ...

B3.2 analyse the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights, and/or the environment (*e.g., ... child poverty, growing economic inequality, ...*)

Sample questions: ... “Why are people concerned about growing economic inequality, both in Canada and globally? What impact does such inequality have on individuals? On governments? On societies?” “Why are a number of international development organizations directing their aid towards girls and women?” “What is the economic impact of the development of the Alberta oil sands? ...”

B3.3 identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these actions in achieving the intended objective

Sample questions: “What problems were some provinces hoping to solve by adopting the harmonized sales tax (HST)? Did the adoption of the HST solve these problems?” “What is the purpose of the Kyoto Protocol? How effective has it been in achieving its objective?” “What are some political policies and/or actions taken by organizations that have been intended to address the issue of homelessness? How effective have they been?” “What actions has the current government taken to improve job prospects for youth? Have these programs been successful? What criteria would you use to make that judgement?”

C. Policy, Politics, and Democratic Change

C3. Political Change in Democratic Societies

C3.2 identify various skills and strategies that can be used when seeking political change in democratic societies, and assess their effectiveness (*e.g., ... boycotts, ... fundraising, ...*) ...

C3.3 analyse a current political issue to identify factors that could facilitate or obstruct efforts to reach a solution (*e.g., ... obstructing factors: ... lack of money and resources, ...*) ...

D. Personal Action on a Political Issue

D2. Developing a Plan of Action

D2.2 identify several possible courses of action that could be used to address the issue and achieve their goal (*e.g., ...; a fundraising campaign*), and analyse the benefits and costs associated with each ...

D2.3 identify the most appropriate course of action based on their analysis of the possible options and create a detailed action plan, specifying the steps needed to implement the plan (*e.g., ... identifying sources of support, including financial support; ...*) ...

Canadian and International Politics, Grade 12, University Preparation (CPW4U)

A. Political Inquiry and Skill Development

A1. Political Inquiry

A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgements about issues, events, and/or developments of national and international political importance ...

Sample questions: “Why might it be appropriate to analyse this issue from human rights, economic, and environmental perspectives? Are there other perspectives you might also consider?” ...

A2. Developing Transferable Skills

A2.3 apply the concepts of political thinking when analysing current events relating to issues of national and international political importance (*e.g., ... a new international trade agreement, ...*), in order to enhance their understanding of these issues and their role as informed citizens ...

A2.4 identify a variety of careers in which skills developed in political studies might be an asset (*e.g., band councillor, community leader/activist, educator, international aid worker, journalist, lawyer, lobbyist for a non-governmental organization, policy analyst, politician, pollster, researcher, social worker, speech writer*)

B. Political Foundations

B1. Political Thought

B1.1 describe some key similarities and differences between various political ideologies (*e.g., ... capitalism, ... socialism, communism, ...*), and explain where these ideologies fall on a political spectrum (i.e., a political compass model or other type of spectrum) ...

B1.2 describe the main ideas of various political theorists/philosophers (*e.g., John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft, John Stuart Mill, Karl Marx, Hannah Arendt, Frantz Fanon*), and explain ways in which these ideas have influenced historical and/or contemporary politics (*e.g., ... the establishment of communist or socialist states, decolonization, the welfare state, ...*)

Sample questions: ... “What do different political theorists argue is the ideal level of government involvement in business and the economy?”

B2. The Evolution of Modern Politics and International Relations

B2.4 describe key developments related to decolonization and how they have affected politics in and relations between various countries since World War II (*e.g., ... replacement of political colonization with economic colonization, changes in trade*) ...

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 ...

B3. Influences on Canadian and International Politics

B3.1 analyse how various economic factors (*e.g., GDP per capita, trade balances, poverty rates, currency exchange rates, employment rates, inflation rates, recessions, depressions*) influence politics in and relations between various countries, including Canada

Sample questions: “What are some characteristics of the Canadian economy that affect its power internationally?” “How has the fiscal crisis experienced by several European Union (EU) member countries affected international politics?” “How can foreign debt affect the domestic and/or foreign policy of a country?”

B3.4 analyse various ways in which domestic political policies influence a country’s relations with other countries (*e.g., ... economic protectionism or openness to free trade; ...*)

Sample questions: ... “What impact does Canada’s policy with respect to the Northwest Passage have on its relations with other countries?”

C. Governments and Canadian and International Studies

C1. The International Influence of Governments

C1.3 identify strategies used by individual countries or groups of countries to influence the internal policies of others in the international community (*e.g., sanctions, ...*), and assess their effectiveness in specific cases

Sample questions: “Why did Canadian prime minister Brian Mulroney implement economic sanctions against apartheid South Africa? Did all countries in the international community agree with this strategy? How effective do you think this strategy was?” ...

C1.4 explain how various forms of dispute resolution (*e.g., ... sanctions, embargoes ...*) are used to resolve conflicts between states, and assess their effectiveness in specific cases

Sample questions: “What are some examples of the use of economic sanctions to address international conflicts? What were the objectives of the sanctions? To what extent did the use of sanctions achieve those objectives?” ...

C2. Intergovernmental Cooperation

C2.1 analyse the roles of various intergovernmental organizations (IGOs) as well as Canada's role in them (*e.g., ... International Monetary Fund [IMF], World Trade Organization [WTO], Organization of the Petroleum Exporting Countries, ...*)

Sample questions: "Why do countries participate in IGOs?" "What is the role of the IMF and WTO? What are some ways in which these groups affect domestic political/economic policy in some countries?" ...

C2.2 assess the effect on Canadians and the international community of various international agreements signed by Canada (*e.g., North American Free Trade Agreement [NAFTA], ...*)

Sample questions: ... "How do you think the signing of a freer trade agreement with the EU will affect Canadians? How might the signing of a freer trade agreement with Pacific Rim nations affect people living in those regions and in Canada? Why might people hold different positions on whether to enter into such agreements?"

C3. Canadian Government Policies and International Relations

C3.2 explain how various factors (*e.g., ... the health of the Canadian economy*) influence Canada's foreign policy objectives and actions

Sample questions: ... "What are some examples of the influence of economic considerations on Canada's foreign policy?"

D. Non-Governmental Action on Canadian and International Political Issues

D2. Challenges and Strategies

D2.1 explain key challenges relating to some specific issues of national and global political importance (*e.g., ... child labour, ... unfair trading practices, ...*)

Sample questions: "What are some factors that contribute to food insecurity? Do you think current policies effectively address these factors? If not, what limits the effectiveness of policy in this area? Why might grassroots groups and transnational corporations have different perspectives on how food security should be addressed? Do you think the relative power of these stakeholders has an impact on policy on this issue?" ...

D2.4 analyse how the perspectives of individuals and non-governmental stakeholder groups (*e.g., corporations; unions; ...*) may influence their response to issues of national and/or international political importance

Sample questions: "Why might a union and a corporation have different perspectives on a labour issue? How might these stakeholders differ in the ways they choose to respond to the issue?" ...

D2.5 analyse, and assess the effectiveness of, the operations of various NGOs and social enterprise groups (*e.g., in terms of their fundraising, ...*)

Sample questions: ... "What criteria would you use to assess whether a non-profit group or charity deserves your money and/or your time as a volunteer?"

D3. Contributions to the Global Community

D3.1 assess the importance of the contributions to Canada and the global community of various individuals (*e.g., ... Muhammad Yunus*) ...

D3.2 describe the objectives of a variety of NGOs and social enterprise groups (*e.g., ... Free the Children, ...*) and assess the importance of their contribution to the national and global community ...

E. Rights and Power in the International Community

E1. Influence, Power, and Decision Making

E1.1 analyse the effect of various factors (*e.g.*, ... *economic resources* ...) on the power of individual states and the global balance of power ...

E1.2 analyse how power is distributed in Canada and in various countries around the world (*e.g.*, with reference to ... *economic* ... *power*)

Sample questions: “What is the relationship between economic and political power in Canada? Is the relationship similar or different in other countries?” ...

E2. Technology and Globalization

E2.3 analyse the impact of the power of multinational enterprises (MNEs) (*e.g.*, *petrochemical, biotechnology, agribusiness, banking, media, clothing, automotive, computer, information technology, and/or mining companies*) on political policy in and relations between various countries

Sample questions: “What impact have multinational agribusiness companies had on the policies of some countries in Latin America?” “Why and how might a MNE seek to influence economic, labour, and/or environmental policies and regulations within a country?” “Why has the American government provided multi-billion dollar bailouts to banks and car companies?”

E3. Human Rights at Home and Abroad

E3.2 explain how various factors can either facilitate or limit the ability of the international community to intervene to prevent or mitigate violations of human rights (*e.g.*, with reference to *economic* ... *factors*; ...)

Sample questions: ... “Why might one country’s close economic or political ties with another lead it to ignore or respond in a rudimentary way to its partner state’s human rights violations?”

E3.3 explain reasons for the success and failure of various Canadian and international agreements, institutions, and/or processes that were intended to protect human rights (*e.g.* ... *the International Covenant on Economic, Social and Cultural Rights*; ...) ...

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES, GRADES 9 TO 12 (2016)

The classical studies curriculum provides opportunities for students to learn about trade, economics, and the use of money in ancient times. Students taking international languages courses can explore issues related to personal finances, different currencies, and economies in different countries.

Classical Studies

Classical Languages (Ancient Greek/Latin), Level 1, Academic (LVGBD/LVLBD)

B. Reading

B2. Awareness of Cultural Context

B2.1 Interpreting Information: make accurate inferences about the classical world, using information from a variety of sources and media

Teacher prompts: ... “What information about trade in the ancient world can you infer from this map of the ancient Mediterranean?” ...

D. Intercultural Understanding

D2. Making Cultural Connections

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of some aspects of life in the classical world, using different strategies (*e.g., describe the effect on Roman society of limiting higher education to the wealthy; explain the economic importance of slaves in Greek or Roman society; ...*)

D2.2 Making Cultural Connections: relate aspects of classical culture ... to comparable aspects of other societies and cultures (*e.g., prepare a chart listing social and monetary elements in the patron-client relationship and in private and imperial alimenta programs, and compare them to elements of social programs in effect today; ...*)

Teacher prompts: “What are some of the ways people in ancient Rome were able to identify citizens or wealthy people?” ... “In what ways were the diets of wealthy citizens and the poor similar and different, and how would those diets compare to the diet of the average citizen today?”

Classical Languages (Ancient Greek/Latin), Level 2, University Preparation (LVGCU/LVLCU)

C. Writing

C2. Writing in English

C2.1 Writing in a Variety of Forms: write a variety of English texts in response to passages in the classical language and to related cultural concepts (*e.g., ... a letter from a town council asking the emperor for money for a building project*)

Teacher prompt: “If you were the people of Aquae Sulis, what information would you include in a letter to Emperor Domitian asking for money for expanding the town’s bath complex? ...”

D. Intercultural Understanding

D1. Understanding the Influence of Classical Languages

D1.1 Investigating Derivatives: identify a variety of words, phrases, and abbreviations that are derived from the classical language and found in English and other languages, and use them accurately (*e.g., ... give the meaning of ... maxims such as “D. G. REGINA” on the obverse of Canadian coins ... and explain why Latin is still used in these contexts*)

D2. Making Cultural Connections

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of diverse aspects of life in the classical world, using several different strategies (*e.g., ... identify and evaluate the influence of Roman imperialism on the development of trade and commerce in the classical world using maps; ...*)

Classical Languages (Ancient Greek/Latin), Level 3, University Preparation (LVGDU/LVLDU)

D. Intercultural Understanding

D2. Making Cultural Connections

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of diverse aspects of life in the classical world, using a variety of strategies (*e.g., ... describe the origins, purpose, and achievements of the Delian League by writing a letter to Pericles complaining about his diversion of members’ dues to finance his Athenian building program; ...*)

D2.3 Reflecting on Cultural Connections: describe a variety of ways in which their knowledge of the classical world relates to and/or enhances their understanding of other cultures, fields of study, and personal experiences (*e.g., ... explain how knowledge of the growth and decline of the Athenian and Roman empires contributes to their understanding of modern economic ... history ...*) ...

Classical Civilization, Grade 12, University Preparation (LVV4U)

C. History and Geography

C1. History

C1.2 Political and Socio-Economic Structures: analyse and describe the political and socio-economic structures associated with different periods and societies in the classical world, including the degree to which they exemplified concepts of social justice, equality, and diversity (*e.g., ... compare class divisions ... in different periods and societies in the classical world, using a chart*)

Teacher prompts: ... “What does the Roman tradition of manumission, in which slave owners awarded favoured slaves with their freedom and citizenship, suggest about the role of slaves in Roman society?”

C4. Intercultural and Other Connections

C4.1 Investigating Connections: describe ways in which ancient Greek and Roman actions, events, institutions, and processes influenced other ancient societies and later cultures (*e.g., ... the influence of the development of trade routes and systems and the imposition of a standard currency on various cultures within the Roman Empire; the ways in which the demands and needs of the city of Rome influenced patterns of agriculture and trade within the empire*)

Teacher prompts: ... “How is the monetary system of the Romans similar to the use of the euro today?” ...

C4.2 Reflecting on Connections: describe ways in which knowledge of Greek and Roman history and geography relates to and enhances their understanding of political, social, and economic events and issues in other cultures, including in modern times (*e.g., explain how an understanding of the economic factors driving the expansion of the Roman Empire provides insight into the history of other empires, including those of Spain, Great Britain, and Austria-Hungary; ...*) ...

E. Material Culture

E2. Classical Culture

E2.1 Social Organization and Customs: use information about ancient Greek and Roman material culture to make inferences about the social organization and customs of classical cultures (*e.g., ... explain how analysis of skeletal remains and grave goods provides information about social class; ... use evidence from the layout and locations of domestic buildings in ancient Rome ... to make inferences about the domestic life of different socio-economic groups of the period*)

Teacher prompts: ... “Why did people in the ancient world bury their dead with jewellery, weapons, money, and pottery? How do these grave goods help us analyse the wealth and status of both the buried individual and the community?”

International Languages

International Languages, Level 1, Academic (LBABD – LDYBD)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information about matters of personal interest and familiar topics, with contextual and visual support (*e.g., ... identify the cost of an item for sale at a market or store*) ...

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions in the target language about themselves, family, friends, and their immediate environment, with contextual and visual support (*e.g., ... with a peer, role-play an interaction about shopping for electronics; ... agree or disagree with a partner on which of two or more items to buy at a supermarket, based on a prescribed budget, and justify their choice*)

Teacher prompts: ... “As you prepare for the role play, think about the questions you might have to answer when either making a purchase or working in an electronics store. What key phrases will you listen for to respond correctly?”

A3. Intercultural Understanding

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... estimate the salaries of various employees in a target-language community after listening to a description of their job responsibilities and comparing them to similar jobs in the Ontario workplace*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce brief, rehearsed messages in the target language to communicate information about matters of personal interest and familiar topics, with contextual, auditory, and visual support (*e.g., ... explain the cost and purpose of each item in a budget they have created for a minor event such as a birthday party*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in brief, structured spoken interactions in the target language about matters of personal interest and familiar topics, with teacher modelling and support (*e.g., ... brainstorm with the whole class to create a shopping list and budget for summer holiday or back-to-school shopping*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... plan and estimate the costs of a sightseeing tour in a city where the target language is spoken, making comparisons to the costs of a similar tour in their own community*)

Teacher prompts: ... “How much does a visit to a museum in your own community cost? How can you find the cost of a similar visit in the target-language community?”

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in simple texts in the target language, with teacher support as appropriate (*e.g., ... compare the prices of items in a menu, catalogue, or flyer expressed in Canadian dollars and in the currency of the target-language community*)

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (*e.g., ... compile a list of the names and associated symbols of currencies used in target-language communities around the world*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create (*e.g., ... to create a simple budget for a day trip to tourist attractions in a target-language community*) ...

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... a brief report detailing their weekly spending*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... write an e-mail to a tourism bureau inquiring about student rates for tourist attractions*) ...

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language (*e.g., ... use target-language date, number, and currency formats correctly in a receipt or an invoice; ...*) ...

International Languages, Level 1, Open (LBABO – LDYBO)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information about matters of personal interest and familiar topics, with contextual and visual support (*e.g., ... classify food items by ... price after listening to a description*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions in the target language about themselves, family, friends, and their immediate environment, with contextual and visual support (*e.g., ... negotiate with a partner about which items to include on a grocery list with a limited budget*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce brief, rehearsed messages in the target language to communicate information about matters of personal interest and familiar topics, with contextual, auditory, and visual support (*e.g., ... describe some items they need to purchase at the beginning and/or end of the school year; noting their prices*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in brief, structured spoken interactions in the target language about matters of personal interest and familiar topics, with teacher modelling and support (*e.g., ... role-play bargaining for goods in a market or community fair*) ...

C. Reading

C2. Purpose, Form, and Style

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning (*e.g., ... a price column and subsections by course allow the diner to skim a menu for information; ...*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... order from an authentic menu according to a budget; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create (*e.g., ... to create a chart to track weekly spending*) ...

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... a spreadsheet to document spending as the basis for an annual budget or financial plan*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... compare the currencies or writing systems in Canada with those in another country where the target language is spoken, ...*) ...

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language (*e.g., ... use target-language date, number, and currency formats correctly in a weekly log of personal spending; ...*)

Teacher prompts: “Are the conventional ways to represent the date, numbers, and money in the target language similar to or different from those you usually use? Give an example.” ...

International Languages, Level 2, University Preparation (LBACU – LDYCU)

A. Listening

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in structured and some open-ended interactions in the target language about academic and familiar topics, with contextual and visual support as appropriate (*e.g., ... share information and opinions with a peer about purchases they made on a holiday*) ...

A3. Intercultural Understanding

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken (*e.g., ... listen to target-language commercials to identify expressions that attempt to persuade the listener to do or buy something; ... identify and describe some sociolinguistic conventions related to making purchases and bargaining in a target-language community*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of academic and personally relevant topics, with contextual, auditory, and visual support as appropriate (*e.g., deliver a presentation on the protection of personal information in the context of e-banking or another technology ...; ... create and present a commercial to persuade people to buy locally produced food; ...*)

Teacher prompts: ... “What are some benefits to the consumer of buying locally produced food? What are some disadvantages? How might you address any disadvantages and persuade your audience that the benefits are more important?”

B2. Speaking to Interact

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about academic and familiar topics, with teacher modelling and support as appropriate (*e.g., ... role-play inquiring about the price, availability, and/or types of items for sale in a variety of locations, such as a department store, farmers’ market, or street vendor*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... describe the economic factors underlying differences between the cost of goods in Ontario and the cost of similar goods in target-language communities*) ...

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language ...

Teacher prompts: ... “How does a shopper’s choice of language change depending on whether a purchase has a fixed or a negotiable price?”

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in a variety of texts in the target language, including simple texts and some complex adapted and authentic texts, with teacher support as appropriate (*e.g., ... create an itinerary and a budget for an overseas vacation, using information from target-language websites*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create (*e.g., ... to create ... a budget for a trip to volunteer in a country where the target language is spoken*) ...

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of some structural and stylistic elements of each form (*e.g., ... a social media report about an economic issue currently in the news in a target-language community ...*) ...

International Languages, Level 2, Open (LBACO – LDYCO)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about familiar and new topics, with contextual and visual support (*e.g., ... identify information about movie or concert programs, times, and prices in a recorded message, and classify it using a graphic organizer ...*)

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in structured interactions in the target language about familiar and new topics, with contextual and visual support (*e.g., ... respond to questions about the style and cost of seasonal clothing suitable for Ontario and for a country where the target language is spoken*) ...

B. Speaking

B2. Speaking to Interact

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about familiar and new topics, with teacher modelling and support (*e.g., ... with a peer, discuss similarities and differences in young people's spending habits in Ontario and target language communities*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of some structural and stylistic elements of each form (*e.g., ... a fundraising plan to defray the cost of a trip*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... create a menu, including prices, for a traditional meal; ...*) ...

International Languages, Level 3, University Preparation (LBADU – LDYDU)

A. Listening

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in structured and open-ended interactions in the target language about a variety of topics, with support as appropriate (*e.g., ... in a conversation with a peer, respond to questions about how financial support would help them pursue their personal and professional goals; ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce planned, detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of topics, with support as appropriate (*e.g., ... explain some challenges facing economic development in emerging economies in simple terms*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about a variety of topics, with support as appropriate (*e.g., ... debate the usefulness of a cost-benefit analysis of an end-of-year event such as a formal dance or a graduation trip, using a graphic organizer for assistance; make plans with a partner about ways to fund gap year travel*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine, with minimal support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create (*e.g., ... to outline in an application the attributes that make them suitable candidates for funding to support postsecondary study, work, or volunteering abroad*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a persuasive text about the consequences of socio-cultural and economic disparity, making connections between Ontario and target-language communities and providing suggestions for more equitable distribution of resources; ...*) ...

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language (*e.g., ... produce a budget for a school committee using target language number and currency formats; ...*) ...

International Languages, Level 3, Open (LBADO – LDYDO)

B. Speaking

B2. Speaking to Interact

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about a variety of topics, with teacher modelling and support as appropriate (*e.g., ... with a partner, role-play bargaining in a marketplace; in a small group, discuss some pros and cons of purchasing certain furniture, appliances, and other goods for a college or university residence*)

Teacher prompts: ... “What questions would you ask when bargaining? What expressions might you use to get a better price from the vendor?”

C. Reading

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... identify the currency used in a target-language community and compare the cost of some everyday products in that community to their cost in Ontario; ... plan and budget for a trip after reading tourism literature about a region where the target language is spoken*) ...

D. Writing

D3. Intercultural Understanding

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language (*e.g., ... write menus, including prices, for different types of eating establishments in a target-language community*) ...

COMPUTER STUDIES, GRADES 10 TO 12 (2008)

Although computer studies courses do not teach financial literacy skills and knowledge directly, all of these courses have expectations requiring research about careers in and postsecondary education requirements for computer-related fields.

Introduction to Computer Studies, Grade 10, Open (ICS20)

A. Understanding Computers

A1. Hardware Components

A1.4 assess user computing needs and select appropriate hardware components for different situations (*e.g., a student on a fixed budget, a home business user, a gaming enthusiast, a photographer, a home video enthusiast, a distance education user, a human resources manager, an accountant*)

A2. Software Products

A2.2 assess user computing needs and select appropriate software for different situations (*e.g., a student on a fixed budget, a home business user, a gaming enthusiast, a photographer, a home video enthusiast, a distance education user, a human resources manager, an accountant*)

C. Computers and Society

C1. Social Impact

C1.2 explain the impact on privacy of techniques for collecting and processing data (*e.g., ... reward programs, targeted advertising, digital rights management*)

C4. Postsecondary Opportunities

C4. describe postsecondary education and career prospects related to computer studies

C4.1 research and describe trends in careers that require computer skills, using local and national sources (*e.g., local newspaper, national newspaper, career websites*)

C4.2 research and report on postsecondary educational programs leading to careers in the field of information systems and computer science (*e.g., institutions offering relevant programs, industry certifications, courses of study, entrance requirements, length of programs, costs*)

C4.3 identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices in computer-related fields (*e.g., mentoring programs, virtual networking/support groups, specialized postsecondary programs, relevant trade/industry associations*)

Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

D. Topics in Computer Science

D3. Postsecondary Opportunities

D3. describe postsecondary education and career prospects related to computer studies

D3.1 research and describe career choices and trends in computer science, at the local, national, and international levels

D3.2 identify and report on opportunities for experiential learning (*e.g., co-op programs, job shadowing, career fairs*) in the field of computer science

D3.3 research and report on postsecondary educational programs leading to careers in information systems and computer science (*e.g., institutions offering relevant programs, industry certifications, courses of study, entrance requirements, length of programs, costs*)

D3.4 identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices related to information systems and computer science (*e.g., mentoring programs, virtual networking/support groups, specialized postsecondary programs, relevant trade/industry associations*)

Introduction to Computer Programming, Grade 11, College Preparation (ICS3C)

D. Computers and Society

D4. Postsecondary Opportunities

D4. describe postsecondary education and career prospects related to computer studies

D4.1 research and describe trends in careers that require computer skills, using local and national sources (*e.g., local newspaper, national newspaper, career websites*)

D4.2 identify opportunities for experiential learning (*e.g., co-op programs, job shadowing, career fairs*) related to computer science

D4.3 research and report on postsecondary educational programs leading to careers in the field of information systems and computer science (*e.g., institutions offering relevant programs, industry certifications, courses of study, entrance requirements, length of programs, costs*)

D4.4 identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices in computer-related fields (*e.g., mentoring programs, virtual networking/support groups, specialized postsecondary programs, relevant trade/industry associations*)

Computer Science, Grade 12, University Preparation (ICS4U)

D. Topics in Computer Science

D3. Emerging Technologies and Society

D3. analyse the impact of emerging computer technologies on society and the economy

D3.1 explain the impact of a variety of emerging technologies on various members of society and on societies and cultures around the world and on the economy

D4. Exploring Computer Science

D4. research and report on different areas of research in computer science, and careers related to computer science

D4.3 research and describe careers associated with computer studies (*e.g., computer scientist, software engineer, systems analyst*), and the postsecondary education required to prepare for them

Computer Programming, Grade 12, College Preparation (ICS4C)

B. Software Development

B1. Designing Standard Algorithms

B1.1 design algorithms to solve practical mathematical problems (*e.g., ... energy costs, ...*)

B1.2 design algorithms that require precision and accuracy when rounding numbers (*e.g., currency calculations, amortization, ...*)

D. Computers and Society

D3. Emerging Technologies

D3. investigate and report on emerging computer technologies and their potential impact on society and the economy

D3.2 investigate and report on innovations in information technology (*e.g., webcasting, VoIP, multiplayer online gaming*) and their potential impact on society and the economy

D4. Computer-related Careers

D4. research and report on the range of career paths and lifelong learning opportunities in software development or a computer-related field

D4.1 research and report on the range of career opportunities in software development, including duties, responsibilities, qualifications, and compensation

ENGLISH, GRADES 9 AND 10 (2007) AND GRADES 11 AND 12 (2007)

Expectations in the English curriculum that relate to financial literacy are found mostly in the Media Studies strand. Through the expectations in this strand, students analyse the ways in which marketers and advertisers manipulate audiences' reactions to their products. When provided with opportunities to deconstruct these texts, students can become more knowledgeable about their behaviour as consumers.

English, Grade 9, Academic (ENG1D)

Media Studies

1. Understanding Media Texts

- 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences (*e.g., both the feature articles and the advertisements in a women's fashion magazine are designed to appeal to – and influence – women's sense of fashion and beauty, and to promote sales; a web page about skateboarding has both video clips that feature new and challenging jumps and links to advertisers promoting the latest equipment*)
Teacher prompt: “What elements in this teen magazine advertisement for a skin care product appeal to the target audience? How does the ad affect the way members of the target audience see themselves?”
- 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey (*e.g., explain what the words, symbols, and images on a cereal box communicate about the cereal; explain what the title and cover art of a graphic novel communicate about the story and its intended audience*)
- 1.6 explain how several different production, marketing, and distribution factors influence the media industry (*e.g., explain why DVDs include trailers for first-run movies playing in local theatres; explain how a shopping mall is designed and organized to influence consumers*)
Teacher prompt: “Why would companies pay to have their products used in films and television shows?”

2. Understanding Media Forms, Conventions, and Techniques

- 2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning (*e.g., a billboard soft-drink ad presents a static image suggesting the product's thirst-quenching qualities, while a television commercial links the product to a lively, interactive social situation*)
Teacher prompt: “How does the representation of a doctor in a product advertisement differ from the representation of a doctor in a medical drama?”

English, Grade 9, Applied (ENG1P)

Reading and Literature Studies

1. Reading for Meaning

- 1.8 identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity ...

Media Studies

1. Understanding Media Texts

- 1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences (*e.g., advertisements for games and toys use bright colours and happy images to appeal to children; ... a teen magazine uses teen insider jargon and an offbeat layout to appeal to its readers' desire to establish their own identity*)
Teacher prompt: “Why do fashion magazines contain many photographs and relatively little text?”
- 1.2 interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey (*e.g., ... images of happy families in television advertising for fast-food restaurants link the product to ideas of family harmony and togetherness*)
Teacher prompts: “What do the words in this movie poster tell us about the movie? What else is communicated about the movie through the design, colours, and images in the poster?” ...
- 1.3 evaluate how effectively information and ideas are communicated in simple media texts and some teacher-selected complex media texts, and decide whether the texts achieve their intended purpose (*e.g., explain why one advertisement is more likely than another to persuade them to buy a product; determine whether the images chosen to advertise a product clearly communicate something important or appealing about the product*)
- 1.4 identify how different audiences might respond to selected media texts (*e.g., predict how young, single males might respond to a car ad for a family van; predict how different peer groups might respond to a new rap CD*)
Teacher prompt: “How might readers of different ages respond to images in magazines of perfect bodies and luxurious lifestyles?”
- 1.5 identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity ...
Teacher prompts: ... “What similarities or differences do you see between yourself and the characters portrayed on the CD covers or in the video games that interest you most?”
- 1.6 explain how a few different production, marketing, and distribution factors influence the media industry (*e.g., explain why a major recording studio might ask a rock group to “sanitize” some of their lyrics; explain how store names and locations, lighting, décor, and signage in a shopping mall are designed to influence consumer behaviour*)
Teacher prompts: “How do marketing and advertising campaigns for a CD launch affect product distribution and sales?” “How can the Internet help new artists to promote themselves?”

2. Understanding Media Forms, Conventions, and Techniques

- 2.1 identify general characteristics of a few different media forms and explain how they shape content and create meaning (*e.g., in a television ad, a charitable organization soliciting donations can use film and voice-over narration to dramatize the story of an aid recipient, whereas in a print advertisement it can convey an impression of the recipient's situation through a still photograph or collage and descriptive text*)

Teacher prompt: “What does a car ad in a newspaper automotive supplement tell you about the product that a television ad doesn't, and vice versa?”

- 2.2 identify a few different conventions and/or techniques used in familiar media forms and explain how they convey meaning (*e.g., eye-catching colours and large print and images on a billboard enable passers-by to process the message quickly; ...*)

Teacher prompts: ... “How does the font support the message of this advertisement?”

English, Grade 10, Academic (ENG2D)

Reading and Literature Studies

2. Understanding Form and Style

- 2.2 identify a variety of text features and explain how they help communicate meaning (*e.g., ... logo size, illustrations, font sizes, and colour in an advertisement*)

Teacher prompts: ... “Why is the logo featured so prominently in this advertisement?”

Media Studies

1. Understanding Media Texts

- 1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences (*e.g., magazines include content and advertisements to appeal to specific demographic groups; trailers or posters for action-adventure movies feature scenes and artefacts that appeal to a predominantly male audience*)

- 1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey ...

- 1.4 explain why the same media text might prompt different responses from different audiences ...

Teacher prompt: “Why might people living in northern Ontario respond differently from people in southern Ontario to ads for ‘wilderness’ vacations?”

- 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., explain the perspectives evident in the covers of a selection of novels featured in the school's English program; ... analyse the text and images in a major department store's website to identify groups and occupations that are represented and those that are nowhere evident*)

Teacher prompts: “Based on the book's cover, who do you think is its target audience? What elements make you think that?” ...

- 1.6 explain how a variety of production, marketing, and distribution factors influence the media industry (e.g., *suggest reasons why a film company is using the marketing strategies revealed on its website to market a specific new release; suggest reasons why particular products are advertised in a specific magazine*)

Teacher prompts: “How do animated films help promote toy sales?” “Which magazines do you read? Where do you get your magazines? Which products are promoted in the magazine? Who owns the magazines?”

English, Grade 10, Applied (ENG2P)

Reading and Literature Studies

1. Reading for Meaning

- 1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts (e.g., *use evidence from the front cover or advertisements of two magazines to identify the magazines’ target audience; ... make inferences about the nature of a job and/or the type of employee preferred from information in a “help wanted” advertisement*)

Teacher prompt: “What can we infer about the salary for this job from the phrase ‘Entry level position’?”

- 1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements ...

Media Studies

1. Understanding Media Texts

- 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences (e.g., *... martial arts films use quick cuts and special effects to emphasize the speed and athleticism of the action and to satisfy their target audience’s expectations*)

Teacher prompt: “Why do soft-drink ads on television often feature young people engaged in energetic activities?”

- 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey (e.g., *a cell phone commercial implies a connection between owning the phone and social success; ...*)

- 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose (e.g., *determine which of two competing firms’ advertisements for a similar product is more persuasive, and explain why; assess the importance of a catchy jingle or a memorable mascot to the success of a television commercial*)

Teacher prompt: “Have you ever seen a TV commercial where the sound was more important than the picture for communicating key ideas about a product? Was it effective? Why or why not?”

- 1.4 identify and explain different audience responses to selected media texts (e.g., *parents’ versus teens’ reactions to a running-shoe ad featuring a sports star; ...*)

- 1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... explain how the cover of a magazine might be changed to attract a wider audience of readers; ...*)

Teacher prompts: ... “Which characters have power in this video game? What kind of power do they have? To whom would this type of power appeal?”

- 1.6 explain how several different production, marketing, and distribution factors influence the media industry (*e.g., explain why books are reissued to tie in with film releases; explain why some artists allow their music to be downloaded from the Internet for free*)

Teacher prompt: “What are the pros and cons of downloading music from the Internet? How does the prevalence of downloading influence the production, distribution, and pricing of music CDs?”

2. Understanding Media Forms, Conventions, and Techniques

- 2.1 identify some general characteristics of several different media forms and explain how they shape content and create meaning (*e.g., tabloids use negative images of celebrities to sell copies, whereas advertisements use positive images of celebrities to sell a product; ...*)

Teacher prompt: “Why does a hamburger look different in an amateur photograph than in an advertisement?”

- 2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience (*e.g., feature articles in a community newspaper reinforce readers’ awareness of the local businesses represented in the ads; ...*)

Teacher prompt: “Why is a subscription card usually inserted somewhere in a magazine?”

Literacy Skills: Reading and Writing, Grade 10, Open (ELS20)

Reading Skills

1. Reading for Meaning

- 1.1 read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives (*e.g., ... cellphone bills; ... brochures, flyers, ...*)

- 1.2 identify a variety of purposes for reading texts commonly used in everyday life ...

Teacher prompts: “Why would you read a review of a new CD or video game?” “What different reasons might a custodian, a supervisor, and a lawyer have for reading a memo from their company’s management?”

- 1.7 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (*e.g., ... explain the use of buzz words, slogans, and incomplete comparisons in various print and online advertisements; ...*)

Teacher prompt: “Do the text and visual elements in an advertisement communicate similar or different aspects of the advertiser’s message? Could the visual elements stand alone? Could the text stand alone?”

COMPULSORY COURSES, GRADES 11 AND 12

English, Grade 11, University Preparation (ENG3U)

Media Studies

1. Understanding Media Texts

- 1.1** explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (*e.g., a website uses fonts, graphics, “wallpaper”, and content to establish its brand identity for an audience and the advertisers who wish to reach that audience; ...*)
- 1.2** interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey (*e.g., explain how the perspective and audience of a newspaper or magazine are revealed in the type of advertising it attracts; ...*)
Teacher prompts: “What societal values or beliefs are revealed in ads for cosmetic surgery?” “Are the implied messages in a perfume advertisement based on facts?”
- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... explain how the representation of body types in the advertising and editorial content of most popular sports and fashion magazines can affect audiences; ...*)
- 1.6** explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry (*e.g., ... identify some effects of new media technologies on copyright protection for artists*)
Teacher prompts: “What are the major media conglomerates?” “How might the concentration of media ownership affect the career prospects of young and/or experimental artists? What are some of its other effects?”

2. Understanding Media Forms, Conventions, and Techniques

- 2.2** identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience ...
Teacher prompt: “Why might the cover of a mass-market paperback feature the author’s name more prominently than the book’s title?”

3. Creating Media Texts

- 3.2** select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice (*e.g., explain why an online fundraiser would be an appropriate way to raise money to buy computers; explain why a mini-drama might be a good way to advertise a new product*)

English, Grade 11, College Preparation (ENG3C)

Media Studies

1. Understanding Media Texts

- 1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences (*e.g., ... an infomercial uses techniques associated with public service announcements to persuade people to buy a product “for their own good”*)
Teacher prompt: “Why do advertisements feature endorsements from ‘professionals’ and testimonials from ‘satisfied customers’?”
- 1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (*e.g., determine which book covers or movie posters are aimed at females and which at males*)
Teacher prompts: “What messages do various details on the cover of your favourite CD convey about the music or the artist?” ...
- 1.4 explain why the same media text might prompt different responses from different audiences (*e.g., explain why a public service announcement about gambling addiction might prompt different reactions from consumers and people in the casino business; ...*)
- 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., describe messages inherent in depictions of women on the covers of mass-market romance novels; ...*)
- 1.6 explain how a variety of production, marketing, and distribution factors influence the media industry (*e.g., explain how “product placement” works and how it benefits both the product manufacturer and the media producer; ...*)
Teacher prompt: “Why do private companies use public websites to promote their products – for example, by posting ads to a public video-sharing site?”

English, Grade 11, Workplace Preparation (ENG3E)

Reading and Literature Studies

1. Reading for Meaning

- 1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts (*e.g., ... identify the target market for a product based on evidence in a print advertisement*)
Teacher prompts: ... “What particular features of this advertisement suggest its target market?”

Media Studies

1. Understanding Media Texts

- 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences ...

- 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey (e.g., *images of models and uncrowded beaches in travel brochures create specific impressions of the destinations; the use of a “movie trailer” format in advertisements for video games encourages players to expect excitement and drama from the games*)

Teacher prompt: “How do car, truck, and motorcycle brochures use photographs, written text, fonts, and colour to create favourable impressions of their products?”

- 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose (e.g., ... *determine how appropriate an endorsement by a specific celebrity is for a particular product*)

- 1.5 identify the perspectives and/or biases evident in both simple and complex media texts, and comment on any questions they may raise about beliefs, values, and identity (e.g., *identify the values suggested by depictions of destinations in travel brochures and on websites; ...*)

Teacher prompts: “Why do you think these travel brochures depict the local residents in ‘exotic’ clothing or situations? What is the intended effect on potential customers?” “What pictures might have been deliberately left out of these brochures, and why?” ...

2. Understanding Media Forms, Conventions, and Techniques

- 2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning (e.g., ... *photographs of food in advertising use visual signals – of steam rising, cheese melting, and so on – to suggest taste sensations to viewers; ...*)

- 2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience (e.g., *movie ads in newspapers and DVD covers cite reviewers’ quotes, star ratings, and Oscar nominations to convince potential customers a movie is worth seeing; ...*)

Teacher prompts: ... “How do the advertisements in a newspaper relate to the content of a particular section?” ...

3. Creating Media Texts

- 3.1 describe the topic, purpose, and audience for media texts they plan to create ...

Teacher prompt: “What kind of ad campaign might help persuade jobless young people to seek training to acquire marketable skills?”

English, Grade 12, University Preparation (ENG4U)

Media Studies

1. Understanding Media Texts

- 1.1 explain how media texts, including complex and challenging texts, are created to suit particular purposes and audiences (e.g., *aspects of advertising campaigns are often modified to reflect the priorities of different regional, cultural, or socio-economic groups; ...*)

- 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose ...
- 1.4 explain, with increasing insight, why the same media text might prompt different responses from different audiences (*e.g., explain why the use of celebrities in fundraising campaigns might prompt both negative and positive responses; ...*)
- 1.5 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power ...
- 1.6 explain, with increasing understanding and insight, how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry (*e.g., in a small group, chart the costs of a thirty-second ad on prime-time television, a full-page ad in a daily newspaper, a thirty-second ad on a local radio station, and a full-page ad in a community newspaper, and explain why the costs of the advertisements vary so dramatically*)
Teacher prompts: “How might owning a radio station, a television station, and a magazine help a film company promote its newest feature film?” ...

English, Grade 12, College Preparation (ENG4C)

Media Studies

1. Understanding Media Texts

- 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences ...
- 1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey (*e.g., explain the messages conveyed by the images, text, and symbols used in a movie poster; explain what the use of rich colours and an image of people in evening wear entering a theatre might suggest about the audience for a product in an advertisement*)
Teacher prompts: “What does the image of a smiling family group on a movie poster tell you about the movie?” ...
- 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose ...
Teacher prompts: ... “Why does the juxtaposition of images of affluence and poverty heighten the effectiveness of this charitable organization’s advertisement?”
- 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., ... based on the advertising accompanying a television sports event, suggest what some of the values and priorities of its audience might be; ...*)
Teacher prompt: “Based on the advertising for this sports event, what demographic groups do you think make up its audience? What specific examples make you think that?”
- 1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry (*e.g., Canadian Radio-television and Telecommunications Commission [CRTC] regulations that forbid direct marketing appeals during children’s programming; ...*)

English, Grade 12, Workplace Preparation (ENG4E)

Reading and Literature Studies

1. Reading for Meaning

- 1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts (*e.g., ... make inferences about salary on the basis of the wording of a job description*)

2. Understanding Form and Style

- 2.2 identify a variety of text features and explain how they help communicate meaning (*e.g., explain how graphs, flow charts, and timelines add or reinforce important details in business reports; compare how different magazines use colour, fonts, and page layout to attract their target audience*)

Media Studies

1. Understanding Media Texts

- 1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences (*e.g., horror movies use a unique villain, special effects, night-time settings, and teenage characters as victims to appeal to a teenage audience; apprenticeship training brochures include images of smiling young people in the uniform of their trade, and quotes from skilled workers who completed apprenticeship training and found lucrative jobs, to encourage students to enrol in apprenticeship training*)
- 1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (*e.g., ... identify clues in radio advertisements that indicate who the broadcaster's target audience is*)
Teacher prompt: “What kinds of implied messages do safe-sex ads use to try to convince people of the urgent need to take appropriate precautions?”
- 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose (*e.g., determine how effectively a CD cover communicates the appeal of the artist and of his or her new collection of songs to its target audience; determine how well a company website conveys the impression of good management and responsible corporate citizenship to its employees or customers*)
- 1.6 explain how a variety of production, marketing, and distribution factors influence the media industry (*e.g., explain why authors attend book-signing events to coincide with the release of their books*)
Teacher prompt: “Why are there Canadian versions of American magazines and television shows? What are the advantages and disadvantages of this practice? Who benefits?”

2. Understanding Media Forms, Conventions, and Techniques

- 2.2 identify conventions and/or techniques that are used in a variety of media forms and explain how they convey meaning and influence their audience (*e.g., trade shows showcase the products of various manufacturers and/or service providers in a particular trade for the benefit of practitioners, distributing samples and informative literature and holding contests to engage the interest of their audience*)

OPTIONAL COURSES, GRADES 11 AND 12

Media Studies, Grade 11, Open (EMS30)

A. Understanding and Interpreting Media Texts

1. Understanding and Responding to Media Texts

- 1.1 identify and explain the purpose and audience of a variety of media texts (*e.g., explain the purpose of a print advertisement and identify how the advertisement makes an emotional appeal to its audience; ... explain why a music video is an example of both entertainment and promotion; explain the purpose of paid product placements in film; ...*)

Teacher prompts: ... “What do the cover and title of this CD suggest about the music or the artist? How does the packaging attract the intended audience?”

- 1.2 identify and explain the messages in and meanings of media texts (*e.g., identify the messages conveyed about female body image in an advertisement for jeans; explain both the stated and implied meanings of an advertisement for mouthwash or deodorant; ... explain the overt message of an infomercial; ...*)

Teacher prompts: ... “Why would a travel brochure include photographs of tourists?” ...

- 1.3 compare their own and others’ responses to a variety of media texts and explain how audiences’ backgrounds affect the ways in which they negotiate meaning (*e.g., ... describe how an individual’s interpretation of a text can be connected to social class or position; suggest how an employer and a Grade 9 student might react differently to advertisements that promote apprenticeship programs*)

Teacher prompts: “How might your response to a celebrity endorsement of a product differ from that of a friend? How do you think your values and beliefs, and those of your friend, would affect your responses?” ... “How might print advertisements for luxury items and experiences [*e.g., tropical vacations*] be interpreted differently by people from different socio-economic backgrounds?”

2. Deconstructing Media Texts

- 2.1 identify the codes and conventions used in media texts and explain how they help to create meaning (*e.g., explain why the symbol of a rose appears in the logo of a company that sells skin products; ... chart the types of camera shots used in a television commercial*)

- 2.2 analyse how the language, tone, and point of view used in media texts work to influence the interpretation of messages ...

- 2.3 describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience (*e.g., explain how the elements of a movie trailer for an action/adventure film create audience expectations; ...*)

Teacher prompts: ... “Why do fashion magazines use a combination of photographs, graphics, and text? Why do these magazines include articles about trends, clothing advertisements, and perfume samples?”

B. Media and Society

1. Understanding Media Perspectives

- 1.1** analyse the representation of groups and individuals in media texts and comment on the perspectives, beliefs, or biases that are evident in the texts (*e.g., create a collage of familiar stereotypes in fashion magazines and explain the overall impact of these images; compare media representations of workplaces, vacation experiences, or family life to their own experiences in those areas and suggest reasons for differences; ... explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements; compare the ways in which television shows, news stories, and advertisements depict the elderly and suggest reasons for differences among them*)

Teacher prompts: ... “When advertisements show men in caregiving situations, to what extent are the depictions stereotypes? Why might that be the case?” “Why are fashion models usually young and slender? What does this suggest about societal norms?”

2. Understanding the Impact of Media on Society

- 2.3** assess the impact of the media on countries, cultures, and economies around the world and/or the relationships among them, focusing on globalization (*e.g., ... compare Canadian television commercials to those broadcast in other countries; research the impact of North American pop culture on the global marketplace; identify five globally recognized logos and report on each corporation’s global reach and impact on society; compare the ratio of box office receipts from international and domestic sources for Hollywood films and discuss some of the possible reasons for this; ...*)

C. The Media Industry

1. Industry and Audience

- 1.** demonstrate an understanding of the ways in which the creators of media texts target and attract audiences

- 1.1** analyse how and why media companies, sponsors, and advertisers identify and target audiences based on socio-economic factors and how they assess and react to audience response (*e.g., ... explain why certain commercials are aired during prime-time dramas featuring teenagers; investigate and explain the rationale behind the product placement of luxury items in certain feature films and television programs; explain why certain corporations are interested in sponsorship arrangements with certain schools; ... analyse box office reports and music sales charts and suggest how companies may react to the results; research how the responses of test audiences and focus groups have affected decisions about content in movies or advertising campaigns*)

Teacher prompts: “How and why do media companies gather information about different groups of consumers? How do companies use demographics [*information about age, gender, income, education, and so on*] to determine how to advertise to a particular target group or market?” “Why do major movie studios conduct audience screenings prior to the release of their films?”

- 1.3 explore how a media product or personality is marketed to an audience across a range of media platforms (e.g., *identify and explain several ways in which animated films are promoted through fast food chains; research the media strategies used to give a pop star “brand” identity; explore the ways in which video games and television cartoons are used to promote products and celebrities*)

Teacher prompt: “How many ways is this new film being marketed? Which ones do you think are the most effective for its target audience? Why?”

2. Ownership and Control

- 2.1 explain how government regulations and industry codes affect the way in which media companies operate (e.g., ... *compare and contrast the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse several print advertisements to see how well they conform to the Canadian Code of Advertising Standards; explain how copyright law and guidelines for protecting intellectual property rights affect the media industry*)

- 2.2 research the current patterns of media ownership and explain the impact of these patterns on access, choice, and range of expression (e.g., *identify the owners of each of the media outlets in the local community; identify the holdings of a major media conglomerate and explore the relationships that the holdings have to each other; research the advantages and disadvantages of the media being controlled by a small number of institutions in Canada and in the United States; explain how the concentrated ownership of media can privilege certain perspectives*)

Teacher prompts: ... “What is the largest media company in Canada, what does it control, and how might this affect the choices available to consumers and producers?” “If you were the owner of several media outlets, how could you use your various companies to promote your latest feature film? What advantages would that give you over an independent film producer?”

- 2.4 analyse the factors that determine what media texts will or will not be made available to the public (e.g., ... *explain how commercial concerns may limit the range of choices available in a bookstore*)

Teacher prompts: “Do you think this rap song is likely to be used in television shows or commercials? Why or why not? Do you agree with that reasoning?” ...

- 2.5 analyse the effects of new technologies on the media industry (e.g., *report on the ethical and economic implications of digital sampling in the music industry; examine the effects on the film and television industry of the online proliferation of amateur videos*)

Teacher prompt: “How has the newspaper industry been affected by the emergence of online news providers and of ‘citizen journalism’? How has the industry reacted?”

D. Producing and Reflecting on Media Texts

2. Careers in Media Production

2. demonstrate an understanding of roles and career options in a variety of media industries

- 2.1 identify and distinguish between the various positions involved in the production of a variety of media texts (e.g., *use the Internet to research the specific roles involved in the production of a magazine; using the “behind the scenes” features on a DVD, explore the ways in which a television director interacts with writers, actors, and sound, camera, and lighting crews during the production process*)

Teacher prompts: “How does the role of a film director differ from that of a film producer?” “How does the job of a copy editor compare to that of a news reporter?”

- 2.2 research careers in the media and in related industries (*e.g., write a report on the career opportunities in the media for an editor, producer, cinematographer, carpenter, film lab technician, entertainment lawyer, actor, accountant, caterer, web designer, reporter, or photographer; interview an employee of a local media business, such as a television studio or advertising agency, and create a presentation or write an article about the interview*)
Teacher prompt: “What employment opportunities in the media emphasize oral communication?”

3. Metacognition

- 3.1 reflect on how their behaviours as consumers of media have changed in response to their study of media ...

The Writer’s Craft, Grade 12, University Preparation (EWC4U)

A. Investigating Writing

1. Writing, Writers, and the Writing Life

- 1.6 research a variety of opportunities and/or careers in writing-related fields, and identify the skills needed to pursue them (*e.g., evaluate the information provided on several websites devoted to becoming a successful writer; research and determine the qualifications needed for admittance to both postsecondary and community writing programs; research the submission requirements of local publications and literary magazines; interview a professional writer for local media about the education and/or experience required to reach his or her current position*)
Teacher prompts: “What steps should an aspiring young writer take to get his or her poetry published in Canada?” “How does one get started as a freelance journalist?” “What kinds of writing assignments are offered to freelance writers?” “What are the typical assignments given to a beginning journalist?” “What educational and/or other qualifications are required for this type of work?”

The Writer’s Craft, Grade 12, College Preparation (EWC4C)

A. Investigating Writing

1. Writing, Writers, and the Writing Life

- 1.6 research a variety of opportunities and/or careers in writing-related fields, and identify the skills needed to pursue them (*e.g., investigate the websites of a variety of Canadian writers’, journalists’, and publishers’ associations to explore the range of writing opportunities in Canada and the skills needed for them; research and determine the qualifications needed for admittance to both postsecondary and community writing programs; interview a professional writer for local media about the education and/or experience required to reach his or her current position*)

Teacher prompts: “What steps should a young writer take to get his or her work published?” “What are the skills required for work in broadcast journalism? In print journalism? As an advertising copy writer?” “Which websites did you find that would be useful to a young writer who is interested in learning more about a career in journalism?” “What appeals to you about the writing life? What aspects of that life do not appeal to you?” “In which areas do you think there is likely to be a fairly steady demand for writers? Which types of writing are the least secure, in terms of a career?”

Business and Technological Communication, Grade 12, Open (EBT4O)

A. Investigating Business and Technological Communications and Culture

1. Understanding Business and Technological Communications and Culture

1. demonstrate an understanding of a variety of types of communication, careers, and innovations associated with business and technological communications and related elements of business culture

1.3 research and demonstrate an understanding of a variety of opportunities and careers related to communications in business and technology and the skills needed to pursue them (*e.g., postsecondary programs related to business and technological communications; the role of a communications officer or information technology [IT] representative within a particular organization, such as the local school board*)

Teacher prompt: “What are some employment opportunities for writers in the field of business and technological communications? What type of skills and training would be required for each?”

1.5 read and demonstrate an understanding of a variety of articles and interviews related to business and technology issues, innovations, individuals, organizations, perspectives, and practices (*e.g., interviews with and articles by and about corporate leaders, small business owners, information technology professionals, entrepreneurs, and investment counsellors; articles on legal and ethical issues, such as communications patent infringement, or legislation related to Internet use*)

Teacher prompts: “Why is it important to know about legal or ethical issues related to this business?” “What company or businessperson’s ‘profile’ did you find most interesting, or informative, or inspirational, and why?”

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9 TO 12 (2007)

Although none of the expectations in the English as a second language (ESL) and English literacy development (ELD) curriculum explicitly addresses financial literacy, in each of the strands in the various courses the development of financial literacy can be fostered through both the learning context (e.g., a topic, a thematic unit, or an issue related to financial literacy) and learning materials (e.g., books, websites, media). The expectations in the Reading strand provide opportunities for students to develop the skills and knowledge needed to interpret increasingly complex texts, some of which could relate to personal finances. Similarly, the expectations in the Sociocultural Competence and Media Literacy strand provide opportunities for students to analyse media texts and develop the critical-thinking skills to recognize strategies used by advertisers to appeal to potential markets.

FRENCH AS A SECOND LANGUAGE – CORE, EXTENDED, AND IMMERSION FRENCH, GRADES 9 TO 12 (2014)

FSL programs provide opportunities for students to investigate financial literacy concepts in relation to the texts they explore in class. In addition, students can build their understanding of personal financial planning by participating in role play – for example, buying and selling goods or engaging in personal financial transactions. Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries.

The Core French Program, Grades 9 to 12

Core French, Grade 9, Academic (FSF1D)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support ...

Instructional tips: ... (2) Teachers can encourage students to listen for specific information, vocabulary, and expressions related to part-time work (e.g., “gardienne d’enfants”, “livreur de journaux”, “caissier”, “responsable”, “intuitif”, “débrouillard”, “honnête”, “disponible”, “emploi à temps partiel”, “prendre en charge”, “mettre à jour les fichiers”) to develop their understanding of the responsibilities of and qualifications for jobs.

B. Speaking

B1. Speaking to Communicate

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics ...

Teacher prompt: ... “As-tu un emploi à temps partiel? Combien d’heures par semaine travailles-tu?”

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., ... *participate in informal discussions with peers about needs and wants; ...*) ...

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate ...

Teacher prompts: ... “Est-ce moins cher de louer une voiture que de prendre le train?” ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (*e.g., ... prepare a presentation on various factors that affect a particular French-speaking region in Africa or Asia, such as ... the economy, ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (*e.g., ... plan and budget for a trip using a bus or train schedule*) ...

C2. Purpose, Form, and Style

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (*e.g., ... boldface type and colours emphasize key words in an advertisement; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... an email message inquiring about student loans for summer venture projects*) ...

Core French, Grade 9, Applied (FSF1P)

A. Listening

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (*e.g., ... in pairs, discuss where to find a better price for a product*) ...

B. Speaking

B1. Speaking to Communicate

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (*e.g., ... role-play an interaction between a customer and manager in a department store in which the customer expresses dissatisfaction with a product*) ...
Teacher prompts: ... “Comment exprimes-tu ton mécontentement?”

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (*e.g., ... discuss the cost of products or services of interest, such as sporting goods, campsites, or concert tickets*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (*e.g., ... create a headline that summarizes the main idea of a newspaper article about a topic such as ... adolescent spending habits*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (*e.g., ... to express ideas about cell phone or Internet plans*)

Teacher prompts: ... “Comment prépares-tu un plan pour profiter pleinement du service Internet?” ...

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... shopping lists detailing favourite items and their prices; ...*) ...

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., ... use appropriate tenses to describe work and volunteer experiences and future plans in an article for the school newsletter*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a proposal to their family comparing the cost of a trip to two different countries in Africa, such as Côte d’Ivoire and Tunisia, or in Asia, such as Vietnam and Laos, to help them determine the most economical trip*) ...

Teacher prompts: ... “Quelle expressions vas-tu utiliser pour faire une simple comparaison pour choisir un voyage?”

Core French, Grade 9, Open (FSF10)

A. Listening

A1. Listening to Understand

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts ...

Instructional tips: (1) Teachers can ask students to listen ... for agreement of a noun and its adjective (e.g., “Pour 15 dollars, on a un repas complet avec une entrée italienne, un plat et un dessert canadien”) to help them consolidate basic vocabulary and learn the correct gender of nouns. ...

C. Reading

C1. Reading Comprehension

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions ...

Instructional tips: (1) Teachers can have students scan a text on a specific subject (e.g., ... occupations, ...) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., ... *to inform the school community about a fundraiser for a local charity*) ...

D3. Intercultural Understanding

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., ... *write emails to ... a job interviewer, ...*) ...

Core French, Grade 10, Academic (FSF2D)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (e.g., ... *identify information about movie or concert programs, times, and prices in a recording*) ...

A3. Intercultural Understanding

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities ...

Instructional tips: ... (2) Teachers can ask students to listen for and distinguish between the verb forms in formal dialogue (e.g., ... “Je voudrais acheter ... s’il vous plaît”) and informal conversation ...

B. Speaking

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate (e.g., ... *compare hopes for future career paths with a peer*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., ... *in pairs, research the ... economy ... of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon ...*) ...

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions...

Teacher prompts: ... “Comment répondras-tu aux questions lors d’une entrevue pour un nouvel emploi dans une communauté différente où le français est la langue officielle?” ...

C. Reading

C2. Purpose, Form, and Style

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., ... *comparisons, charts, graphs, and grading systems in consumer reports are used to review and rate products and services for potential buyers; ...*) ...

Teacher prompts: “Comment est-ce que l’auteur du guide du consommateur essaie d’influencer vos achats futurs et pourquoi?”

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., ... *read job postings to identify languages required in business in French-speaking communities around the world; ...*)

Teacher prompts: “Quelles sont les exigences de cet emploi? Comment est-ce que ces exigences auront une influence sur ton choix de cours dans les années futures?” ...

D. Writing

D1. Purpose, Audience, and Form

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation ...

Instructional tips: ... (2) Teachers can illustrate the importance of agreement between the preceding direct object and the past participle of verbs conjugated with “avoir” (e.g., in the sentence, “Au centre commercial, elle a vu le même pantalon que celui de Nicole et la même blouse que celle de Christine, et elle l’a achetée”, the item bought is signalled by the agreement of the past participle with “la blouse”).

D2. The Writing Process

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies ...

Instructional tips: ... (3) Teachers can model the use of conditional sentences using “si” with the *imparfait*, followed by the *conditionnel présent*, to describe possibilities (e.g., ... “Si j’avais un million de dollars, je t’achèterais ...”).

Core French, Grade 10, Applied (FSF2P)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about everyday matters and familiar topics, with support as appropriate (e.g., *identify familiar words and expressions used to persuade in an advertisement; ...*)

Teacher prompts: ... “Quels types de stratégies utilisées dans un message publicitaire te poussent à acheter ou à ne pas acheter le produit?” ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., ... *describe a profession’s skills and responsibilities; lead a panel discussion on where to find the most economical ticket prices or cell phone plans*) ...

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., ... *role-play a conversation between a parent and teenager about a product the teenager wants to have*) ...

B.3 Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., make a presentation on ... jobs in various French-speaking regions, comparing them to those in their own community; ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (*e.g., ... identify stated and implied ideas in an Internet, cable, or cell phone plan; ...*) ...

C2. Purpose, Form, and Style

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (*e.g., ... the impératif and persuasive language in advertisements encourage consumers to buy a product; ...*)

Teacher prompts: ... “Comment peut-on analyser des textes publicitaires en tenant compte, entre autres, des types d’appuis pour convaincre ou persuader (p. ex., appel aux sentiments, slogans)?” ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... read job postings to identify languages required in business in French-speaking communities around the world; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (*e.g., ... to create an advertising campaign to persuade students to support a school fundraising event*) ...

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., ... a classified advertisement about an item ... for sale; an FAQ section for a school website about school-based apprenticeships or opportunities for bilingual volunteer work*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... create a menu, including the prices, for a traditional French Canadian meal; ...*) ...

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., ... write to an organization to offer their services as a volunteer, explaining their reasons for volunteering, expressing interest in a particular position, and discussing how their skills and experiences can make a contribution ...*) ...

Core French, Grade 10, Open (FSF20)

A. Listening

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (*e.g., ... recommend local restaurants in response to peers' statements about their food preferences and budgets; ...*) ...

A3. Intercultural Understanding

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities ...

Teacher prompts: ... “Comment est-ce qu’on a utilisé l’humeur pour essayer de convaincre les gens d’acheter un produit?” ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: using familiar words and expressions, produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (*e.g., ... describe skills learned through volunteering in the community; ...*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., make a presentation on ... jobs in various French-speaking territories, and compare them to those in their own community; ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (*e.g., ... read and mime the instructions in a classmate's procedural text, such as ... prompts at an ATM; ...*) ...

C2. Purpose, Form, and Style

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (*e.g., ... maps, photos, and sample itineraries on a travel website help readers plan and budget for a vacation; ...*)

Teacher prompts: ... “Comment est-ce que le promoteur essaie de te convaincre d’acheter ce produit?” ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create ...

Instructional tips: ... (2) Teachers can suggest that students use the *conditionnel présent* when setting goals or expressing wishes or dreams (*e.g., “Si je gagnais de l’argent, j’achèterais ...”*).

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., ... an article on the benefits of part-time jobs for teenagers*) ...

D2. The Writing Process

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., ... develop a plan for working towards career goals*) ...

D3. Intercultural Understanding

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., write a receipt or invoice using conventions for writing numbers and money amounts [i.e., using a space to separate thousands and a comma rather than a decimal point, and placing the currency sign after the amount]; ... write menus for different types of eating establishments ... and include the cost of the foods offered in each*) ...

Core French, Grade 11, University Preparation (FSF3U)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate (*e.g., ... listen to a job description, infer the skill set that the employer requires, and prioritize the skills most suitable for the job; ...*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (*e.g., ... contribute to a panel discussion about consumer awareness and advertising*) ...

Instructional tips: ... (2) Teachers can direct students' attention to oral statements containing two actions in the past and ask them to identify how tenses are used to indicate the order in which the actions occurred (*e.g., "J'ai acheté le produit dont tu m'avais parlé l'autre jour"*).

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (*e.g., ... prepare and rehearse possible responses to job interview questions*) ...

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with support as appropriate (*e.g., engage in a round-table discussion exploring topics such as ... potential career paths, ...*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario*) ...

C. Reading

C2. Purpose, Form, and Style

C2.2 Text Features and Elements of Style identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (*e.g., ... logos, illustrations, font sizes, and colour influence are used in advertisements to try to influence the behaviour of consumers; ...*)

Teacher prompts: ... “Quelles couleurs sont les plus efficaces pour attirer l’attention du lecteur sur une affiche?” ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... plan and budget for an imaginary trip; research the major industries in a French-speaking country and prepare a brochure promoting the country because of its industries*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (*e.g., ... to inform other students about the advantages of volunteering as a way of preparing for future jobs and careers*)

Teacher prompts: ... “... comment planifies-tu un budget pour celui-ci?” ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... create a guide for tourists that explains the etiquette of tipping in a variety of French-speaking countries*) ...

Core French, Grade 11, Open (FSF30)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (*e.g., ... extract the main message from a short podcast about a financial issue; ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (e.g., ... *debate the benefits of teenagers' having part-time jobs*) ...

B2. Speaking to Interact

B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about a variety of topics, with teacher modelling as appropriate (e.g., *share ideas and respond to others' opinions in a round-table discussion about ... potential career paths, ...*) ...

C. Reading

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

Instructional tip: Teachers can promote the use of the *conditionnel présent* to express wishes and possibilities when students are planning a vacation (e.g., ... “Si j'économisais assez d'argent, je t'accompagnerais avec plaisir”).

D. Writing

D3. Intercultural Understanding

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work ...

Instructional tip: Teachers can suggest that students develop and follow a step-by-step plan to research words and expressions from different French-speaking communities that mean the same thing in English (e.g., ... “dringuelle” [Belgium] and “bonnemain” [Switzerland] for “tip”).

Core French, Grade 12, University Preparation (FSF4U)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a wide variety of topics in oral French texts, with support as appropriate ...

Instructional tips: ... (2) Teachers can model the correct use and structure of various negative expressions (e.g., ... “Elle n'a plus d'argent”, ...) and the negative *infinitif* ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about a wide variety of topics, in formal and informal situations (*e.g., listen to classmates explain their future options, such as ... work ...*) ...

A3. Intercultural Understanding

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

Instructional tip: Teachers can ask students to pay particular attention to the use and order of pronouns while listening to a conversation in a television show (*e.g., ... “Je peux m’en acheter un”, ...*).

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a wide variety of topics, with support as appropriate (*e.g., ... lead a panel discussion on the influence of media on consumer spending; ... create a presentation with visuals for peers to develop their awareness of the advantages and disadvantages of using a credit card*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., compare ... occupations, salaries ... among linguistic or cultural groups in various French-speaking communities; ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about academic and personally relevant topics (*e.g., ... compare their own values and opinions to those presented in advertisements; ...*) ...

C2. Purpose, Form, and Style

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (*e.g., ... explain how the slogans in an advertisement address a targeted audience; ...*) ...

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (*e.g., ... advertisements use logos and other images, font size, colour, and imperatives to try to influence the reader*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., compare the educational background, skills, and work experience required for careers and occupations that they have read about on websites of French-speaking communities; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a plan for how to save and invest money*)

Teacher prompts: ... “Quelles sont les sources d’information qu’on peut utiliser pour se renseigner sur les façons d’investir et d’économiser de l’argent? Comment vas-tu faire ton plan?” ...

Core French, Grade 12, Open (FSF4O)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (*e.g., ... listen to a presentation on a postsecondary program and describe the jobs that are related to the field of study*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (*e.g., ... give feedback after listening to peers explain their plans for postsecondary studies and ... careers*) ...

A3. Intercultural Understanding

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities ...

Teacher prompts: ... “Quel langage utilisé par la commercialisation influence le comportement des jeunes et des adultes envers certains produits?” ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (*e.g., ... lead a panel discussion on the influence of media on consumer spending*)

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., compare ... occupations, salaries ... among linguistic or cultural groups in various French-speaking communities; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (*e.g., ... to persuade their teacher to help the class raise funds for a good cause*)

Teacher prompts: ... “Quels sont les avantages d’acheter des légumes et des fruits qui ont poussé naturellement en saison et dans ta région?” ...

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a letter to their bank requesting information*) ...

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation ...

Instructional tips: ... (2) Teachers can suggest that students use possessive pronouns to avoid unnecessary repetition of nouns when comparing two different items in an email to a friend (*e.g., “J’ai acheté une nouvelle voiture, elle est très jolie, mais elle est plus petite que la tienne”*).

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... create an itinerary and budget plan for a road trip within a French-speaking country; ...*) ...

The Extended French Program, Grades 9 to 12

Extended French, Grade 9, Academic (FEF1D)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about familiar and academic topics, including literary texts, with support as appropriate (*e.g., ... identify essential information from a presentation about the security features of banknotes; ...*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar and academic topics, including literary topics, in formal and informal situations (*e.g., ... in a small group, respond to the ideas of others about how to distinguish between needs and wants when monitoring spending habits*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of short literary, informational, and graphic French texts, including texts used in real-life situations (*e.g., ... develop a profile of a person based on a collection of printed artifacts such ... grocery receipts, ...*) ...

C1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages ...

Teacher prompts: ... “Comment les préjugés que vous avez identifiés dans un guide du consommateur influencent-ils vos choix d’achat?” ...

C2. Purpose, Form, and Style

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (*e.g., ... charts communicate ratings in consumer reports evaluating products and services; images and specific information promote an event, a product, or a business in a flyer*)

Teacher prompts: ... “Quel impact les photos et les images présentées dans le guide du consommateur ont-elles sur vos achats?” ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of short French texts to convey information, ideas, and opinions about familiar and academic topics, including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., ... a weekly budget based on their present financial circumstances; ...*)

Teacher prompts: ... “Comment planifier un budget vous conscientise-t-il de la valeur de l’argent?” ...

Extended French, Grade 10, Academic (FEF2D)

A. Listening

A1. Listening to Understand

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics, with support as appropriate (*e.g., ... analyse how a commercial attempts to create a need; ...*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (*e.g., ... ask questions to clarify their understanding of a peer’s presentation on his or her future ... career plans; ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... produce a video to inform peers about career paths in which bilingualism would be an asset; record a music video to be used to fundraise for a charitable cause*) ...

B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (*e.g., ... use the comparative and superlative forms of adjectives and adverbs in a role play about a customer service representative and a consumer discussing service and prices; ...*)

Teacher prompts: ... “Comment peut-on faire une comparaison des services et des marchandises?” ...

Instructional tips: (1) Teachers can model using two object pronouns with simple and compound verbs in affirmative and negative sentences to avoid the repetition of nouns, and can encourage students to use this structure in spontaneous conversations (*e.g., “Je lui en ai acheté deux pour son anniversaire”, ...*). ...

B2. Speaking to Interact

B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (*e.g., ... participate in a panel presentation to Grade 9 students on how volunteering, part-time employment, and/or participation in school activities can develop job skills; informally discuss future career paths with peers; ... engage in a class discussion on personal finances*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (*e.g., ... summarize the terms and conditions related to an online service or product; ...*)

Teacher prompts: ... “Pourquoi est-ce nécessaire de lire et de comprendre les conditions et les mises en garde quand on achète un nouveau produit?” ...

C1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary ...

Instructional tips: (1) Teachers can encourage students to note examples in their vocabulary notebooks of multiple meanings of the same word (*e.g., “devoir”: “Mon frère m’a prêté de l’argent. Alors, je lui dois maintenant vingt dollars”, ...*) ...

C1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., ... compare the effectiveness of a printed flyer and a website or email advertisement for a similar store or product*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

Instructional tip: Teachers can encourage students to research, plan, and budget a trip to a French-speaking country in Africa or Asia and promote the destination to the class in a flyer (*e.g., ... “... Venez avec nous au Bénin : plus vous êtes nombreux, moins vous payez”; ...*).

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to educate teenagers about responsible personal financial practices through a website; ...*)

Teacher prompts: ... “Comment un site Web peut-il informer les ados de la valeur de l’argent?” ...

D1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., write an article for the school’s newsletter about the importance of learning French in Canada and how it can be useful in a variety of careers; design and create a marketing flyer for students looking for volunteer opportunities; ...*) ...

Extended French, Grade 11, University Preparation (FEF3U)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including literary texts and long texts (*e.g., ... after listening to a presentation on personal finance, summarize the advantages and disadvantages of using a credit card; ...*)
Teacher prompts: ... “Qu’est-ce qu’une carte de crédit bancaire? Quels sont les avantages et les inconvénients d’une carte de crédit?” ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary topics ...

Instructional tip: Teachers can direct students’ attention to the use of “tel” to introduce examples (*e.g., ... “J’avais de telles envies de chocolat que mon ami m’en a acheté immédiatement”*).

B1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... narrate a documentary on an economic ... topic*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary topics (*e.g., ... chair a round-table discussion about savings, investment, and financial planning for higher education; ...*)

Teacher prompts: “Comment les perspectives des autres sur les finances influencent-elles la façon dont vous gérez votre propre argent?” ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (*e.g., ... extract information from charts about financial support for postsecondary students in Ontario and present it to the class; ... draw a conclusion about economic challenges faced by First Nations, Métis, or Inuit communities based on texts by several Aboriginal writers*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

Teacher prompts: ... “... Quel est son rôle dans l’économie mondiale?” ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a plan and budget for a school fundraiser*) ...

Teacher prompts: ... “Comment allez-vous influencer les pensées et les actions des gens pour qu’elles participent à la collecte de fonds? Est-ce que les gens prennent leurs décisions de façon logique ou émotionnelle?”

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a descriptive itinerary and budget for a trip ...*)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., ... write a letter to a business owner requesting sponsorship for a school event; ...*) ...

Extended French, Grade 12, University Preparation (FEF4U)

A. Listening

A1. Listening to Understand

A1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts ...

Instructional tips: ... (2) Teachers can ask students to listen for conjunctions that are followed by the *subjonctif présent* or *subjonctif passé* to help them distinguish between facts and hypothetical statements (*e.g., ... “Quoiqu’il ait gagné peu d’argent, il tient à en donner aux pauvres”*).

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a wide variety of topics, including literary and other challenging texts (*e.g., ... explain how a presentation about personal budgeting is consistent with or contradicts their prior knowledge; ...*) ...

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French, including some challenging texts, about a wide variety of topics (*e.g., ... analyse the perspective of a documentary about economic development and the environment in Canada and evaluate its objectivity; ...*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and other challenging topics, in formal and informal situations (*e.g., ... listen to representatives from different universities discuss their programs and scholarships, and then ask questions for clarification; ...*)

Teacher prompts: ...“Quels types de questions pouvez-vous poser pour solliciter de l’information relative à une demande de bourse?”...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics (*e.g., ... in a small group, report on the financial support that some Canadian universities offer to English-speaking students studying in French; ...*)

Teacher prompts: ...“Quelles sont les sources d’aide financière qui vous permettent de poursuivre vos études après le secondaire?” ...

B1.4 Creating Media Texts: create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... with a peer, produce a webcast for graduating students regarding how to budget for postsecondary education or a major event such as a formal dance or graduation trip*)

Teacher prompts: ... “Comment fait-on un budget de réalisation d’un projet?”

Instructional tip: Teachers can direct students to use the *faire causatif* construction to articulate cause and effect when discussing financial planning (*e.g., “L’épargne vous fait économiser de l’argent”*).

B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately ...

Instructional tip: Teachers can review which conjunctions are followed by the *subjonctif* (*e.g., “Quoique ce soit trop cher, vous devriez faire réparer cet ordinateur pour finir le travail” ...*) ...

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities ...

Teacher prompts: ... “Que représente l’argent ... pour les ados dans différents pays francophones?”

Instructional tip: Teachers can ask students to conduct research on the opinions of adolescents from different French-speaking regions on various issues, such as those relating to ... money, ...

C. Reading

C1. Reading Comprehension

C1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., ... compare the perspectives on current ... economic ... issues expressed in the editorials or feature articles of different newspapers and/or magazines*) ...

C2. Purpose, Form, and Style

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (*e.g., ... sample budgets, information on different types of financial institutions, and recommendations for how to save on a website on financial planning help people make wise financial decisions*)
Teacher prompts: ... “Qu’est-ce qu’un budget? Pourquoi établit-on un budget? Qui doit préparer un budget?” “Pourquoi les graphiques sont-ils efficaces pour reporter des données financières?” ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to apply for a scholarship for bilingual students; ... to explain how information in a newspaper article about the rising cost of food, tuition, gas, and/or public transit affects their postsecondary plans and/or budgets; ...*)

Teacher prompts: ... “Comment rédigez-vous une lettre de motivation pour demander une bourse?” ...

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a financial plan that discusses their short-term financial goals and includes a budget based on those goals; ...*) ...

D1.3 Creating Media Texts: create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... design promotional materials based on a speaker’s presentation about bilingual career opportunities; ...*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... broaden their understanding of a particular French-speaking culture outside Canada before writing a proposal for a business venture in that region; ...*)

Teacher prompts: ... “Pourquoi est-il important d’étudier des cultures avant de tenter d’établir un commerce à l’étranger?”

The French Immersion Program, Grades 9 to 12

French Immersion, Grade 9, Academic (FIF1D)

A. Listening

A1. Listening to Understand

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics ...

Instructional tips: ... (3) Teachers can direct students to listen for the *subjonctif présent* after impersonal expressions such as “il faut que”, “il est temps que”, “il est important que” and use them to evaluate media texts (e.g., ... “Il faut qu’ils investissent en publicité Internet pour bâtir leur communauté d’acheteurs”).

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., ... *view a television program featuring entrepreneurs and discuss with peers some ways in which needs and wants create opportunities for businesses; ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., ... *present a monologue or an impromptu speech on budgeting and saving money; ...*) ...

Instructional tips: ... (2) Teachers can direct students’ attention to the proper use of past and future tenses when discussing budgeting (e.g., “J’ai gagné beaucoup d’argent l’été dernier, quand je m’occupais des animaux domestiques de mes voisins. J’ai mis une somme à la banque et je dépenserai le reste pour acheter une imprimante”).

B1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., ... *develop a television, radio, or Internet commercial for a product or service that a young entrepreneur is offering; ...*) ...

Instructional tips: (1) Teachers can instruct students to use comparatives and superlatives (e.g., “mieux”, “meilleur”, “le plus”, “la plus”, “les plus”, “le moins”, “la moins”, “les moins”) when creating a commercial (e.g., ... “Ce magasin est le moins cher de la ville”). ...

B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *use the comparative and superlative forms of adjectives and adverbs when comparing items to buy; ...*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (*e.g., ... improvise dialogues using a question-and-answer format and requiring a tactful, formal tone, such as between ... a banker and someone seeking information about saving; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to write a proposal to convince a finance committee that funds should be granted for a summer work project*) ...

D1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write an objective news article summarizing the causes and potential consequences of a current social, economic, or environmental issue*) ...

Instructional tips: (1) Teachers can suggest explicit and implicit persuasive techniques for students to incorporate in their media texts, such as gaining attention through intriguing phrases or bold colours; holding interest through questions, visual appeal, or suspense; provoking desire through emotional appeals; and prompting the audience to take action by creating a sense of urgency (*e.g., “Un gros cadeau pour les 100 premiers acheteurs”*). ...

D1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation ...

Instructional tips: ... (3) Teachers can direct students’ attention to the correct sequence of tenses when using the *passé composé* and *imparfait* (*e.g., ... “Le comité vert est allé séduire de généreux donateurs avec des arguments pleins de bon sens; il voulait vous demander ..., et il souhaitait ...”*).

French Immersion, Grade 9, Applied (FIF1P)

B. Speaking

B2. Speaking to Interact

B2.2 Interacting: engage in guided and structured spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (*e.g., ... in small groups, discuss a local environmental or financial issue affecting the community and propose some solutions; ...*)

Teacher prompts: ... “Quelles idées proposez-vous pour épargner de l’argent?” ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of short fictional, informational, and graphic French texts, including texts used in real-life situations (*e.g., ... read a cell-phone bill and discuss how to avoid extra charges; read a subway or bus map to help plan and budget for a field trip for the class; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of the fundamental structural and stylistic elements of each form (*e.g., ... a budget based on their identified financial goals; ...*)

Teacher prompts: ... “Y a-t-il une relation entre l'établissement d'un budget de vos dépenses et l'organisation de vos activités sociales pour le mois? ...” ...

D1.3 Creating Media Texts: create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write a script for a public service announcement to inform teenagers about ... a financial matter; ...*) ...

French Immersion, Grade 10, Academic (FIF2D)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts and long texts, with support as appropriate (*e.g., note information heard in a presentation about summer jobs or future occupations, such as required knowledge, education, and skills; ...*) ...

Teacher prompts: “Comment vous informez-vous sur les programmes d'emplois d'été pour étudiants en Ontario?”

Instructional tips: ... (2) Before a presentation about summer employment opportunities, teachers can suggest that students listen for the *subjonctif présent* after expressions of emotion, doubt, preference, command, or permission (*e.g., “Nous sommes contents que vous puissiez perfectionner vos compétences en langue seconde tout en bénéficiant d'une expérience professionnelle majeure...”, “L'employeur doute que vous ayez le choix de...”*). ...

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics ...

Teacher prompts: ... “De quelle façon les éléments de la présentation vous influencent-ils à l'achat du produit?” ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about academic and familiar topics, including literary topics, in formal and informal situations (*e.g., ... pose questions after listening to a presentation after a co-op or job fair*) ...

Instructional tips: (1) Teachers can suggest that students listen for various double negative forms so they can respond appropriately in conversations (*e.g., ... “Elle n’a plus aucun argent”, ...*) ...

A3. Intercultural Understanding

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities ...

Instructional tips: (1) Teachers can ask students to listen for relative pronouns in historical vignettes and can encourage students to use them when comparing cultures (*e.g., ... “celui que j’ai acheté”, ...*).

(2) Teachers can provide students with information on the history of communities and cultures in various countries in Africa in which French is spoken, drawing attention to ... economic issues and the enduring influence of ... slavery.

B. Speaking

B1. Speaking to Communicate

B1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create a multimedia advertising campaign that promotes hiring students for summer jobs*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (*e.g., ... engage in a round-table discussion exploring such topics as ... potential career paths ...; ...*)

B3. Intercultural Understanding

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... deliver a presentation on key factors that affect a particular French-speaking country in Africa or Asia, such as ... the economy ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (*e.g., ... plan and budget for an overseas trip using travel brochures*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to report for the school's online newsletter on community fundraising for a good cause; ...*) ...

Instructional tip: Teachers can encourage students to construct respectful survey questions on saving energy at home, using inversion with the *conditionnel présent* (*e.g., ... “Quels produits certifiés respectueux de l’environnement vos parents achèteraient-ils chaque semaine?”*).

D1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write and record mock radio interviews about job programs for youth; ...*)

Teacher prompts: ... “Quelle sorte de production médiatique prépareriez-vous pour promouvoir les programmes d’emploi pour les jeunes?” ...

French Immersion, Grade 10, Applied (FIF2P)

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (*e.g., ... create a presentation for peers on developing awareness of the advantages and disadvantages of shopping online*) ...

B1.4 Creating Media Texts: create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., create videos with narration and interviews that inform peers about potential ... career paths; ... in a small group, produce a song and a music video to raise money for an environmental cause; ...*) ...

B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (*e.g., distinguish between the futur simple and the conditionnel présent when describing future career plans ...; ...*) ...

Instructional tips: (1) Teachers can encourage students to use the *imparfait* and the *passé composé* to recount events from everyday life (*e.g., “Je faisais mes courses au centre commercial, quand j’ai rencontré Karim”*).

B2. Speaking to Interact

B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (*e.g., ... compare hopes for future career paths with peers; ... in a small group, discuss how volunteering, part-time employment, and participation in school activities can develop job skills, and make a presentation to the class; ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (*e.g., ... explain, on the basis of research, the features that distinguish counterfeit and real banknotes; ... create a dinner menu with prices based on items in a supermarket or restaurant flyer; ...*)

Teacher prompts: ...“Comment peut-on repérer un faux billet?” ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... read job postings to identify other languages used in French-speaking communities in Africa and Asia; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., ... blog entries describing highlights of a cooperative education or summer job experience; ...*) ...

D1.3 Creating Media Texts: create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., write a script for a public service announcement about an issue related to ... poverty, ...; write a marketing flyer for students looking for volunteer opportunities, co-op placements, or part-time work; ...*) ...

French Immersion, Grade 11, University Preparation (FIF3U)

A. Listening

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a variety of topics, including literary and other challenging topics, in

formal and informal situations (e.g., ... *improvise a dialogue between a client and a banker about investments; ...*)

Teacher prompts: ... “Comment maintenez-vous une conversation sur l’investissement au Canada?”

Instructional tips: (1) Teachers can suggest that, during role play, students use conditional sentences to express consequences (e.g., “Si j’avais une bonne somme d’argent, j’ouvrais un compte”, “Si j’étais parti plus tôt, je ne serais pas arrivé en retard à mon rendez-vous à la banque”). ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary and other challenging topics (e.g., ... *present a slideshow to peers on the advantages and disadvantages of different types of credit to finance purchases*) ...

B1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., ... *create and participate in a public affairs show about socio-economic challenges facing First Nations, Métis, and/or Inuit people ...*) ...

B2. Speaking to Interact

B2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary and other challenging topics (e.g., ... *with a partner, role-play making and responding to a complaint at a store ... using respectful and clear language and including spontaneous and appropriate answers to questions; discuss, in small groups, strategies to showcase the skills, knowledge, and abilities they have to offer a potential employer; ...*) ...

Teacher prompts: “Comment pouvez-vous valider votre plainte et être convenablement compensé(e)?”

Instructional tip: Teachers can suggest that students use the *infinitif passé* after the preposition “après” when formulating a complaint (e.g., “Après avoir acheté les souliers, j’ai remarqué que ...”).

C. Reading

C1. Reading Comprehension

C1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages ...

Teacher prompts: ... “Pourquoi est-il important avant d’acheter un produit d’identifier les stéréotypes présentés dans les annonces et de lire le message en petits caractères d’une annonce publiée?” “Jusqu’à quel point les annonces dans les revues jouent-elles un rôle dans la sélection des produits que vous achetez?” ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... research the ... economic ... context in a French-speaking country to gain a better understanding of excerpts of the works of one of its authors; ... compare the cost of postsecondary studies in a variety of French-speaking countries with the cost in Ontario*) ...

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities ...

Instructional tips: ... (2) Teachers can suggest that students develop and follow a step-by-step plan to research words and expressions from different French-speaking communities that mean the same thing (*e.g., terms for “tip”*: “dringuelle” – Belgium; “pourboire” – France; “bonne main” – Switzerland) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... a plan and budget for school fundraising; ...*)

Teacher prompts: ... “Comment faites-vous un plan et un budget pour la collecte de fonds pour l’école?” ...

D1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... write a script for a documentary about the fast-food industry to inform teenagers about nutrition and the cost of buying healthy foods; ...*)

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... plan and budget for a trip to a French-speaking country ...; ...*) ...

French Immersion, Grade 11, Open (FIF30)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including long texts, with contextual and visual support (*e.g., ... listen to a job description and list the skill set that the employer requires; ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, with contextual and visual support (*e.g., ... deliver a presentation to peers about consumerism and addressing the difference between needs and wants*) ...

B1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... create an advertising campaign to persuade jobless young people to seek training to develop marketable skills*)

Teacher prompts: ... “Quel type de campagne publicitaire peut cibler les jeunes sans emploi?” ...

B3. Intercultural Understanding

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions ...

Instructional tips: ... (2) Teachers can introduce casual expressions that students can use in their conversations (*e.g., ... “Je travaille l’été pour me faire un peu de sous” means “Je travaille l’été pour gagner un peu d’argent”; ...*).

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including challenging texts and texts used in real-life situations (*e.g., ... discuss, in small groups, the message in an editorial cartoon about the economy; ... consult a flyer from a local department store or a mail-order catalogue to place an order; ...*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... budget for a trip or an eco-tour to a French-speaking region; ...*)...

Teacher prompts: ... “Quelles sont les ressources d’informations touristiques qui peuvent vous aider à planifier et calculer les frais d’un voyage? ...” ...

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (*e.g., ... comment on persuasive language used in financial advertisements in different French-speaking countries; ...*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to advertise an item ... for sale; ...*) ...

French Immersion, Grade 12, University Preparation (FIF4U)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a wide variety of topics, including literary texts and challenging or specialized texts (*e.g., ... synthesize information presented in a documentary on financial planning; ...*) ...

A2. Listening to Interact

A2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and challenging or specialized topics, in formal and informal situations (*e.g., ... discuss with classmates their future options, such as ... working ...*) ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary topics and challenging or specialized topics (*e.g., ... give a talk to younger students on financial considerations related to planning their postsecondary education; present their findings, including evidence and examples supporting their position, on the economic importance of cultural industries; ... present a basic budget reflecting their expected income and expenditures after secondary school*) ...

B2. Speaking to Interact

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations ...

Instructional tip: Teachers can review the correct sequence of tenses in complex sentences about past events, which students can use to clarify their point in both informal and formal contexts (*e.g., “Je suis fauché. Permettez-moi d’expliquer plus en détail : J’ai déjà dépensé tout l’argent que mes grands-parents m’avaient donné pour mon anniversaire” ...*).

B2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary topics and challenging or specialized topics (*e.g., ... evaluate the effectiveness of arguments during a class debate on an ... economic issue; ...*)

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a wide variety of literary, informational, and graphic French texts, including long and challenging or specialized texts and texts used in real-life situations (*e.g., ... synthesize non-fiction works in a digital presentation on a financial or an economic issue; ...*) ...

C1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., compare the messages in different articles on an economic issue; ...*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... research non-governmental organizations' aid projects in developing regions where French is spoken to evaluate an aid initiative in that region*)

D. Writing

D1. Purpose, Audience, and Form

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (*e.g., ... to apply for a postsecondary program or scholarship; ... to explain ... economic realities in Canada today, using research to strengthen their arguments; ...*) ...

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a wide variety of topics, including literary topics and challenging or specialized topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., ... an opinion on the future of the Canadian economy, supported by examples from the financial sections of various newspapers; ...*) ...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... write a feature article for a community newspaper describing the role of women in the business world in different French-speaking regions*)

Teacher prompts: ... “Quelle était et quelle est la place des femmes dans le monde du travail?” ...

French Immersion, Grade 12, Open (FIF4O)

A. Listening

A1. Listening to Understand

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including challenging texts, with contextual and visual support (*e.g., ... create a brochure based on a speaker's presentation about bilingual career options; ...*)

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics ...

Instructional tips: (1) Teachers can encourage students to listen for impersonal expressions followed by the *infinitif* in advertisements (*e.g., "Il faut acheter ce produit", ...*). ...

B. Speaking

B1. Speaking to Communicate

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including challenging topics, with contextual and visual support (*e.g., ... give an impromptu speech on how to budget for a major purchase; ...*) ...

B1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ... in a small group, create a webcast for youth regarding budgeting for college, an apprenticeship program, or a major event such as a formal dance or graduation trip*)

Teacher prompts: ... "Quelle technique utiliseriez-vous dans une publicité pour persuader votre auditoire d'acheter votre produit?" ... "Comment fait-on un budget de réalisation d'un projet?"

Instructional tip: Teachers can direct students to use the *futur antérieur* in their webcasts on budgeting to describe an action that will have happened in the future (*e.g., "On me paiera pour le travail que j'aurai fait pendant l'été", ...*).

B2. Speaking to Interact

B2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics, including challenging topics (*e.g., debate a current global issue related to poverty, international economics, ...*) ...

C. Reading

C1. Reading Comprehension

C1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including some long, challenging texts and texts used in real-life situations (*e.g., ... using a variety of sources, make informed recommendations on ... making environmentally responsible choices for purchases for the school; in a small group, analyse several consumer reports or reviews of a product, grouping information under the headings “Coût” and “Avantage”; ...*) ...

C3. Intercultural Understanding

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., ... compare the cost of movie and theatre tickets in a variety of French-speaking countries with their cost in Ontario*) ...

D. Writing

D1. Purpose, Audience, and Form

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including challenging topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a formal letter inviting a community partner to sponsor a school project; ...*)...

D1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., ...design promotional materials based on a speaker’s presentation about bilingual career opportunities; ...*)...

D3. Intercultural Understanding

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., ... prepare a report on aspects of advertising campaigns that reflect the priorities of different ... socio-economic groups in a French-speaking country*) ...

GUIDANCE AND CAREER EDUCATION, GRADES 9 AND 10 (2006) AND GRADES 11 AND 12 (2006)

All courses in the guidance and career education curriculum have expectations that explicitly address financial literacy education. Students develop skills related to budgeting and making financial transactions and are given opportunities to explore career options and economic trends. In all such exploration, students are encouraged to be mindful of personal, familial, and societal financial considerations.

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10/GLE10/GLE20)

Learning Skills

Developing Numeracy Skills and Strategies

- describe how mathematics is applied in everyday situations (e.g., making financial transactions, budgeting, ...)

Exploration of Opportunities

Exploring Careers

- develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for secondary school success
 - describe opportunities for learning in all stages of life and in various contexts (e.g., evening courses, on-the-job training, workshops, presentations by guest speakers)
 - identify, on the basis of research, selected occupations or fields of work most suited to them based on their personal profile
 - organize relevant documents (e.g., learning plan, personal profile, career research, action plan) into a portfolio and use them to select an appropriate pathway for secondary school studies

Career Studies, Grade 10, Open (GLC20)

Personal Management

Developing Personal Knowledge

- use a self-assessment process to develop a personal profile for use in career development planning
 - identify the essential skills (e.g., ... numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development

- identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider

Exploration of Opportunities

Accessing and Managing Information

- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio
 - identify and describe, using an occupational classification system (e.g., National Occupational Classification), various fields of work that are of interest to them
 - demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews print, video, and computer-based resources)
 - describe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupations
 - organize and integrate selected career information into a portfolio

Identifying Trends and Opportunities

- identify current trends in society and the economy and describe their effect on work opportunities and work environments
 - identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or “contracting out”, emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environments
 - identify a broad range of local and regional work opportunities, including self-employment and entrepreneurship, using a variety of resources (e.g., Internet websites, field trips, guest speakers, employment centres)

Identifying Personal Options

- identify a broad range of options for present and future learning, work, and community involvement
 - demonstrate an understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement, Specialist High Skills Major)
 - compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations

Preparation for Transitions and Change

Developing a Career Plan

- use appropriate decision-making and planning processes to set goals and develop a career plan
 - demonstrate an understanding of the decision-making process as it relates to career planning
 - articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations
 - produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals

Managing Change

- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change
 - demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning
 - describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school)

Searching for Work

- demonstrate an understanding of, and the ability to prepare for, the job-search process
 - compare the “open” (publicly advertised) job market and the “hidden” (unadvertised) job market, and identify appropriate strategies to access each market
 - use a variety of resources (e.g., personal networks, employment centres, Internet job postings) to identify summer or part-time job opportunities in their community
 - demonstrate the ability to complete job applications effectively
 - demonstrate the ability to prepare effectively for the job interview process (e.g., setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; preparing follow-up activities, including thank-you letters)

Discovering the Workplace, Grade 10, Open (GLD20)

Essential Skills for Working and Learning

Understanding Workplace Essential Skills

- identify and describe the workplace essential skills necessary for success in life, school, and work
 - identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., the Human Resources and Skills Development Canada [HRSDC] website, the Ontario Skills Passport, brochures on essential skills, employers)
 - identify the most important workplace essential skill requirements for a range of occupations, using various resources and personal workplace experiences (e.g., Essential Skills Profiles from the HRSDC website, the Ontario Skills Passport, employers)
 - describe how the essential skills are transferable from home to school, school to work, occupation to occupation, and sector to sector

Using Literacy and Numeracy Strategies

- identify the numeracy strategies required for calculation and estimation, and use them effectively to manage money (e.g., make change), to work with schedules and budgets ... , to analyse data (e.g., compare monthly reports), and to measure and make numerical calculations ... using real workplace materials in school, in the community, or in real or simulated workplace settings

Personal Management

Self-Knowledge

- identify and describe internal and external factors that motivate them (e.g., ... money, ...), and explain how such factors may contribute to the achievement of their short-term goals for learning and work

Task Planning and Organization

- develop and complete a project (e.g., set up a job-shadowing experience), using task-planning and organizing skills and strategies (e.g., clustering and sequencing of tasks, scheduling), and evaluate the success of the project

Exploration of Opportunities

Researching Information

- demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources
 - use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities)
 - locate information for a range of occupations, using print, electronic, and human resources (e.g., *Ontario Prospects*, National Occupational Classification, mentors, guidance counsellors)
 - describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies)
 - report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits)

Exploring Learning and Work Opportunities

- describe opportunities for learning and work, and identify ways in which they can prepare for these opportunities
 - demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements

- describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work
- describe the characteristics and skills required for self-employment, including entrepreneurship
- describe work-style alternatives (e.g., contract work, job sharing, “flex-time” arrangements, telecommuting) and identify which ones best suit their interests, skills, and values

Understanding the Workplace

- identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job
- identify various workplace issues (e.g., ethics, confidentiality, harassment, equity, responsible use of technology) and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment

Preparation for Transitions and Change

Planning for Learning and Work

- identify their career goals and explain how these relate to their interests, skills, and values
- describe the career-planning process (i.e., determine personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition) and use it to develop goals and plans for learning and work

Searching for Work

- apply job-search strategies and tools to find or create opportunities for work and for learning about work
 - identify various job-search strategies (e.g., conducting online job searches, developing a personal network, making “cold calls”) and tools (e.g., résumé, covering letter), and find or create opportunities for experiential learning, part-time work, or summer employment using these strategies
 - communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form
 - use job-interview skills effectively in simulated and/or real workplace interviews
 - create effective job-search tools (e.g., résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, skills (including workplace essential skills), and work habits, using a word-processing program and appropriate vocabulary and conventions, for an experiential learning, volunteer, or work opportunity

Designing Your Future, Grade 11, Open (GWL30)

Personal Knowledge and Management Skills

Self-Knowledge

- analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals
 - identify the transferable skills and personal-management skills most valued by employers, and explain how their own skills can contribute to employability
 - identify occupations and career goals that align with their interests and skills, and identify the areas of growth needed to meet these goals

Personal Management

- explain the internal and external influences (e.g., parental expectations, peer pressure, financial situation) that can affect their career-related decision making

Interpersonal Knowledge and Skills

Connecting With the Community

- explain ways in which they can make a contribution to their communities and ways in which the community can assist them with career planning
 - demonstrate the ability to develop networks and other supportive relationships with individuals and groups in the school and community (e.g., mentors, tutors, employers, entrepreneurial clubs, community agencies) in a variety of ways (e.g., through information interviews, job twinning, work experience) for assistance with career exploration and planning
 - describe, on the basis of research, the types of school and community support services available to help students meet postsecondary goals (e.g., student services departments, employment centres, small business centres)

Exploration of Opportunities

Accessing and Managing Information

- use research skills and strategies to gather and interpret relevant information about work and learning opportunities
 - identify the specific types of information they need in order to make effective decisions about work and learning opportunities
 - identify, through research, various sources (e.g., print, electronic, human) of career-related information and assess these sources on the basis of identified criteria (e.g., bias, authority, accuracy, usefulness, personal relevance)
 - acquire information about fields of work and the nature of the workplace through experiential learning opportunities (e.g., information interviews, job twinning, job shadowing, work experience)
 - demonstrate the ability to communicate effectively (e.g., using appropriate vocabulary, telephone protocol, and letter format) to gather career-related information
 - demonstrate the ability to obtain and interpret career-related information from labour-market statistics, charts, graphs, and tables

Trends

- analyse emerging social and economic trends and their impact on individuals, workplaces, and career opportunities
 - identify and explain the impact of economic and societal trends (e.g., globalization, outsourcing, new technologies, environmental concerns) on the work life of women and men in Canada (e.g., reduced job security, increased prevalence of part-time and contract work, more frequent career changes)
 - identify fields of work, jobs, and self-employment and entrepreneurship opportunities – in local, regional, national, and international contexts – that are growing as a result of identified trends
 - describe employment-related trends (e.g., the relationship between education levels and earnings or employment rates), using statistical information, such as labour market analyses, occupational outlook projections, and census data

Opportunities

- describe, on the basis of research, opportunities in various occupational sectors and explain the requirements and challenges of selected occupations
 - compare selected occupations based on the requirements for entry (e.g., certification, knowledge, technical skills, essential skills) and the challenges of each occupation
 - summarize the results of their career-related research, using a variety of presentation formats (e.g., oral, video, print), and document them in their portfolio

The Workplace

- describe various types of businesses (e.g., profit, non-profit; small, medium, large; retail, service; public, private) and employment opportunities (e.g., self-employment, part-time work, contract work) and identify the advantages and disadvantages of each
- describe key features of legislation governing human rights, antidiscrimination, employment, and workplace health and safety (e.g., Ontario Human Rights Code, Employment Standards Act, Occupational Health and Safety Act) and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences
- explain the historical development of labour unions and describe their current role in the workplace from the point of view of employers and employees

Preparation for Transitions and Change

Managing Change

- predict and explain the planned and unplanned changes that they will experience throughout their careers

Work Search

- locate and select appropriate work opportunities (e.g., summer, part-time, full-time, contract) from electronic and print sources in the “open” (publicly advertised) job market
- identify and expand the network of contacts that may assist them in accessing the “hidden” (unadvertised) job market in a field of interest

- identify opportunities for self-employment (e.g., government programs, enterprise centres, community organizations) and resources available to assist the enterprising person
- produce effective, up-to-date résumés and cover letters for a targeted field of work or occupation, using word-processing software and appropriate vocabulary and conventions (e.g., style, punctuation)
- demonstrate the ability to complete job applications (in print, online)

Goal Setting and Action Planning

- apply goal-setting and action-planning processes to prepare for the transition from secondary school to their first postsecondary destination and for future transitions in their career
 - explain how they plan to continue and finance (e.g., through loans, bursaries, scholarships, part-time work) their learning after secondary school (e.g., apprenticeship, on-the-job training, college, university) and summarize the advantages and disadvantages of their choices
 - identify the financial implications of their postsecondary choices and describe in their action plan how they will manage their finances after secondary school

Leadership and Peer Support, Grade 11, Open (GPP30)

Personal Knowledge and Management Skills

Personal Management

- explain how acquiring experience in leadership and peer support roles at school and in the community can help them achieve their present and future goals (e.g., ... developing skills for specific jobs, attaining scholarships and awards)

Exploration of Opportunities

Exploring Careers

- identify a range of careers and postsecondary options requiring skills in leadership and peer support
 - identify occupations or fields of work that require skills in leadership and peer support
 - investigate postsecondary programs and learning options for careers requiring skills in leadership and peer support, using a variety of resources (e.g., course calendars, informational interviews, guest speakers, Internet websites), and identify those to which they are most suited
 - explain the relationships among personal experiences, lifelong learning, and career development

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40/GLE40/GLE30)

Learning Skills

Literacy and Numeracy Skills and Strategies

- identify and apply appropriate numeracy skills and strategies (e.g., calculating, interpreting data, budgeting) to meet academic and career-planning requirements

Personal Management

Applying Personal-Management Skills

- demonstrate effective use of strategies for improving their personal-management skills (e.g., use of agenda, goal setting, time management, priority management, budgeting)

Impact of Personal Factors

- describe the personal and social factors that contribute to positive and negative stress (e.g., ... financial situation, ...), and explain how stress affects them in a variety of settings (e.g., school, family, workplace, peer group)

Interpersonal Skills

- demonstrate the use of interpersonal skills that contribute to achievement of goals in a variety of areas (e.g., communicating with employers in the workplace, requesting information about community resources, applying for a job, obtaining work experience)

Exploration of Opportunities

Trends

- demonstrate knowledge of selected workplace trends in order to make decisions about postsecondary choices and pathways
 - compare emerging work-style alternatives (e.g., contract work, telecommuting, talent pooling) and other employment-related trends (e.g., changing composition of the labour market, impact of education level on earnings and employment), and explain how these trends may influence their education and career plans
 - identify traditional and emerging approaches to learning in modern workplaces (e.g., formal instruction, independent computer-based learning, mentorship, apprenticeship) and explain why businesses and other organizations value ongoing, self-directed learning

Opportunities

- apply research and career-exploration strategies to identify postsecondary options
 - locate, select, and summarize relevant educational and career information from a variety of sources (e.g., print material, Internet websites, information interviews, job shadowing, work experience) based on their personal interests and abilities
 - identify and describe selected education/training options (e.g., independent study; college, university, workplace training) that could help them achieve their learning and career goals, and assess the suitability of these options on the basis of criteria that they have identified (e.g., cost, duration, learning environment)

- describe the knowledge, talents, and skills required for success in selected occupations, and the education/training routes that prepare people for these occupations
- compare the eligibility criteria for programs relevant to their learning goals through the use of course calendars and other literature from educational institutions or training centres

Learning Environments and Resources

- describe the benefits of such experiences as volunteering and part-time work and other out-of-school activities for acquiring new knowledge and skills
- demonstrate an understanding of career development as a process involving lifelong learning

Preparation for Transitions and Change

Transition Skills

- identify the successes and challenges of transitions and changes they have experienced (e.g., graduating from elementary to secondary school, dealing with changes in family situations, starting a new job)

Work Search

- identify a variety of resources (e.g., personal networks, employment centres, Internet job postings) to identify fields of work and specific job opportunities suited to them

Planning for Transition

- demonstrate an understanding of the personal financial skills that will be required for the future (e.g., budgeting, banking, saving, borrowing money)
- investigate sources and types of financial assistance (e.g., Ontario Student Assistance Program, small business loans, government grants, bursaries) for postsecondary education/training and identify those appropriate to their situations
- use a decision-making process to produce a plan that addresses their learning and career goals, including the steps they can take to help make a successful transition to their selected postsecondary destination
- identify viable options to the plan that address anticipated or unexpected challenges (e.g., unsuccessful school or job applications, changes in financial or family circumstances)

Navigating the Workplace, Grade 12, Open (GLN40)

Essential Skills for Working and Learning

Understanding Workplace Essential Skills

- demonstrate an understanding of the workplace essential skills necessary for success in life, school, and work
 - identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., Human Resources and Skills Development Canada website, Ontario Skills Passport, employers, brochures on essential skills), and explain how these skills are used in the workplace

- locate information on the most important workplace essential skill requirements for a range of occupations, and identify the varying complexity levels of tasks associated with these skills
- describe the transferability of the workplace essential skills (e.g., from home to school, school to work, occupation to occupation) on the basis of their experiences in the community or the workplace

Using Literacy and Numeracy Strategies

- demonstrate effective use of literacy and numeracy strategies that support the application of the workplace essential skills to complete specific tasks in real or simulated workplace settings
 - demonstrate effective use of numeracy strategies required for calculation and estimation in order to manage money (e.g., make change), to work with schedules and budgets ..., to analyse data (e.g., compare monthly reports), and to measure and make numerical calculations ..., using real workplace materials in real or simulated workplace settings

Developing Workplace Essential Skills

- produce a gap analysis of their workplace essential skills by identifying the workplace essential skill requirements for a specific occupation, comparing the requirements with the skills they have, and identifying the skills they need to develop

Personal Management

Self-Knowledge

- demonstrate an understanding of their interests, strengths, and needs, and describe how these influence their postsecondary education, training, and career plans
 - describe how learning from experience (e.g., work done in school subjects, volunteer work, part-time jobs) contributes to the achievement of their goals for learning and work

Working With Others

- identify a specific need in the community and respond to this need, working as part of a team (e.g., organize a career fair for parents and teachers)
- identify and use appropriate strategies (e.g., clarifying needs) to obtain the resources and support required to meet their needs when communicating with employers and postsecondary education and training providers

Resource Management

- identify and effectively apply strategies for managing time, planning tasks, and managing personal finances
 - describe how such factors as personal goals, priorities, and needs affect their use of money as a resource
 - demonstrate an understanding of the money-management strategies (e.g., budgeting, using credit, investing) required to handle their short- and long-term expenses

Exploration of Opportunities

Researching Information

- demonstrate the ability to research information about learning and work opportunities, using print, electronic, and human resources
 - use an inquiry process (i.e., formulate questions; gather, organize, interpret, assess, and communicate information) to locate information about postsecondary learning and work options (e.g., on-the-job training, apprenticeship, college, university, fields of work, specific occupations)
 - locate information about learning opportunities and work, using a variety of career information resources (e.g., National Occupational Classification, *Job Futures*, *Ontario Prospects*) and human resources (e.g., mentors, placement supervisors)
 - design experiential learning opportunities (e.g., cooperative education, work experience, site visits, job shadowing) and conduct information interviews (e.g., in person, by telephone, by e-mail) to investigate types of employment, employment trends, and work-style alternatives (e.g., job-sharing, shift work, flex-time arrangements, contract work, consulting)

Exploring Learning and Work Opportunities

- describe occupations of interest and the postsecondary education or training required for these occupations
 - summarize and communicate information about occupations of interest (e.g., work environment, employment prospects, duties, required workplace essential skills) and the education and/or training recommended for these occupations
 - describe resources and opportunities available in the community (e.g., small business loans, venture capital, adult and continuing education, career counselling and job placement agencies) that will support the achievement of their postsecondary learning and work goals
 - describe types of employment and work-style alternatives (e.g., job sharing, shift work, flex-time arrangements, contract work, consulting), and explain the advantages and disadvantages in relation to their own lifestyle and work preferences
 - explain how a variety of factors (e.g., supply and demand for workers, demographic changes, trends in various work sectors) affect work opportunities in their occupational areas of interest

Understanding the Workplace

- describe the role of unions and explain their impact in the workplace

Preparation for Transitions and Change

Managing Change

- describe the challenges (e.g., financial obligations, moving) and opportunities (e.g., job offers, certification courses, re-entry to school) that may occur during their transition from secondary school to new roles and environments (e.g., work, postsecondary education/training, community living)

Planning for Learning and Work

- describe the career-planning process (i.e., identify personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition) and develop their postsecondary goals and plans using this process

Searching for Work

- apply job-search strategies, tools, and resources to find or create opportunities for work and for learning about work
 - use various job-search strategies (e.g., conducting online job searches, developing a personal network) to find work opportunities
 - create effective job-search tools (e.g., job-specific résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, skills (including work-place essential skills), and work habits for an experiential learning, volunteer, or work opportunity
 - communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form
 - present effectively their knowledge, skills (including workplace essential skills), and work habits in interviews with prospective employers or placement supervisors

HEALTH AND PHYSICAL EDUCATION, GRADES 9 TO 12 (2015)

Throughout the health and physical education curriculum, connections can be made to financial literacy as students explore career opportunities related to sport, recreation, and health and physical education. There are also many opportunities to link the skills needed for healthy living to the development of financial literacy with regard to needs and wants, budgeting, saving, spending, and consumer awareness.

Healthy Active Living Education, Grade 9, Open (PPL10)

Living Skills

Interpersonal Skills

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (*e.g., ... **Healthy Living:** describe strategies that can help them make ... affordable food choices when their friends prefer eating at fast-food restaurants*)

A. Active Living

A1. Active Participation

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives ... , and identify challenges and barriers to regular physical activity and actions they can take to overcome these (*e.g., ... using time-management skills to schedule physical activity so that it does not interfere with ... employment*) ...

C. Healthy Living

C2. Making Healthy Choices

Healthy Eating

C2.1 apply their knowledge of basic nutrition principles and healthy eating practices ... to develop a healthy eating plan ...

Teacher: “When developing your healthy eating plan, you need to think about such things as ... your budget. ... What are some other things you might consider in making your plan?” ...

Human Development and Sexual Health

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (*e.g., ... work*) and intimate relationships ...

C3. Making Connections for Healthy Living

Healthy Eating

C3.1 analyse the influence of social and environmental factors on food and beverage choices (*e.g., financial status, ...*)

Teacher prompt: “What are some social and environmental factors that affect a person’s food choices?”

Students: “Families in which the adults work long hours may have less time for meal planning and preparation. It can be harder to make healthy choices when you have less time and less money.” ...

Substance Use, Addictions, and Related Behaviours

C3.4 describe social factors that may influence substance use ... or behaviours leading to addictions (*e.g., gambling; ...*), and explain how decision-making and communication skills can be used to respond effectively to these influences ...

Healthy Active Living Education, Grade 10, Open (PPL20)

Living Skills

Personal Skills

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., **Active Living:** consider what effect their background [... economic, ...] and experiences have had on the way they think about physical activity or the activities they choose; ...*) ...

A. Active Living

A2. Physical Fitness

A2.2 describe factors that affect personal physical fitness (*e.g., ... economic ... influences; maturation; ...*), and explain the benefits of developing fitness as part of an overall healthy active way of life ...

C. Healthy Living

C1. Understanding Health Concepts

Personal Safety and Injury Prevention

C1.1 demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being

Teacher prompt: “... Mental health and emotional and spiritual well-being are enhanced by both external factors and internal factors. External factors include ... economic ... factors ... How does having these factors help you to become healthy, successful adults?”

Students: ... “Not having financial worries can make it easier to cope day to day; however, being financially stable doesn’t ensure mental and emotional well-being.” ...

Substance Use, Addictions, and Related Behaviours

C1.2 demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (*e.g., ... economic*) of a person’s health and well-being

Teacher prompt: “Substance *misuse* is the use of substances in ways that are illegal or not recommended medically. Substance *abuse* refers to excessive use of substances, despite the ... economic harm that this may cause to oneself or others. Give examples of different ways in which substance misuse or abuse and addictive behaviours can affect a person’s health and well-being.”

Students: ... “Drug abuse can limit your ability to ... keep a part-time job. The financial costs of drug use could lead to other problems, including some with potential for conflict and violence.” “Someone with an online gambling, gaming, or shopping addiction is in danger of spending money they do not have and of isolating themselves socially.” ...

C3. Making Connections for Healthy Living

Healthy Eating

C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community (*e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, ...*)

Substance Use, Addictions, and Related Behaviours

C3.3 identify public issues related to various addictions (*e.g., ... gambling, ...*), and analyse their impacts and the connections between these impacts locally, nationally, and internationally

Teacher prompt: “Addictions affect people from all ... economic, ... groups and may have consequences not only for the individuals involved but also for their families, neighbourhoods, and communities, and even beyond. Choose a type of addiction and identify the possible impacts of that addiction at various levels. Examples of impacts may include ... direct economic costs such as those related to health care, welfare, and policing, and indirect economic costs such as lost productivity.”

Healthy Active Living Education, Grade 11, Open (PPL30)

A. Active Living

A2. Physical Fitness

A2.2 describe strategies that can be used to set and achieve effective short-term personal physical activity goals as well as effective goals related to lifelong wellness and active living (*e.g., using effective goal-setting to make it easier to stay motivated; ...*)

Teacher prompt: “What are some things that you can do to set effective goals?”

Student: “To set effective goals, I need to know what my starting point is and then set specific goals that are important to me and that I know I can achieve. Breaking down goals into smaller, easier goals and working toward my final goal in stages will give me a sense of progress, build my self-confidence, and keep me motivated.” ...

B. Movement Competence: Skills, Concepts, and Strategies

B2. Movement Strategies

B2.1 demonstrate an understanding of the components of a range of physical activities ..., and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments ...
Teacher prompt: “With a partner, identify a number of different physical activities you could do together, individually, or with a small group. Consider the following components and characteristics of the activities: ... costs ... How might these considerations affect the types of activities you would participate in?”

C. Healthy Living

C1. Understanding Health Concepts

Human Development and Sexual Health

C1.4 demonstrate an understanding of a variety of mental illnesses and addictions (*e.g.*, ... *gambling ... addictions*), their causes and manifestations, and their effects on personal health and well-being (*e.g.*, ... *loss of employment, ...*) ...

C3. Making Connections for Healthy Living

Healthy Eating

C3.1 identify current issues that involve food either directly or indirectly (*e.g.*, *issues involving food safety or quality, such as ... the sale of non-pasteurized milk products; issues involving food marketing and advertising; ...*), and explain how healthy eating choices are related to these issues

Teacher prompt: “Issues related to food are often in the news. Let’s think about two of them. One involves the influence of the media and advertising on our values and behaviour; the other concerns the genetic modification of food crops. How might these issues be related to food choices? Do people’s choices have an effect on these issues? How might these issues affect someone’s choices?”

Students: “A lot of food marketing is aimed at children and teens. Advertisers link their products to our interests and desires through things like event sponsorships, celebrity promotions, lifestyle ads, and product placements in movies. Although many of these products are not healthy, advertisers try to tempt us to buy them by making them look cool. Unrealistic body ideals in the media can also influence our eating habits. However, if people think critically about these influences, they can make healthier choices. They can also let businesses know that they will only purchase healthy food products.” “Some foods in Canada now come from genetically modified crops. ... Some people feel this information should be included so that people can make an informed decision about whether to buy the product.”

Personal Safety and Injury Prevention

C3.2 describe the ... financial impacts (*e.g. medical costs, costs of emergency services, ...*) of behaviours and actions that can lead to injury or harm, and describe ways of promoting behaviours that reduce adolescent injuries or deaths ...

Students: ... “When we’re working at our part-time jobs, we could ask for safety training and information.”

Substance Use, Addictions, and Related Behaviours

C3.3 describe factors (*e.g., ... poverty*) that increase a person’s risk of engaging in substance use or addictive behaviours, and identify sources of support ... that can help people avoid or overcome substance abuse and addiction ...

Human Development and Sexual Health

C3.4 describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (*e.g., ... unemployment/underemployment, ...*) ...

Healthy Active Living Education, Grade 12, Open (PPL4O)

Living Skills

Personal Skills

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., ... **Healthy Living:** explain how having a good understanding of their personal needs in terms of ... budget ... can be helpful when planning for healthy eating*)

A. Active Living

A1. Active Participation

A1.2 describe physical activity facilities that are available and accessible to a wide range of users in their local community ... and assess the potential of these facilities to support lifelong participation in physical activity (*e.g., with respect to criteria such as ... affordability of programs for all ages, interests, and abilities*) ...

Student: “An accessible facility is one that all people, including those with disabilities, are able to use. An accessible facility is also one that’s affordable and in a location that people can get to easily. A ski hill that is served by a bus is accessible for people without a car. ... Free programs at community recreation centres are accessible for people on a limited budget. Facilities that are accessible support lifelong participation by enabling everyone to be active.”

A2. Physical Fitness

A2.4 develop, implement, and revise a plan that will help them achieve individual health-related fitness and physical activity goals related to lifelong wellness and active living and that incorporates strategies to help them remain active now and in the future (*e.g., ... look for fitness programs that are affordable, ...*)

Students: “... I will be leaving school and moving to a new community next year. My plan includes looking into what kinds of opportunities exist ... and how much they cost.”

A3. Safety

A3.2 assess the suitability and availability within and outside the local community of resources, agencies, and services that can be used to provide assistance in emergency situations associated with physical activity ...

Teacher prompt: “Different resources and services are available in different communities to provide assistance in emergencies. What is available in our community?”

Student: “... For special events like a triathlon, a track meet, or the Terry Fox Run, it’s possible to hire police or emergency services and have them available on-site.”

C. Healthy Living

C1. Understanding Health Concepts

Personal Safety and Injury Prevention

C1.1 demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse ... in different relationships and settings (*e.g.*, ... *workplace*, ...) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations ...

Students: “ ... Someone in a dating or domestic relationship, for example, could experience ... economic abuse, and the abuse may occur at different intervals and with varying degrees of severity – all of which would have different effects. ... ” ...

Substance Use, Addictions, and Related Behaviours

C1.2 describe both the short-term and long-term consequences of substance misuse, including legal consequences

Teacher prompt: “Substance misuse ... can have both short- and long-term consequences ... What are some of the possible longer-term consequences?”

Students: ... “Substance use impairs your judgement, and that can lead to actions you may regret later. For example, a photo of you doing something illegal or embarrassing while drunk or high may get posted online. If it’s found by an employer, it could harm your career prospects.” ... “Over the longer term, substance *misuse* can lead to addiction and the more serious problem of substance *abuse*, which can result in ... job loss, financial strain, homelessness, ...”

C2. Making Healthy Choices

Healthy Eating

C2.1 demonstrate the ability to make healthy eating decisions that take into account their personal requirements and resources (*e.g.*, ... *budget*, ...) in a variety of situations that they may encounter now and in the future ...

Human Development and Sexual Health

C2.4 identify their personal aptitudes and interests, and describe how this knowledge can be applied to the development of goals and life plans ...

Students: ... “When setting goals, I need to consider what I want to achieve with respect to my education, career, finances, ...

C2.5 identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent (*e.g.*, *budgeting* ... *skills*, ...) ...

C3. Making Connections for Healthy Living

Healthy Eating

C3.1 assess the food requirements and available food choices of people in a variety of life situations (*e.g., ... families with low income, ...*), and describe the options available to them for maintaining a healthy diet ...

Substance Use, Addictions, and Related Behaviours

C3.3 analyse local and international trends and issues relating to substance use and addictions (*e.g., ... illegal gambling*), and assess their impact on society

Teacher prompt: “There are major ... economic, ... issues associated with opium farming in other countries, but there are also important issues connected to tobacco growing in Ontario. What are the issues in each case? How are they similar? How are they different? What are their implications for each of the societies involved?”

Human Development and Sexual Health

C3.4 analyse the portrayal of different relationships in the media ... with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging

Teacher prompt: “What are some examples of how the media portray different kinds of relationships in a biased or stereotyped way? Why do stereotypes and biases persist in the media?”

Students: ... “Stereotypes and biases persist for several reasons, but one reason is that the mass entertainment media tend to reflect established attitudes rather than lead the way by changing attitudes. That may be because they are afraid of upsetting their audience or their sponsors.” ...

Teacher: “How could you persuade media producers to change the way they portray relationships?”

Student: “I could use my influence as a consumer, by choosing not to buy, read, or listen to material that presents unrealistic and harmful messages ...”

Health for Life, Grade 11, College Preparation (PPZ3C)

A. Determinants of Health

A.2 Social Factors

A2.2 identify the key social determinants of health and the factors that shape them, and explain how they influence personal health

Teacher prompt: “There is overwhelming evidence that the health status of individuals and populations is influenced by a number of independent but interrelated social factors, such as socioeconomic status, ... employment, working conditions ... These and a variety of other social factors are often referred to as the *social determinants of health*. It is the combined influence of these factors that is important for our overall health status. Explain how some of these factors can influence health.”

Students: "... [P]eople with more education tend to have less economic stress and a greater sense of control over their own lives. ..." "Working conditions, such as those requiring very long hours or shift work, can be a source of emotional and physical stress. ..."

Teacher prompt: "... What are some ways in which political decisions and public policy can affect the social determinants of health?"

Students: ... "Public policy can help to ensure that people have safer and healthier working conditions. It can also provide people with income supports to ensure that they can afford the necessities of life, and it can provide them with social supports to help them through difficult situations."

Teacher prompt: "*Intergenerational trauma* is a term used to describe how traumatic events experienced by a cultural group in one generation may have a psychological, economic, or cultural impact on subsequent generations. ... What approaches or services can be helpful for families or individuals who have been affected by intergenerational trauma?" ...

A2.3 explain how sex, gender identity, and social and cultural background can influence health (e.g., ... *gender- and sex-based influences on ... access to jobs, ...*)

Teacher prompt: "... Provide some other examples of how gender- and sex-related differences can affect a person's health and well-being."

Students: "In some families, women continue to have the major responsibility for family care. Trying to balance the demands of their jobs with the needs of their families can be a major source of stress that may lead to significant health problems." "Men are more likely to be injured or killed in work-related accidents. This is mainly because men tend to be employed more in occupations that involve working with heavy equipment, working outdoors, or working in other situations that present a higher level of physical risk." ...

C. Healthy Communities

C1. Consumer Health

C1.1 assess the quality of health information, products, and services, and use information from reliable sources to make informed choices of health-related products, programs, and facilities ...

Teacher prompt: ... "Trustworthy information about the quality of commercial products and services can be obtained from sources such as *Consumer Reports* that are independent of any commercial interests and have the expertise and resources to perform thorough evaluations. If you want to know whether a company you are about to deal with can be trusted, you can check with the Better Business Bureau to see if they have a record of complaints. A web search may also reveal comments by people who have had experience with the product or company you are interested in ..."

C1.3 describe factors that influence personal choices of health products and services (e.g., *finances; ...*), and assess the impact of these factors on their own choices of health products and services ...

C2. Components of Healthy Communities

C2.1 identify the components of a healthy community (e.g., ... *diverse, vital economy; ...*), and describe the factors that help to sustain it (e.g., *adequate access for all to ... income, work, ...*) ...

Introductory Kinesiology, Grade 12, University Preparation (PSK4U)

Physical Activity and Sport in Society

Social Change and Current Issues

A1.1 describe how the role of physical activity and sport in society has evolved historically, with reference to key events and trends, changing views of the social role and value of physical activity and sport ... and the contributions of individuals, including prominent Canadians

Teacher prompt: "... Reasons for participating in sport, apart from just having fun, have included ... monetary reward. How has the role of sport in society changed over the past century?"

Students: ... "Over the past century, there has been a strong trend towards the professionalization of sport and the development of sport as a business." ...

Teacher prompt: "... Can you name some individuals who have become prominent as a result of their athletic achievements or their contribution to the development of sport and physical activity in Canada?"

Students: ... "Terry Fox: after losing a leg to cancer when he was a university student in B.C., he attempted to run across Canada to raise money for cancer research. His example has inspired many people to participate in fundraising runs for cancer research and other causes." ...

A1.2 analyse selected social issues of current significance relating to physical activity and sport (*e.g., ... increased health care costs, ... cost as a barrier to participation in physical activity and sports programs ...*) ...

A1.3 describe the scope of physical activity and sport in today's economy (*e.g., economic activity related to professional or recreational sports, tourism, sporting goods and outdoor activity equipment, media, instructional services, facilities*), and identify a wide range of career opportunities in related fields ...

A1.4 analyse the impacts on individuals and society of business involvement in physical activity and sport (*e.g., sponsorship of amateur teams and events, ... dependence on advertising and sponsorship money, influence of endorsements by professional athletes, need for consumer awareness*)

Teacher prompt: "Business is involved in almost every aspect of sport, from professional leagues to community sports. While business provides the money that makes many community physical activity and sports programs possible, it also has a focus on profitability and influences our habits as consumers. Examine examples of business sponsorship of teams and facilities in your own community. What is the relationship? Who benefits from these relationships, and what is the impact on sport and physical activity in the community?"

Student: "In our community, a soccer league for young children is sponsored by a local business. This subsidizes the costs of uniforms and facilities and thus makes the sport accessible to most of the children who want to play. In return, the business gets publicity that will help it attract and keep customers."

A2. Participation – Influences and Benefits

A2.2 analyse the role of social and cultural factors (*e.g., ... socioeconomic status, ...*) in determining access to physical activity and sports programs ...

A2.3 describe the benefits of school and community physical activity and sports programs for themselves and for society (*e.g., ... lower health care costs; ...*) ...

Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation (PLF4M)

B. Facilitation of Recreation and Leisure

B1. Promotion of Lifelong Participation

B1.1 explain the terms *active recreation* and *healthy leisure*, and describe the potential social, economic, and environmental benefits that active recreation and healthy leisure can provide for a community (*e.g., ... economic: employment, reduction of health care costs and productivity losses; ...*) ...

B1.3 describe motivational factors ... and potential challenges (*e.g., financial constraints; ...*) that affect lifelong participation in active recreation and healthy leisure, and identify strategies for overcoming these challenges (*e.g., overcome financial ... constraints by identifying inexpensive and convenient recreational resources within the community, such as community education or recreation programs and worksite programs, ...*) ...

B2. Event Planning and Coordination

B2.2 demonstrate the ability to analyse the information gathered from the assessment process and incorporate the results into a plan for an event (*e.g., prioritize needs to make sure the event meets those that are most important; identify ... financial resources needed; ...*) ...

INTERDISCIPLINARY STUDIES, GRADES 11 AND 12 (2002)

The depth of knowledge relating to financial literacy that students may acquire in single-credit interdisciplinary studies courses or multiple-credit packages will depend on the courses selected for interdisciplinary study. The Implementation, Evaluation, Impacts, and Consequences strand in each interdisciplinary studies course includes expectations on employment opportunities. The Theory and Foundation strand emphasizes examining each discipline from the perspective of the other component discipline(s), and focuses on the use of higher-level thinking skills to integrate knowledge and skills associated with different disciplines. This approach supports inquiry and critical thinking skills which in turn support the development of financial literacy skills, especially with respect to consideration of economic factors.

Interdisciplinary Studies, Grade 11, Open (IDC30/IDP30)

Theory and Foundation

Ideas and Issues

- describe and critically analyse key issues and themes that have interdisciplinary elements and connections in the subjects of disciplines studied (e.g., ... the influence of political, economic, and social factors in organized sport)
- identify and describe the features and roles of information literacy in each of the subjects or disciplines studied (e.g., by investigating the effect of the “digital economy” on human relationships and the world of work, ...)
- identify and describe, with particular reference to each of the subjects or disciplines studied, the principles and practices regarding the safe, ethical, and legal use of information technologies (e.g., ... personal privacy and security, copyright, software user agreements)

Implementation, Evaluation, Impacts, and Consequences

Impacts and Innovations

- plan, conduct, and present independent interdisciplinary research, with particular reference to each of the subjects or disciplines studied, on the potential social, political, and economic impacts of emerging information technologies

Personal and Career Development

- identify and describe employment opportunities within the local community in interdisciplinary fields related to the subjects or disciplines under study (e.g., by conducting interviews with practitioners to record changes in their fields, analysing online job descriptions for interdisciplinary connections, comparing archival and contemporary classified advertisements to determine employment opportunities that are increasing and those that are decreasing)

Interdisciplinary Studies, Grade 12, University Preparation (IDC4U/IDP4U)

Theory and Foundation

Ideas and Issues

- identify and describe practices in Canada and around the world that effectively safeguard privacy and intellectual ownership of information in areas related to interdisciplinary studies (e.g., ... copyright legislation), and describe possible future changes to these practices

Skills and Strategies

- identify and describe strategies that national and international groups and organizations use to address interdisciplinary issues and decisions (e.g., a multinational company and a union using mediation to resolve a labour dispute; ...)

Implementation, Evaluation, Impacts, and Consequences

Impacts

- plan, conduct, and present independent, interdisciplinary research, with particular reference to each of the subjects or disciplines studied, on the potential social, political, and economic impact of emerging information technologies

Personal and Career Development

- identify postsecondary training requirements for and potential employment opportunities in interdisciplinary fields related to the subjects or disciplines under study (e.g., by searching trade and professional publications, consulting university calendars, or inviting guest speakers to class) and describe possible future trends and opportunities (e.g., by researching economic forecasts and futurist speculations)

Interdisciplinary Studies, Grade 12, Open (IDC4O/IDP4O)

Theory and Foundation

Ideas and Issues

- describe and critically analyse the ways in which each of the related subjects or disciplines studied contributes to the finding of practical solutions to key contemporary issues and themes in the interdisciplinary course (e.g., a course on arts administration might include a cost analysis of a dramatic production, the implementation of inventory control of drama company assets, and the presentation of suggested marketing strategies for a new production; ...)
- identify the principles, practices, and systems regarding the safe, ethical, and legal use of information technologies (e.g., in terms of ... personal privacy, and computer security) and describe the consequences of their appropriate use for each of the subjects or disciplines studied

Implementation, Evaluation, Impacts, and Consequences

Impacts

- describe and critically analyse the potential cultural, economic, political, environmental, and technological impacts on present and future societies of interdisciplinary endeavours related to the subjects or disciplines studied (e.g., the impact of the Bauhaus movement on modern architecture, design, and the arts; of cybernetics on effective organizations; of alternative medicine on health-care systems)
- plan, conduct, and present independent interdisciplinary research, with particular reference to each of the subjects or disciplines studied, on the potential social, political, and economic impacts of emerging information technologies (e.g., the effect of technology on student learning and schooling, the impact of automation in the workplace, the limits of innovation in information technologies)

Personal and Career Development

- identify postsecondary training requirements for and potential employment opportunities in interdisciplinary fields related to the subjects or disciplines under study, using various methods (e.g., using job-search strategies on the Internet, analysing descriptions of projects in periodical sources, ...) and create a personal inventory of required interdisciplinary skills for each

MATHEMATICS, GRADES 9 AND 10 (2005) AND GRADES 11 AND 12 (2007)

All of the courses in the mathematics curriculum have connections to financial literacy. In this scope and sequence document, only the most explicit connections to financial literacy have been included.

Principles of Mathematics, Grade 9, Academic (MPM1D)

Linear Relations

Understanding Characteristics of Linear Relations

- demonstrate an understanding of the characteristics of a linear relation
 - construct tables of values, graphs, and equations, using a variety of tools (e.g., graphing calculators, spreadsheets, graphing software, paper and pencil), to represent linear relations derived from descriptions of realistic situations (**Sample problem:** Construct a table of values, a graph, and an equation to represent a monthly cellphone plan that costs \$25, plus \$0.10 per minute of airtime.)
 - compare the properties of direct variation and partial variation in applications, and identify the initial value (e.g., for a relation described in words, or represented as a graph or an equation) (**Sample problem:** Yoga costs \$20 for registration, plus \$8 per class. Tai chi costs \$12 per class. Which situation represents a direct variation, and which represents a partial variation? For each relation, what is the initial value? Explain your answers.)

Connecting Various Representations of Linear Relations

- describe the effects on a linear graph and make the corresponding changes to the linear equation when the conditions of the situation they represent are varied (e.g., given a partial variation graph and an equation representing the cost of producing a yearbook, describe how the graph changes if the cost per book is altered, describe how the graph changes if the fixed costs are altered, and make the corresponding changes to the equation)

Analytic Geometry

Investigating the Properties of Slope

- determine, through investigation, connections among the representations of a constant rate of change of a linear relation (e.g., the cost of producing a book of photographs is \$50, plus \$5 per book, so an equation is $C = 50 + 5p$; a table of values provides the first difference of 5; the rate of change has a value of 5, which is also the slope of the corresponding line; and 5 is the coefficient of the independent variable, p , in this equation)

Using the Properties of Linear Relations to Solve Problems

- describe the meaning of the slope and y-intercept for a linear relation arising from a realistic situation (e.g., the cost to rent the community gym is \$40 per evening, plus \$2 per person for equipment rental; the vertical intercept, 40, represents the \$40 cost of renting the gym; the value of the rate of change, 2, represents the \$2 cost per person), and describe a situation that could be modelled by a given linear equation (e.g., the linear equation $M = 50 + 6d$ could model the mass of a shipping package, including 50 g for the packaging material, plus 6 g per flyer added to the package)
- identify and explain any restrictions on the variables in a linear relation arising from a realistic situation (e.g., in the relation $C = 50 + 25n$, C is the cost of holding a party in a hall and n is the number of guests; n is restricted to whole numbers of 100 or less, because of the size of the hall, and C is consequently restricted to \$50 to \$2550)
- determine graphically the point of intersection of two linear relations, and interpret the intersection point in the context of an application (**Sample problem:** A video rental company has two monthly plans. Plan A charges a flat fee of \$30 for unlimited rentals; Plan B charges \$9, plus \$3 per video. Use a graphical model to determine the conditions under which you should choose Plan A or Plan B.)

Foundations of Mathematics, Grade 9 Applied (MFM1P)

Number Sense and Algebra

Solving Problems Involving Proportional Reasoning

- make comparisons using unit rates (e.g., if 500 mL of juice costs \$2.29, the unit rate is 0.458¢/mL; this unit rate is less than for 750 mL of juice at \$3.59, which has a unit rate of 0.479¢/mL)
- solve problems involving ratios, rates, and directly proportional relationships in various contexts (e.g., currency conversions, scale drawings, measurement), using a variety of methods (e.g., using algebraic reasoning, equivalent ratios, a constant of proportionality; ...)
(**Sample problem:** Simple interest is directly proportional to the amount invested. If Luis invests \$84 for one year and earns \$1.26 in interest, how much would he earn in interest if he invested \$235 for one year?)
- solve problems requiring the expression of percents, fractions, and decimals in their equivalent forms (e.g., calculating simple interest and sales tax; analysing data)

Linear Relations

Determining Characteristics of Linear Relations

- construct tables of values and graphs, using a variety of tools (e.g., graphing calculators, spreadsheets, graphing software, paper and pencil), to represent linear relations derived from descriptions of realistic situations (**Sample problem:** Construct a table of values and a graph to represent a monthly cell phone plan that costs \$25, plus \$0.10 per minute of airtime.)

Investigating Constant Rate of Change

- determine, through investigation, connections among the representations of a constant rate of change of a linear relation (e.g., the cost of producing a book of photographs is \$50, plus \$5 per book, so an equation is $C = 50 + 5p$; a table of values provides the first difference of 5; the rate of change has a value of 5; and 5 is the coefficient of the independent variable, p , in this equation)
- compare the properties of direct variation and partial variation in applications, and identify the initial value (e.g., for a relation described in words, or represented as a graph or an equation) (**Sample problem:** Yoga costs \$20 for registration, plus \$8 per class. Tai chi costs \$12 per class. Which situation represents a direct variation, and which represents a partial variation? For each relation, what is the initial value? Explain your answers.)
- describe the meaning of the rate of change and the initial value for a linear relation arising from a realistic situation (e.g., the cost to rent the community gym is \$40 per evening, plus \$2 per person for equipment rental; the vertical intercept, 40, represents the \$40 cost of renting the gym; the value of the rate of change, 2, represents the \$2 cost per person), and describe a situation that could be modelled by a given linear equation (e.g., the linear equation $M = 50 + 6d$ could model the mass of a shipping package, including 50 g for the packaging material, plus 6 g per flyer added to the package)

Connecting Various Representations of Linear Relations and Solving Problems Using the Representations

- describe the effects on a linear graph and make the corresponding changes to the linear equation when the conditions of the situation they represent are varied (e.g., given a partial variation graph and an equation representing the cost of producing a yearbook, describe how the graph changes if the cost per book is altered, describe how the graph changes if the fixed costs are altered, and make the corresponding changes to the equation)
- determine graphically the point of intersection of two linear relations, and interpret the intersection point in the context of an application (**Sample problem:** A video rental company has two monthly plans. Plan A charges a flat fee of \$30 for unlimited rentals; Plan B charges \$9, plus \$3 per video. Use a graphical model to determine the conditions under which you should choose Plan A or Plan B.)
- select a topic involving a two-variable relationship (e.g., the amount of your pay cheque and the number of hours you work; trends in sports salaries over time; ...), pose a question on the topic, collect data to answer the question, and present its solution using appropriate representations of the data (**Sample problem:** Individually or in a small group, collect data on the cost compared to the capacity of computer hard drives. Present the data numerically, graphically, and [if linear] algebraically. Describe the results and any trends orally or by making a poster display or by using presentation software.)

Principles of Mathematics, Grade 10, Academic (MPM2D)

Quadratic Relations of the Form $y = ax^2 + bx + c$

Solving Problems Involving Quadratic Relations

- solve problems arising from a realistic situation represented by a graph or an equation of a quadratic relation, with and without the use of technology

Analytic Geometry

Using Linear Systems to Solve Problems

- solve problems that arise from realistic situations described in words or represented by linear systems of two equations involving two variables, by choosing an appropriate algebraic or graphical method (***Sample problem:*** The Robotics Club raised \$5000 to build a robot for a future competition. The club invested part of the money in an account that paid 4% annual interest, and the rest in a government bond that paid 3.5% simple interest per year. After one year, the club earned a total of \$190 in interest. How much was invested at each rate? Verify your result.)

Foundations of Mathematics, Grade 10, Applied (MFM2P)

Measurement and Trigonometry

Solving Problems Involving Surface Area and Volume, Using the Imperial and Metric Systems of Measurement

- solve problems involving the surface areas of prisms, pyramids, and cylinders, and the volumes of prisms, pyramids, cylinders, cones, and spheres, including problems involving combinations of these figures, using the metric system or the imperial system, as appropriate (***Sample problem:*** How many cubic yards of concrete are required to pour a concrete pad measuring 10 feet by 10 feet by 1 foot? If poured concrete costs \$110 per cubic yard, how much does it cost to pour a concrete driveway requiring 6 pads?)

Modelling Linear Relations

Solving and Interpreting Systems of Linear Equations

- solve problems that arise from realistic situations described in words or represented by given linear systems of two equations involving two variables, by choosing an appropriate algebraic or graphical method (***Sample problem:*** Maria has been hired by Company A with an annual salary, S dollars, given by $S = 32\,500 + 500a$, where a represents the number of years she has been employed by this company. Ruth has been hired by Company B with an annual salary, S dollars, given by $S = 28\,000 + 1000a$, where a represents the number of years she has been employed by that company. Describe what the solution of this system would represent in terms of Maria's salary and Ruth's salary. After how many years will their salaries be the same? What will their salaries be at that time?)

Functions, Grade 11, University Preparation (MCR3U)

A. Characteristics of Functions

2. Solving Problems Involving Quadratic Equations

- 2.3 solve problems involving quadratic functions arising from real-world applications and represented using function notation

Sample problem: The profit, $P(x)$, of a video company, in thousands of dollars, is given by $P(x) = -5x^2 + 550x - 5000$, where x is the amount spent on advertising, in thousands of dollars. Determine the maximum profit that the company can make, and the amounts spent on advertising that will result in a profit and that will result in a profit of at least \$4 000 000.

B. Exponential Functions

3. Solving Problems Involving Exponential Functions

- 3.2 identify exponential functions, including those that arise from real-world applications involving growth and decay, given various representations (i.e., tables of values, graphs, equations), and explain any restrictions that the context places on the domain and range
- Sample problem:** Using data from Statistics Canada, investigate to determine if there was a period of time over which the increase in Canada's national debt could be modelled using an exponential function.
- 3.3 solve problems using given graphs or equations of exponential functions arising from a variety of real-world applications (e.g., ... compound interest) by interpreting the graphs or by substituting values for the exponent into the equations

C. Discrete Functions

3. Solving Problems Involving Financial Applications

3. make connections between sequences, series, and financial applications, and solve problems involving compound interest and ordinary annuities
- 3.1 make and describe connections between simple interest, arithmetic sequences, and linear growth, through investigation with technology (e.g., use a spreadsheet or graphing calculator to make simple interest calculations, determine first differences in the amounts over time, and graph amount versus time)
- Sample problem:** Describe an investment that could be represented by the function $f(x) = 500(1 + 0.05x)$.
- 3.2 make and describe connections between compound interest, geometric sequences, and exponential growth, through investigation with technology (e.g., use a spreadsheet to make compound interest calculations, determine finite differences in the amounts over time, and graph amount versus time)
- Sample problem:** Describe an investment that could be represented by the function $f(x) = 500(1.05)^x$.

- 3.3 solve problems, using a scientific calculator, that involve the calculation of the amount, A (also referred to as future value, FV), the principal, P (also referred to as present value, PV), or the interest rate per compounding period, i , using the compound interest formula in the form $A = P(1 + i)^n$ [or $FV = PV(1 + i)^n$]
Sample problem: Two investments are available, one at 6% compounded annually and the other at 6% compounded monthly. Investigate graphically the growth of each investment, and determine the interest earned from depositing \$1000 in each investment for 10 years.
- 3.4 determine, through investigation using technology (e.g., scientific calculator; the TVM solver on a graphing calculator; online tools), the number of compounding periods, n , using the compound interest formula in the form $A = P(1 + i)^n$ [or $FV = PV(1 + i)^n$]; describe strategies (e.g., guessing and checking; using the power of a power rule for exponents; using graphs) for calculating this number; and solve related problems
- 3.5 explain the meaning of the term *annuity*, and determine the relationships between ordinary simple annuities (i.e., annuities in which payments are made at the *end* of each period, and compounding and payment periods are the same), geometric series, and exponential growth, through investigation with technology (e.g., use a spreadsheet to determine and graph the future value of an ordinary simple annuity for varying numbers of compounding periods; investigate how the contributions of each payment to the future value of an ordinary simple annuity are related to the terms of a geometric series)
- 3.6 determine, through investigation using technology (e.g., the TVM Solver on a graphing calculator; online tools), the effects of changing the conditions (i.e., the payments, the frequency of the payments, the interest rate, the compounding period) of ordinary simple annuities (e.g., long-term savings plans, loans)
Sample problem: Compare the amounts at age 65 that would result from making an annual deposit of \$1000 starting at age 20, or from making an annual deposit of \$3000 starting at age 50, to an RRSP that earns 6% interest per annum, compounded annually. What is the total of the deposits in each situation?
- 3.7 solve problems, using technology (e.g., scientific calculator, spreadsheet, graphing calculator), that involve the amount, the present value, and the regular payment of an ordinary simple annuity (e.g., calculate the total interest paid over the life of a loan, using a spreadsheet, and compare the total interest with the original principal of the loan)

Functions and Applications, Grade 11, University/College Preparation (MCF3M)

A. Quadratic Functions

1. Solving Quadratic Equations

- 1.5 determine, through investigation, and describe the connection between the factors used in solving a quadratic equation and the x -intercepts of the graph of the corresponding quadratic relation

Sample problem: The profit, P , of a video company, in thousands of dollars, is given by $P = -5x^2 + 550x - 5000$, where x is the amount spent on advertising, in thousands of dollars. Determine, by factoring and by graphing, the amount spent on advertising that will result in a profit of \$0. Describe the connection between the two strategies.

2. Connecting Graphs and Equations of Quadratic Functions

- 2.2 substitute into and evaluate linear and quadratic functions represented using function notation [e.g., evaluate $f\left(\frac{1}{2}\right)$, given $f(x) = 2x^2 + 3x - 1$], including functions arising from real-world applications

Sample problem: The relationship between the selling price of a sleeping bag, s dollars, and the revenue at that selling price, $r(s)$ dollars, is represented by the function $r(s) = -10s^2 + 1500s$. Evaluate, interpret, and compare $r(29.95)$, $r(60.00)$, $r(75.00)$, $r(90.00)$, and $r(130.00)$.

B. Exponential Functions

2. Solving Problems Involving Exponential Functions

- 2.3 solve problems using given graphs or equations of exponential functions arising from a variety of real-world applications (e.g., ... compound interest) by interpreting the graphs or by substituting values for the exponent into the equations

3. Solving Financial Problems Involving Exponential Functions

3. demonstrate an understanding of compound interest and annuities, and solve related problems

- 3.1 compare, using a table of values and graphs, the simple and compound interest earned for a given principal (i.e., investment) and a fixed interest rate over time

Sample problem: Compare, using tables of values and graphs, the amounts after each of the first five years for a \$1000 investment at 5% simple interest per annum and a \$1000 investment at 5% interest per annum, compounded annually.

- 3.2 solve problems, using a scientific calculator, that involve the calculation of the amount, A (also referred to as future value, FV), and the principal, P (also referred to as present value, PV), using the compound interest formula in the form $A = P(1 + i)^n$ [or $FV = PV(1 + i)^n$]

Sample problem: Calculate the amount if \$1000 is invested for three years at 6% per annum, compounded quarterly.

- 3.3 determine, through investigation (e.g., using spreadsheets and graphs), that compound interest is an example of exponential growth [e.g., the formulas for compound interest, $A = P(1 + i)^n$, and present value, $PV = A(1 + i)^{-n}$, are exponential functions, where the number of compounding periods, n , varies]

Sample problem: Describe an investment that could be represented by the function $f(x) = 500(1.01)^x$.

- 3.4 solve problems, using a TVM Solver on a graphing calculator or on a website, that involve the calculation of the interest rate per compounding period, i , or the number of compounding periods, n , in the compound interest formula $A = P(1 + i)^n$ [or $FV = PV(1 + i)^n$]

Sample problem: Use the TVM Solver in a graphing calculator to determine the time it takes to double an investment in an account that pays interest of 4% per annum, compounded semi-annually.

- 3.5 explain the meaning of the term *annuity*, through investigation of numeric and graphical representations using technology

- 3.6 determine, through investigation using technology (e.g., the TVM Solver on a graphing calculator, online tools), the effects of changing the conditions (i.e., the payments, the frequency of the payments, the interest rate, the compounding period) of ordinary simple annuities (i.e., annuities in which payments are made at the *end* of each period, and the compounding period and the payment period are the same) (e.g., long-term savings plans, loans)

Sample problem: Compare the amounts at age 65 that would result from making an annual deposit of \$1000 starting at age 20, or from making an annual deposit of \$3000 starting at age 50, to an RRSP that earns 6% interest per annum, compounded annually. What is the total of the deposits in each situation?

- 3.7 solve problems, using technology (e.g., scientific calculator, spreadsheet, graphing calculator), that involve the amount, the present value, and the regular payment of an ordinary simple annuity (e.g., calculate the total interest paid over the life of a loan, using a spreadsheet, and compare the total interest with the original principal of the loan)

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)

A. Mathematical Models

2. Connecting Graphs and Equations of Exponential Relations

- 2.1 determine, through investigation using a variety of tools and strategies (e.g., graphing with technology; looking for patterns in tables of values), and describe the meaning of negative exponents and of zero as an exponent
- 2.6 distinguish exponential relations from linear and quadratic relations by making comparisons in a variety of ways (e.g., comparing rates of change using finite differences in tables of values; inspecting graphs; comparing equations), within the same context when possible (e.g., simple interest and compound interest; ...)

3. Solving Problems Involving Exponential Relations

- 3.3 pose problems involving exponential relations arising from a variety of real-world applications (e.g., ... compound interest), and solve these and other such problems by using a given graph or a graph generated with technology from a given table of values or a given equation
- 3.4 solve problems using given equations of exponential relations arising from a variety of real-world applications (e.g., ... compound interest) by substituting values for the exponent into the equations

B. Personal Finance

Note: Since all expectations in this strand relate directly to financial literacy, only the overall expectations have been included here.

1. compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest
2. compare services available from financial institutions, and solve problems involving the cost of making purchases on credit

3. interpret information about owning and operating a vehicle, and solve problems involving the associated costs

D. Data Management

1. Working With One-Variable Data

- 1.9 compare two or more sets of one-variable data, using measures of central tendency and measures of spread

Sample problem: Use measures of central tendency and measures of spread to compare data that show the lifetime of an economy light bulb with data that show the lifetime of a long-life light bulb.

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL3E)

Note: Since all expectations in this course relate directly to financial literacy, only the strand titles and overall expectations have been included here. For all expectations in this course, go to www.ontario.ca/edu.

A. Earning and Purchasing

1. interpret information about different types of remuneration, and solve problems and make decisions involving different remuneration methods
2. demonstrate an understanding of payroll deductions and their impact on purchasing power
3. demonstrate an understanding of the factors and methods involved in making and justifying informed purchasing decisions

B. Saving, Investing, and Borrowing

1. describe and compare services available from financial institutions
2. demonstrate an understanding of simple and compound interest, and solve problems involving related applications
3. interpret information about different ways of borrowing and their associated costs, and make and justify informed borrowing decisions

C. Transportation and Travel

1. interpret information about owning and operating a vehicle, and solve problems involving the associated costs
2. plan and justify a route for a trip by automobile, and solve problems involving the associated costs
3. interpret information about different modes of transportation, and solve related problems

Advanced Functions, Grade 12, University Preparation (MHF4U)

D. Characteristics of Functions

2. Combining Functions

- 2.4 determine the composition of two functions [i.e., $f(g(x))$] numerically (i.e., by using a table of values) and graphically, with technology, for functions represented in a variety of ways (e.g., function machines, graphs, equations), and interpret the composition of two functions in real-world applications

Sample problem: For a car travelling at a constant speed, the distance driven, d kilometres, is represented by $d(t) = 80t$, where t is the time in hours. The cost of gasoline, in dollars, for the drive is represented by $C(d) = 0.09d$. Determine numerically and interpret $C(d(5))$, and describe the relationship represented by $C(d(t))$.

- 2.6 solve problems involving the composition of two functions, including problems arising from real-world applications

Sample problem: The speed of a car, v kilometres per hour, at a time of t hours is represented by $v(t) = 40 + 3t + t^2$. The rate of gasoline consumption of the car, c litres per kilometre, at a speed of v kilometres per hour is represented by

$$c(v) = \left(\frac{v}{500} - 0.1\right)^2 + 0.15.$$

Determine algebraically $c(v(t))$, the rate of gasoline consumption as a function of time.

Determine, using technology, the time when the car is running most economically during a four-hour trip.

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

B. Derivatives and Their Applications

2. Solving Problems Using Mathematical Models and Derivatives

- 2.2 make connections between the graphical or algebraic representations of derivatives and real-world applications (e.g., ... prices and inflation rates, ...)

Sample problem: Given a graph of prices over time, identify the periods of inflation and deflation, and the time at which the maximum rate of inflation occurred. Explain how derivatives helped solve the problem.

- 2.4 solve optimization problems involving polynomial, simple rational, and exponential functions drawn from a variety of applications, including those arising from real-world situations

Sample problem: The number of bus riders from the suburbs to downtown per day is represented by $1200(1.15)^{-x}$, where x is the fare in dollars. What fare will maximize the total revenue?

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

B. Probability Distributions

1. Understanding Probability Distributions for Discrete Random Variables

- 1.7 solve problems involving probability distributions (e.g., uniform, binomial, hypergeometric), including problems arising from real-world applications

Sample problem: The probability of a business person cancelling a reservation at La Place Pascal hotel is estimated to be 8%. Generate and graph the probability distribution for the discrete random variable that represents the number of business people cancelling when there are 10 reservations. Use the probability distribution to determine the probability of at least 4 of the 10 reservations being cancelled.

2. Understanding Probability Distributions for Continuous Random Variables

- 2.6 recognize that the normal distribution is commonly used to model the frequency and probability distributions of continuous random variables, describe some properties of the normal distribution (e.g., the curve has a central peak; the curve is symmetric about the mean; the mean and median are equal; approximately 68% of the data values are within one standard deviation of the mean and approximately 95% of the data values are within two standard deviations of the mean), and recognize and describe situations that can be modelled using the normal distribution (e.g., ... household incomes in a neighbourhood, ...)

C. Organization of Data for Analysis

1. Understanding Data Concepts

- 1.1 recognize and describe the role of data in statistical studies (e.g., the use of statistical techniques to extract or mine knowledge of relationships from data), describe examples of applications of statistical studies (e.g., in medical research, political decision making, market research), and recognize that conclusions drawn from statistical studies of the same relationship may differ

2. Collecting and Organizing Data

- 2.2 explain the distinction between the terms *population* and *sample*, describe the characteristics of a good sample, explain why sampling is necessary (e.g., time, cost, or physical constraints), and describe and compare some sampling techniques (e.g., simple random, systematic, stratified, convenience, voluntary)

Sample problem: What are some factors that a manufacturer should consider when determining whether to test a sample or the entire population to ensure the quality of a product?

D. Statistical Analysis

1. Analysing One-Variable Data

- 1.4** interpret, for a normally distributed population, the meaning of a statistic qualified by a statement describing the margin of error and the confidence level (e.g., the meaning of a statistic that is accurate to within 3 percentage points, 19 times out of 20), and make connections, through investigation using technology (e.g., dynamic statistical software), between the sample size, the margin of error, and the confidence level (e.g., larger sample sizes create higher confidence levels for a given margin of error)

Sample problem: Use census data from Statistics Canada to investigate, using dynamic statistical software, the minimum sample size such that the proportion of the sample opting for a particular consumer or voting choice is within 3 percentage points of the proportion of the population, 95% of the time (i.e., 19 times out of 20).

- 1.5** interpret statistical summaries (e.g., graphical, numerical) to describe the characteristics of a one-variable data set and to compare two related one-variable data sets (e.g., ... compare annual incomes in Canada and in a third-world country; compare Aboriginal and non-Aboriginal incomes); describe how statistical summaries (e.g., graphs, measures of central tendency) can be used to misrepresent one-variable data; and make inferences, and make and justify conclusions, from statistical summaries of one-variable data orally and in writing, using convincing arguments

2. Analysing Two-Variable Data

- 2.2** recognize and distinguish different types of relationships between two variables that have a mathematical correlation (e.g., ... the common-cause relationship between ice cream sales and forest fires over the course of a year; the accidental relationship between the consumer price index and the number of known planets in the universe)

- 2.5** interpret statistical summaries (e.g., scatter plot, equation representing a relationship) to describe the characteristics of a two-variable data set and to compare two related two-variable data sets; describe how statistical summaries (e.g., graphs, linear models) can be used to misrepresent two-variable data; and make inferences, and make and justify conclusions, from statistical summaries of two-variable data orally and in writing, using convincing arguments

3. Evaluating Validity

- 3.** demonstrate an understanding of the applications of data management used by the media and the advertising industry and in various occupations
- 3.1** interpret statistics presented in the media (e.g., the UN's finding that 2% of the world's population has more than half the world's wealth, whereas half the world's population has only 1% of the world's wealth), and explain how the media, the advertising industry, and others (e.g., marketers, pollsters) use and misuse statistics (e.g., as represented in graphs) to promote a certain point of view (e.g., by making a general statement based on a weak correlation or an assumed cause-and-effect relationship; by starting the vertical scale at a value other than zero; by making statements using general population statistics without reference to data specific to minority groups)

- 3.2 assess the validity of conclusions presented in the media by examining sources of data, including Internet sources (i.e., to determine whether they are authoritative, reliable, unbiased, and current), methods of data collection, and possible sources of bias (e.g., sampling bias, non-response bias, cultural bias in a survey question), and by questioning the analysis of the data (e.g., whether there is any indication of the sample size in the analysis) and conclusions drawn from the data (e.g., whether any assumptions are made about cause and effect)
- Sample problem:** The headline that accompanies the following graph says “Big Increase in Profits”. Suggest reasons why this headline may or may not be true. [Graph on page 121 is omitted.]
- 3.3 gather, interpret, and describe information about applications of data management in occupations (e.g., actuary, statistician, business analyst, sociologist, medical doctor, psychologist, teacher, community planner), and about university programs that explore these applications

Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

B. Polynomial Functions

3. Solving Problems Involving Polynomial Functions

- 3.7 make connections between formulas and linear, quadratic, and exponential functions [e.g., recognize that the compound interest formula, $A = P(1 + i)^n$, is an example of an exponential function $A(n)$ when P and i are constant, and of a linear function $A(P)$ when i and n are constant], using a variety of tools and strategies (e.g., comparing the graphs generated with technology when different variables in a formula are set as constants)
- 3.8 solve multi-step problems requiring formulas arising from real-world applications (e.g., determining the cost of two coats of paint for a large cylindrical tank)
- 3.9 gather, interpret, and describe information about applications of mathematical modelling in occupations, and about college programs that explore these applications

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C)

A. Mathematical Models

2. Modelling Graphically

- 2.3 recognize that graphs and tables of values communicate information about rate of change, and use a given graph or table of values for a relation to identify the units used to measure rate of change (e.g., ... for a table showing earnings over time, the units of rate of change are dollars per hour)
- 2.5 compare, through investigation with technology, the graphs of pairs of relations (i.e., linear, quadratic, exponential) by describing the initial conditions and the behaviour of the rates of change (e.g., compare the graphs of amount versus time for equal initial deposits in simple interest and compound interest accounts)

3. Modelling Algebraically

3. make connections between formulas and linear, quadratic, and exponential relations, solve problems using formulas arising from real-world applications, and describe applications of mathematical modelling in various occupations
- 3.3 make connections between formulas and linear, quadratic, and exponential functions [e.g., recognize that the compound interest formula, $A = P(1 + i)^n$, is an example of an exponential function $A(n)$ when P and i are constant, and of a linear function $A(P)$ when i and n are constant], using a variety of tools and strategies (e.g., comparing the graphs generated with technology when different variables in a formula are set as constants)
- 3.4 solve multi-step problems requiring formulas arising from real-world applications (e.g., determining the cost of two coats of paint for a large cylindrical tank)
- 3.5 gather, interpret, and describe information about applications of mathematical modelling in occupations, and about college programs that explore these applications

B. Personal Finance

Note: Since all expectations in this strand relate directly to financial literacy, only the overall expectations have been included here.

1. demonstrate an understanding of annuities, including mortgages, and solve related problems using technology
2. gather, interpret, and compare information about owning or renting accommodation, and solve problems involving the associated costs
3. design, justify, and adjust budgets for individuals and families described in case studies, and describe applications of the mathematics of personal finance

C. Geometry and Trigonometry

3. Solving Problems Involving Trigonometry

- 3.5 gather, interpret, and describe information about applications of trigonometry in occupations, and about college programs that explore these applications
Sample problem: Prepare a presentation to showcase an occupation that makes use of trigonometry, to describe the education and training needed for the occupation, and to highlight a particular use of trigonometry in the occupation.

D. Data Management

2. Applying Data Management

2. demonstrate an understanding of the applications of data management used by the media and the advertising industry and in various occupations
- 2.1 recognize and interpret common statistical terms (e.g., percentile, quartile) and expressions (e.g., accurate 19 times out of 20) used in the media (e.g., television, Internet, radio, newspapers)

- 2.2 describe examples of indices used by the media (e.g., consumer price index, S&P/TSX composite index, new housing price index) and solve problems by interpreting and using indices (e.g., by using the consumer price index to calculate the annual inflation rate)
Sample problem: Use the new housing price index on E-STAT to track the cost of purchasing a new home over the past 10 years in the Toronto area, and compare with the cost in Calgary, Charlottetown, and Vancouver over the same period. Predict how much a new home that today costs \$200 000 in each of these cities will cost in 5 years.
- 2.3 interpret statistics presented in the media (e.g., the UN’s finding that 2% of the world’s population has more than half the world’s wealth, whereas half the world’s population has only 1% of the world’s wealth), and explain how the media, the advertising industry, and others (e.g., marketers, pollsters) use and misuse statistics (e.g., as represented in graphs) to promote a certain point of view (e.g., by making a general statement based on a weak correlation or an assumed cause-and-effect relationship; by starting the vertical scale on a graph at a value other than zero; by making statements using general population statistics without reference to data specific to minority groups)
- 2.4 assess the validity of conclusions presented in the media by examining sources of data, including Internet sources (i.e., to determine whether they are authoritative, reliable, unbiased, and current), methods of data collection, and possible sources of bias (e.g., sampling bias, non- response bias, cultural bias in a survey question), and by questioning the analysis of the data (e.g., whether there is any indication of the sample size in the analysis) and conclusions drawn from the data (e.g., whether any assumptions are made about cause and effect)
Sample problem: The headline that accompanies the following graph says “Big Increase in Profits”. Suggest reasons why this headline may or may not be true. [Graph on page 145 is omitted.]
- 2.5 gather, interpret, and describe information about applications of data management in occupations, and about college programs that explore these applications

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E)

A. Reasoning With Data

1. Interpreting and Displaying Data

- 1.2 explain the distinction between the terms *population* and *sample*, describe the characteristics of a good sample, and explain why sampling is necessary (e.g., time, cost, or physical constraints)
Sample problem: What are some factors that a manufacturer should consider when determining whether to test a sample or the entire population to ensure the quality of a product?
- 1.7 explain how the media, the advertising industry, and others (e.g., marketers, pollsters) use and misuse statistics (e.g., as represented in graphs) to promote a certain point of view (e.g., by making general statements based on small samples; by making statements using general population statistics without reference to data specific to minority groups)
Sample problem: The headline that accompanies the following graph says “Big Increase in Profits”. Suggest reasons why this headline may or may not be true. [Graph on page 149 is omitted.]

2. Investigating Probability

- 2.6 interpret information involving the use of probability and statistics in the media, and describe how probability and statistics can help in making informed decisions in a variety of situations (e.g., ... using sales data to stock a clothing store with appropriate styles and sizes)

Sample problem: A recent study on youth gambling suggests that approximately 30% of adolescents gamble on a weekly basis. Investigate and describe the assumptions that people make about the probability of winning when they gamble. Describe other factors that encourage gambling and problems experienced by people with a gambling addiction.

B. Personal Finance

Note: Since all expectations in this strand relate directly to financial literacy, only the overall expectations have been included here.

1. gather, interpret, and compare information about owning or renting accommodation and about the associated costs
2. interpret, design, and adjust budgets for individuals and families described in case studies
3. demonstrate an understanding of the process of filing a personal income tax return, and describe applications of the mathematics of personal finance

C. Applications of Measurement

1. Measuring and Estimating

- 1.3 estimate quantities (e.g., bricks in a pile, time to complete a job, people in a crowd), and describe the strategies used

Sample problem: Look at digital photos that show large quantities of items, and estimate the numbers of items in the photos.

- 1.5 convert measures between systems (e.g., centimetres and inches, pounds and kilograms, square feet and square metres, litres and U.S. gallons, kilometres and miles, cups and millilitres, millilitres and teaspoons, degrees Celsius and degrees Fahrenheit), as required within applications that arise from familiar contexts

Sample problem: Compare the price of gasoline in your community with the price of gasoline in a community in the United States.

2. Applying Measurement and Design

2. apply measurement concepts and skills to solve problems in measurement and design, to construct scale drawings and scale models, and to budget for a household improvement
- 2.8 investigate, plan, design, and prepare a budget for a household improvement (e.g., landscaping a property; renovating a room), using appropriate technologies (e.g., design or decorating websites, design or drawing software, spreadsheet)

Sample problem: Plan, design, and prepare a budget for the renovation of a 12-ft by 12-ft bedroom for under \$2000. The renovations could include repainting the walls, replacing the carpet with hardwood flooring, and refurnishing the room.

3. Solving Measurement Problems Using Proportional Reasoning

3.2 identify situations in which it is useful to make comparisons using unit rates, and solve problems that involve comparisons of unit rates

Sample problem: If 500 mL of juice costs \$2.29 and 750 mL of the same juice costs \$3.59, which size is the better buy? Explain your reasoning.

3.3 identify and describe real-world applications of proportional reasoning (e.g., mixing concrete; calculating dosages; converting units; painting walls; calculating fuel consumption; calculating pay; enlarging patterns), distinguish between a situation involving a proportional relationship (e.g., ... long-distance phone calls billed at a fixed cost per minute, where talking for half as many minutes costs half as much) and a situation involving a non-proportional relationship (e.g., cellular phone packages, where doubling the minutes purchased does not double the cost of the package; food purchases, where it can be less expensive to buy the same quantity of a product in one large package than in two or more small packages; hydro bills, where doubling consumption does not double the cost) in a personal and/or workplace context, and explain their reasoning

3.6 solve problems involving proportional reasoning in work-related situations (e.g., calculating overtime pay; calculating pay for piecework; ...)

NATIVE LANGUAGES, GRADES 9 AND 10 (1999) AND GRADES 11 AND 12 (2000)

Although none of the expectations in the Native languages curriculum explicitly addresses financial literacy, in each of the strands in the various courses the development of financial literacy can be fostered through both the learning context (e.g., a topic, a thematic unit, or an issue related to financial literacy) and materials (e.g., books, websites, media). Students could address issues related to personal finances or economics from different points of view in a debate, panel discussion, role play, speech, or written assignment.

NATIVE STUDIES, GRADES 9 AND 10 (1999) AND GRADES 11 AND 12 (2000)

The courses in the native studies curriculum provide opportunities for students to explore economic issues, challenges, and opportunities within Aboriginal communities and in relation to government policies.

Aboriginal Peoples in Canada, Grade 10, Open (NAC20)

Identity

Aboriginal World View

- describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada

Aboriginal and Canadian Relations

- describe the key aspects of the Indian Act and the impact that it has on the lives of Aboriginal peoples
- identify social, economic, and political issues within Aboriginal communities in relation to Canadian government policies

Relationships

Aboriginal World View

- identify different points of view concerning a Canadian treaty negotiated between Indians and the government
- demonstrate understanding of the different considerations that define the social, economic, and political relationships that developed between Aboriginal peoples and Canadian society

Renewal and Reconciliation

- describe the different economic relationships that Aboriginal peoples in Canada have cultivated with the public and private sectors (e.g., ecotourism, co-management of Crown lands, banking)

Challenges

- describe the challenges that social, economic, and political renewal pose for Aboriginal and other communities throughout Canada

Aboriginal and Canadian Relations

- identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society

English: Contemporary Aboriginal Voices, Grade 11, University Preparation (NBE3U)

Challenges

- demonstrate an understanding of the barriers facing Aboriginal peoples in education and employment, as presented in the works of Aboriginal writers

Aboriginal Voices in Literature

- identify challenges faced by Aboriginal peoples (e.g., challenges related to ... urbanization, the need for improved educational and employment opportunities, ...), as presented in the works of Aboriginal writers

Current Aboriginal Issues in Canada, Grade 11, University/College Preparation (NDA3M)

Relationships

Renewal and Reconciliation

- identify ways in which Aboriginal peoples and non-Aboriginal peoples could co-operate to achieve a common economic, political, or social objective (e.g., ... by jointly providing ecotourism tours)
- predict how global trends (e.g., ... changes in economic opportunity) will impact on the relationship between Aboriginal peoples and Canadian society

Challenges

- identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada

Aboriginal and Canadian Relations

- identify areas of conflict between Aboriginal peoples and the government of Canada with respect to treaty interpretation (e.g., ... funding for education, ...)

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation (NBV3C)

Identity

Aboriginal and Canadian Relations

- explain how Aboriginal values might conflict with economic forces
- describe how the interaction of Aboriginal communities and Canadian society in the twentieth century has affected Aboriginal beliefs and values (e.g., the effect of the wage economy, ...)

Challenges

Aboriginal and Canadian Relations

- research and describe how an Aboriginal community is using traditional values and beliefs to support economic and political growth (e.g., Inuit art cooperatives)

English: Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C)

Relationships

Language

- identify specialized language appropriate to business and technical contexts in either First Nation communities or Canadian society and use it with precision in oral and written work

Challenges

Aboriginal Voices in Literature

- identify challenges faced by Aboriginal peoples (e.g., challenges related to ... the need for improved educational and employment opportunities, ...), as presented in the works of Aboriginal writers

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation (NBV3E)

Identity

Renewal and Reconciliation

- identify Aboriginal businesses that incorporate traditional beliefs, values, and aspirations (e.g., ecotourism projects, wild rice marketing, Air Creebec)

Relationships

Renewal and Reconciliation

- explain issues, problems, and changes that young Aboriginal peoples must deal with in their relationships with Canadian society (e.g., ... developing future job prospects)

Challenges

Aboriginal and Canadian Relations

- describe the challenges of accommodating both Aboriginal and business corporation values concerning ecological sustainability in such areas as logging, mining, and the production of hydro-electric power

English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E)

Challenges

Aboriginal Voices in Literature

- describe lifestyle challenges facing Aboriginal peoples as a result of interaction with Canadian society (e.g., the urbanization of Aboriginal communities, consumerism, ...), as depicted in the literature of Aboriginal writers (e.g., Beatrice Culleton-Moisoner, Drew Hayden Taylor, Wayne Keon)

Aboriginal Voices in Media Works

- identify challenges to Aboriginal communities (e.g., urbanization, economic pressures) that are presented in media works

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation (NDG4M)

Challenges

Aboriginal World View

- describe the difference in how land is perceived by Aboriginal society and by Canadian society (e.g., in terms of ... compatible resource development, and sustainable small-scale economies) and explain the crucial importance of this difference to governance among Aboriginal peoples

Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation (NDW4M)

Identity

- describe emerging global economic and environmental practices and their impact on indigenous cultural identity

Indigenous World View

- describe the legal and political perspectives of the world views of indigenous peoples concerning their own social, economic, or cultural development (e.g., regarding ... resource development, ...)

Indigenous and International Relations

- describe how indigenous peoples throughout the world have responded to economic trends in the global economy and yet maintained their traditional way of life

Renewal and Reconciliation

- define the factors that indigenous peoples believe are critical for ensuring healthy, sustainable communities (e.g., ... a viable community-based economy)
- demonstrate an understanding of the different political, economic, and environmental issues that unite indigenous peoples throughout the world (e.g., ... economic exploitation, ...)

Relationships

- identify examples of partnerships between indigenous communities and national governments or multinational corporations to foster indigenous economic self-sufficiency

Indigenous and International Relations

- identify examples in which indigenous peoples developed economic partnerships with national governments or multinational corporations (e.g., the James Bay Cree’s partnership with the Yamaha Corporation to develop watercraft)

Challenges

- demonstrate an understanding of the factors that influence indigenous peoples’ participation in international affairs or the global economy

Indigenous and International Relations

- identify, through analysis, factors (e.g., ... political and economic marginalization) that impede indigenous peoples from assuming full participation within the international community
- describe the effects of economic globalization on the future development of indigenous communities
- demonstrate an understanding of the impact that the economic systems of national governments and the growth of multinational corporations have on indigenous peoples throughout the world (e.g., the exploitation of workers, expropriation of lands, the forced relocation of a population)

Renewal and Reconciliation

- identify strategies that indigenous peoples might use to achieve financial stability

SCIENCE, GRADES 9 AND 10 (2008) AND GRADES 11 AND 12 (2008)

All courses in the science curriculum require students to identify and explore science-related careers and postsecondary pathways in which their interests and skills can be applied. Such career exploration relates directly to financial literacy, as students consider the ways in which their financial needs can be met by pursuing careers connected to their interests, skills, and aptitudes. Connections can also be made to financial literacy in many of the expectations in the science curriculum relating science to technology, society, and the environment. In addressing these expectations, students explore the costs and benefits of various science-related technologies and, in so doing, address the financial considerations involved.

Science, Grade 9, Academic (SNC1D)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., astrophysicist, geophysicist, conservation officer, park warden, fire protection engineer, hydrologist, electrician) and the education and training necessary for these careers

C. Chemistry: Atoms, Elements, and Compounds

C1. Relating Science to Technology, Society, and the Environment

C1. assess social, environmental, and economic impacts of the use of common elements and compounds, with reference to their physical and chemical properties

C1.2 assess social, environmental, and economic impacts of the use of common elements or compounds [AI, C]

Sample issue: By reducing the accumulation of ice on roads, road salt makes winter driving safer, decreasing medical and insurance costs associated with motor vehicle accidents. But the compounds in road salt damage roads and vehicles, pollute water systems, and harm animals and vegetation.

Sample questions: ... How does the widespread use of agricultural chemicals in Canada or elsewhere affect the economy, society, and the environment? What are the economic benefits and environmental costs of diamond mining for Northern Canadian communities?

D. Earth and Space Science: The Study of the Universe

D1. Relating Science to Technology, Society, and the Environment

D1. assess some of the costs, hazards, and benefits of space exploration and the contributions of Canadians to space research and technology

D1.1 assess, on the basis of research, and report on the contributions of Canadian governments, organizations, businesses, and/or individuals to space technology, research, and/or exploration (e.g., as part of the International Space Station mission; in the fields of telecommunications and satellite technology) [IP, PR, AI, C]

Sample issue: The Canadarm was developed by a Canadian company with financial support from the federal government to offset its high costs. It is an important component of the International Space Station, a unique facility that provides many innovative opportunities for space exploration and research.

Sample questions: ... How have partnerships between the public and private sectors in Canada contributed to the development of technology used in space research and exploration?

D1.2 assess some of the costs, hazards, and benefits of space exploration (e.g., the expense of developing new technologies, accidents resulting in loss of life, contributions to our knowledge of the universe), taking into account the benefits of technologies that were developed for the space program but that can be used to address environmental and other practical challenges on Earth (e.g., radiation monitors and barriers, sensors to monitor air and water quality, remote sensing technology, fire-resistant materials) [AI, C]

Sample issue: Technologies that were originally developed for space exploration now have a range of environmental, medical, business, and domestic uses. However, these technologies were developed at great cost, using funds that might have been directed to other types of research and development.

Sample questions: ... How much money was spent to develop the Canadarm? How is Canadarm technology now used in other sectors such as medicine and the environment?

E. Physics: The Characteristics of Electricity

E1. Relating Science to Technology, Society, and the Environment

E1. assess some of the costs and benefits associated with the production of electrical energy from renewable and non-renewable sources, and analyse how electrical efficiencies and savings can be achieved, through both the design of technological devices and practices in the home

E1.1 analyse the design of a technological device that improves its electrical efficiency or protects other devices by using or controlling static electricity (e.g., paint sprayers, photocopiers, lightning rods, grounding wires) [AI, C]

Sample questions: How does eliminating static electricity help or hinder the performance of a device? How have static electricity controls helped in developing new technologies?

E1.2 assess some of the social, economic, and environmental implications of the production of electrical energy in Canada from renewable and non-renewable sources (e.g., wind, solar, hydro, coal, oil, natural gas, nuclear) [AI, C]

Sample issue: The operation of wind farms along Lake Huron produces electricity from a renewable source, reducing dependence on non-renewable sources of electricity. However, the wind farms produce noise and visual pollution, affect local animal life, and reduce the amount of land available for agriculture.

Sample questions: What is the price difference between electricity produced from solar power and by coal-burning plants? What effects do coal mining, oil production, wind farms, and hydroelectric dams have on surrounding ecosystems? What types of hazardous substances are used or created in the production of solar power and nuclear power? What types of emissions are produced by coal-burning and hydroelectric power plants? What are the effects of these emissions on human health and the environment?

E1.3 produce a plan of action to reduce electrical energy consumption at home (e.g., using EnerGuide information when purchasing appliances), and outline the roles and responsibilities of various groups (e.g., government, business, family members) in this endeavour [IP, AI, C]

Sample issue: Replacing incandescent light bulbs with compact fluorescent bulbs can reduce the energy needed to light a home by 75%. Although the bulbs are more expensive than incandescent bulbs, electrical companies sometimes provide coupons to reduce the price. ...

Sample questions: What are EnerGuide and ENERGY STAR, and how can they be used when purchasing appliances or electronics? What is the difference in energy consumption between a conventional and a front-loading washing machine? What appliances consume electrical energy even when they are not in use?

Science, Grade 9, Applied (SNC1P)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., radar satellite technician, fish and wildlife technologist, ceramicist, electrician) and the education and training necessary for these careers

E. Physics: Electrical Applications

E1. Relating Science to Technology, Society, and the Environment

E1. assess the major social, economic, and environmental costs and benefits of using electrical energy, distinguishing between renewable and non-renewable sources, and propose a plan of action to reduce energy costs

E1.1 assess social, economic, and environmental costs and benefits of using a renewable and a non-renewable source of electrical energy (e.g., solar, wind, hydro, nuclear, coal, oil, natural gas), taking the issue of sustainability into account [AI, C]

Sample issue: The production of electricity at nuclear power plants generates very low levels of greenhouse gases. However, the construction and maintenance of nuclear power plants is expensive and the long-term storage of nuclear waste may have an impact on the environment.

Sample questions: Which method of production of electrical energy generates the greatest amount of greenhouse gases? Which generates the smallest amount? What are the economic and long-term environmental costs of producing nuclear energy? Of using solar energy? What are some of the social and environmental effects of oil production?

E1.2 propose a plan of action to decrease household energy costs by applying their knowledge of the energy consumption of different types of appliances (e.g., front-load and top-load washing machines; cathode ray tube [CRT] and liquid crystal display [LCD] computer monitors) [PR, AI, C]

Sample questions: Which appliances in the home consume the greatest amount of energy? What are some options for reducing the amount of energy they consume? How cost-efficient is it to purchase a new energy-efficient appliance when a less efficient appliance is still in good working condition?

E2. Developing Skills of Investigation and Communication

E2.7 calculate the costs of running common household electrical devices, and compare their efficiency (e.g., using EnerGuide information) [AI, C]

Science, Grade 10, Academic (SNC2D)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., meteorologist, medical illustrator, geochemist, optical physicist) and the education and training necessary for these careers

D. Earth and Space Science: Climate Change

D1. Relating Science to Technology, Society, and the Environment

D1.2 assess, on the basis of research, the effectiveness of some current individual, regional, national, or international initiatives that address the issue of climate change (e.g., Drive Clean, ENERGY STAR, federal and provincial government rebates for retrofitting older buildings to be more energy efficient, carbon offset programs, community tree-planting programs, municipal recycling programs, Intergovernmental Panel on Climate Change [IPCC]), and propose a further course of action related to one of these initiatives [PR, AI, C]

Sample issue: Governments and industry have created rebates or tax cuts to encourage consumers to replace their old appliances with efficient ENERGY STAR appliances. However, such initiatives do not take into account the resources used to create the new products or the problems associated with the disposal of old appliances.

Sample questions: ... What is the purpose of carbon offset credits? Do they achieve that purpose? Why or why not?

Science, Grade 10, Applied (SNC2P)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., veterinarian assistant, quality control technician, conservation officer, sound and light technician) and the education and training necessary for these careers

D. Earth and Space Science: Earth's Dynamic Climate

D1. Relating Science to Technology, Society, and the Environment

D1.2 analyse ways in which human actions (e.g., burning fossil fuels, implementing tree-planting programs) have increased or decreased the production of greenhouse gases [AI, C]

Sample issue: Motor vehicle emissions are a major contributor to greenhouse gases. People can reduce such emissions by walking, biking, or using public transportation instead of driving; by keeping their vehicle in good operating condition; or by driving a hybrid vehicle.

Sample questions: Why do government and/or industry offer rebates to consumers buying programmable thermostats and compact fluorescent light bulbs? ... What is the difference in greenhouse gas emissions between a traditional SUV and a hybrid vehicle? ... What actions have you and/or your community taken to help reduce levels of greenhouse gases?

BIOLOGY, GRADES 11 AND 12

Biology, Grade 11, University Preparation (SBI3U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., zoologist, botanist, geneticist, ecologist, pharmacologist, farmer, forester, horticulturalist) and the education and training necessary for these careers

C. Evolution

C1. Relating Science to Technology, Society, and the Environment

C1. analyse the economic and environmental advantages and disadvantages of an artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species

C1.1 analyse, on the basis of research, the economic and environmental advantages and disadvantages of an artificial selection technology (e.g., livestock and horticultural breeding) [IP, PR, AI, C]

Sample issue: Selective breeding of agricultural crops can benefit populations in less-developed countries by producing hardier crops, increasing food supplies, and improving the nutritional content of food. However, opponents of artificial selection technology believe that it affects the natural ability of a species to reproduce, which negatively affects biodiversity.

Sample questions: How has selective breeding of specific crops helped to increase the yield of the crop and decrease the need for chemicals in the fields? ...

F. Plants: Anatomy, Growth, and Function

F1. Relating Science to Technology, Society, and the Environment

F1.1 evaluate, on the basis of research, the importance of plants to the growth and development of Canadian society (e.g., as a source of food, pharmaceuticals, Aboriginal medicines, building materials, flood and erosion control; as a resource for recreation and ecotourism) [IP, PR, AI, C]

Sample issue: The agricultural sector holds great economic potential as demand increases for products such as biofuels, biochemicals, and biopharmaceuticals. Bioresources could also support our efforts to produce renewable energy, improve health, and minimize environmental impact. However, critics are concerned about the impact of bioresources on the availability of food crops and the price of food.

Sample questions: In what ways does the local-food movement contribute to community development? ... What plant species are considered important in sustaining Canada's growth in the agricultural sector? How might the increasing demand for straw-bale housing materials support Canada's agricultural sector and increase the sustainability of other natural resources?

Biology, Grade 11, College Preparation (SBI3C)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., food science technologist, medical laboratory technologist, dental hygienist, outpost clinic/primary care nurse, respiratory therapist, veterinary technician, water or wastewater technician) and the education and training necessary for these careers

E. Anatomy of Mammals

E1. Relating Science to Technology, Society, and the Environment

E1. analyse the social or economic impact of a technology used to treat systems in the human body, and the impact of lifestyle choices on human health

E1.1 analyse the social or economic impact of a medical device or technology related to the treatment of the human circulatory, respiratory, or digestive system (e.g., a pacemaker, a heart-lung bypass machine, kidney dialysis) [AI, C]

Sample issue: A reliable blood substitute for use during emergencies or blood shortages could save many lives and create huge revenues for its producers. However, clinical trials have shown that patients receiving artificial blood have a significantly higher risk of heart attack than those receiving donated blood, thus increasing medical costs.

Sample questions: Are the costs of the disposable capsules used for capsule endoscopy worth the benefits of detecting gastrointestinal diseases? Why or why not? ...

Biology, Grade 12, University Preparation (SBI4U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., scientific journalist, fisheries and wildlife officer, physician, infectious disease researcher, geneticist) and the education and training necessary for these careers

CHEMISTRY, GRADES 11 AND 12

Chemistry, Grade 11, University Preparation (SCH3U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., pharmacist, forensic scientist, chemical engineer, food scientist, environmental chemist, occupational health and safety officer, water quality analyst, atmospheric scientist) and the education and training necessary for these careers

E. Solutions and Solubility

E1. Relating Science to Technology, Society, and the Environment

E1.1 analyse the origins and effects of water pollution, and a variety of economic, social, and environmental issues related to drinking water

E1.2 analyse economic, social, and environmental issues related to the distribution, purification, or use of drinking water (e.g., the impact on the environment of the use of bottled water) [AI, C]

Sample issue: In developing countries, thousands of people, many of them children, die every year from drinking contaminated water. Many of these countries cannot afford to build water treatment plants. In North America, where safe water is generally available, we spend millions of dollars on bottled water, draining sources of fresh water and challenging waste-disposal systems.

Sample questions: What are the economic costs of building, maintaining, and monitoring water-purification plants? What are the social and environmental costs if these plants are not properly maintained and monitored? ...

Chemistry, Grade 12, University Preparation (SCH4U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., food and drug analyst, chemical safety officer, nurse practitioner, consumer protection specialist, metallurgy technologist, environmental and waste management technician, geochemist) and the education and training necessary for these careers

D. Energy Changes and Rates of Reaction

D1. Relating Science to Technology, Society, and the Environment

D1.1 analyse some conventional and alternative energy technologies (e.g., fossil fuel–burning power plants, hydro-powered generators, solar panels, wind turbines, fuel cells), and evaluate them in terms of their efficiency and impact on the environment [AI, C]

Sample issue: The cooling of homes and commercial buildings in summer requires more energy than heating in the winter at peak times. Brownouts are more likely in summer than in winter. However, new technologies use deep lake water cooling as an alternative to conventional air conditioning systems in office towers. This significantly reduces energy use and its environmental impact

Sample questions: What proportion of Ontario’s energy needs is served by solar and wind technologies? What are the pros and cons of expanding the availability of these technologies? ... What are the advantages and disadvantages, in terms of efficiency and environmental impact, of using corn to produce ethanol fuel?

D1.2 analyse the conditions (e.g., temperature, pressure, presence of a catalyst) required to maximize the efficiency of some common natural or industrial chemical reactions (e.g., decomposition, combustion, neutralization), and explain how the improved efficiency of the reaction contributes to environmental sustainability [AI, C]

Sample issue: Bleaches such as hydrogen peroxide and chlorine are used when fibres are processed into paper or textiles. Concentrations of these substances can harm the environment, but if enzymes are added to these processes as biocatalysts, fewer chemicals are needed, less energy is consumed, and there is less environmental impact.

Sample questions: How can you increase the rate of decomposition in a home composter? What can be done to improve the efficiency of an automobile that runs entirely on fossil fuels? Why is just a very small quantity of catalyst required in industrial processes? Why is the ozone layer still deteriorating despite the banning of chlorofluorocarbons (CFCs)?

Chemistry, Grade 12, College Preparation (SCH4C)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., environmental technologist, pharmacy technician, electroplating technician, green building or renewable energy technician, veterinary technician, biochemical technologist) and the education and training necessary for these careers

EARTH AND SPACE SCIENCE, GRADE 12

Earth and Space Science, Grade 12, University Preparation (SES4U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the field of science under study (e.g., astronomer, paleontologist, astrophysicist, geologist, professor, planetarium curator) and the education and training necessary for these careers

C. Planetary Science (Science of the Solar System)

C1. Relating Science to Technology, Society, and the Environment

C1. analyse political, economic, and environmental issues related to the exploration and study of the solar system, and how technology used in space exploration can be used in other areas of endeavour

C1.1 analyse political considerations related to, and economic and environmental consequences (actual and/or potential) of, exploration of the solar system (e.g., ... the ability to monitor environmental conditions from space) [AI, C]

Sample issue: As we deplete Earth's natural resources, researchers are studying the feasibility of supplementing those resources through space mining. Asteroids and other bodies in the solar system are potentially rich sources of minerals and other valuable substances, but their exploitation raises a range of legal, economic, environmental, and technological questions.

Sample questions: ... What types of factors affect government decisions about allocating funds for space exploration? Is the investment made in space exploration money well spent? Why or why not?

E. Earth Materials

E1. Relating Science to Technology, Society, and the Environment

E1. analyse technologies used to explore for and extract Earth materials, and assess the economic and environmental impact of the exploitation of such materials

E1.1 assess the direct and indirect impact on local, provincial/regional, or national economies of the exploration for and extraction and refinement/processing of Earth materials (e.g., gold, uranium, sand, gravel, dimension stone, fossil fuels) [AI, C]

Sample issue: Diamonds are prized for industrial and personal uses. The demand contributes to the existence of illegal trade in “blood diamonds”, in which stones mined in war zones are sold and the revenue is used to fund military action by insurgent groups. The protracted wars devastate local and national economies.

Sample questions: What are the effects on local economies of oil extraction in Alberta, transportation by pipeline through the Prairies, and refinement in Ontario? How does the economic benefit of manufacturing items using a mineral resource compare to the economic benefits for the communities that mine the resource? What is the impact on the economy of local Aboriginal communities of diamond mining on their lands?

ENVIRONMENTAL SCIENCE, GRADE 11

Environmental Science, Grade 11, University/College Preparation (SVN3M)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., organic chemist, landscaper, conservationist, air quality technician, personal support worker, environmental lawyer) and the education and training necessary for these careers

B. Scientific Solutions to Contemporary Environmental Challenges

B1. Relating Science to Technology, Society, and the Environment

B1. analyse social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment

B1.1 analyse, on the basis of research, social and economic issues related to a particular environmental challenge (e.g., overfishing, deforestation, acid rain, melting of the polar ice cap) and to efforts to address it [IP, PR, AI, C]

Sample issue: Greenhouse gas emissions from motor vehicles are a major contributor to global warming. The use of ethanol and other biofuels in motor vehicles reduces these emissions. However, diverting crops from food production to fuel production can increase prices and decrease the supply of food.

Sample questions: What are some of the social and economic challenges associated with cleaning up and conserving fresh water supplies? What are some alternative energy sources? What social and economic challenges are associated with their development? In what ways can consuming locally grown foods help the local economy, society, and the environment?

B1.2 analyse ways in which societal needs or demands have influenced scientific endeavours related to the environment (e.g., the development of drought- and pest-resistant crops to address the rising global need for food; research into alternative energy sources in response to demands to address the impact on climate change of burning fossil fuels) [AI, C]

Sample issue: Because of unstable oil prices and the environmental damage caused by motor vehicle emissions, many consumers have been demanding more environmentally friendly vehicles. As a result, car companies are devoting greater resources towards the development of more fuel-efficient engines, hybrid vehicles, and cars powered by electricity or other types of energy.

Sample questions: How and why do demands by environmentally conscious consumers affect the types of products developed by corporations? What impact have the energy needs of remote communities had on innovations in the development of off-grid energy sources? ...

D. Sustainable Agriculture and Forestry

D1. Relating Science to Technology, Society, and the Environment

D1. evaluate the impact of agricultural and forestry practices on human health, the economy, and the environment

D1.1 evaluate, on the basis of research, a variety of agricultural and forestry practices (e.g., companion planting, biological pest control, the use of genetically modified seed, forest fire control) with respect to their impact on the economy and the environment (e.g., the use of nematodes eliminates crop damage from grubs, thus contributing to better harvests, while reducing the use of toxic chemical pesticides; under some circumstances, forest thinning can help prevent or reduce the seriousness of forest fire, and its economic and environmental consequences) [IP, PR, AI, C]

Sample issue: The recycling of animal waste as fertilizer is economical and is generally considered an environmentally sustainable practice. However, care must be taken that the manure does not run off into water sources, as it can contaminate them with *E. coli* and other bacteria.

Sample questions: What are the economic and environmental pros and cons of growing crops that are genetically modified to be herbicide resistant? Why is organic produce more expensive than conventionally grown produce? What are the economic advantages of monoculture, both on farms and in forestry operations? ...

E. Reducing and Managing Waste

E1. Relating Science to Technology, Society, and the Environment

E1. analyse economic, political, and environmental considerations affecting waste management strategies

E1.1 analyse, on the basis of research, the impact of economic and political considerations on the development of waste management practices or strategies (e.g., incineration of hazardous waste; biological filtration and reuse of greywater; user fees for garbage disposal; vermicomposting) [IP, PR, AI, C]

Sample issue: The use of landfill sites has been a long-time strategy for disposal of garbage. As local sites fill up, some municipalities are shipping their garbage to distant sites. This strategy is often politically unpopular and, with high fuel prices, is increasingly expensive, so local politicians are under pressure to implement new strategies.

Sample questions: What are the costs of recycling compared to the costs of using landfill sites or incinerating garbage? Why is garbage incineration a controversial political issue? ...

F. Conservation of Energy

F1. Relating Science to Technology, Society, and the Environment

F1. assess the impact on society and the environment of the use of various renewable and non-renewable energy sources, and propose a plan to reduce energy consumption

F1.1 evaluate the impact on the environment of renewable and non-renewable energy sources, and propose an environmentally friendly solution to reduce non-renewable energy consumption (e.g., a plan for broader use of hybrid cars or solar panels) [AI, C]

Sample issue: In some remote areas that are off the electrical grid, generators that run on fossil fuels are used to generate electricity. However, these devices are inefficient, and they produce carbon dioxide, which contributes to global warming, and noise pollution.

Sample questions: ... How can the use of ethanol reduce the amount of petroleum needed to run cars?

Environmental Science, Grade 11, Workplace Preparation (SVN3E)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., hydro meter reader, hospitality employee, waste management operator, custodian) and the education and training necessary for these careers

D. Energy Conservation

D1. Relating Science to Technology, Society and the Environment

D1. evaluate initiatives and technological innovations related to energy consumption and conservation, and assess their impact on personal lifestyles, social attitudes, and the environment

D1.1 assess, on the basis of research, the impact that initiatives for reducing energy consumption and waste have on personal lifestyles, societal attitudes, and the environment (e.g., local, provincial, or national initiatives by government, business, or non-governmental organizations) [IP, PR, AI, C]

Sample issue: Home energy audit and retrofit rebate programs have been established by many provincial governments to help homeowners reduce their energy bills. Although these programs raise awareness of the environmental impact of wasting energy and provide practical ways of reducing waste, not all homeowners take advantage of them.

Sample questions: What types of incentives exist to encourage consumers to purchase energy-efficient products and services? How effective are such incentives? What methods do energy companies use to encourage consumers to conserve energy? ...

D1.2 evaluate, on the basis of research, some of the advantages or disadvantages of technological innovations that contribute to the production of renewable energy and/or aid in conservation (e.g., bio-oil, biodiesel, wind turbines, improved insulation, programmable thermostats) [IP, PR, AI, C]

Sample issue: Tankless water heaters heat water only when it is needed. They save energy over traditional water heaters, which keep a large tank of water hot at all times. However, tankless water heaters may not be able to supply enough hot water for multiple uses.

Sample questions: What technologies are used to produce biofuels? How do these fuels help to reduce use of non-renewable energy? What problems might be associated with the use of agricultural crops for fuel rather than food? ... What are the advantages and disadvantages of replacing old appliances with more energy-efficient ones?

PHYSICS, GRADES 11 AND 12

Physics, Grade 11, University Preparation (SPH3U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., theoretical physicist; communications, networks, and control systems professional; engineer; metallurgist) and the education and training necessary for these careers

F. Electricity and Magnetism

F1. Relating Science to Technology, Society, and the Environment

F1.2 analyse the efficiency and the environmental impact of one type of electrical energy production (e.g., from hydroelectric, fossil fuel-burning, wind, solar, geothermal, or nuclear sources), and propose ways to improve the sustainability of electrical energy production [AI, C]

Sample issue: Compared to oil, coal is relatively inexpensive and plentiful, and, globally, the number of coal-burning electrical plants is expanding. Yet, coal power is inefficient, and the mining and burning of coal produce a great deal of pollution. Although technology is available to make coal cleaner, it is costly and has been implemented to only a limited extent.

Sample questions: How efficient are the small- and large-scale solar-power systems used in individual homes and industrial settings? ... What technologies are being used to improve the efficiency of energy sources such as coal and biofuel? ...

Physics, Grade 12, University Preparation (SPH4U)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., laser optics researcher, geoscientist, photonics researcher, aerospace engineer) and the education and training necessary for these careers

Physics, Grade 12, College Preparation (SPH4C)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., alternative energy advocate, sustainable energy technician, electrician, mechanic) and the education and training necessary for these careers

F. Hydraulic and Pneumatic Systems

F1. Relating Science to Technology, Society, and the Environment

F1.2 analyse some of the social and economic consequences of the use of robotic systems for different kinds of operations (e.g., in the manufacturing of computers, for lifting and manoeuvring heavy objects on assembly lines, for handling hazardous materials, for activities under water and in space) [AI, C]

Sample issue: The use of robotic systems on assembly lines in automotive plants speeds up production, cuts labour costs, reduces the need for workers to perform small repetitive tasks, and reduces workplace injuries. But the use of such systems has eliminated some jobs.

Sample questions: ... How can simulations using robotics reduce the social and economic costs associated with natural disasters?

SCIENCE, GRADE 12

Science, Grade 12, University/College Preparation (SNC4M)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., nuclear medicine technician, nurse practitioner, hematologist, dietitian, geneticist) and the education and training necessary for these careers

B. Medical Technologies

B1. Relating Science to Technology, Society, and the Environment

B1.1 assess the costs and benefits of a conventional medical technology, therapy, or device that is used to diagnose or treat a human health condition (e.g., diagnostic technologies such as X-rays and ultrasound; surgical procedures such as laser removal of tumours; biomedical devices such as prosthetics) [AI, C]

D. Nutritional Science

D1. Relating Science to Technology, Society, and the Environment

D1.1 analyse the social and economic costs and benefits of the use of non-nutrient food additives in food preservation and food enhancement techniques (e.g., sulfites in dried fruit; food colouring; MSG) [AI, C]

Sample issue: Non-nutrient food additives increase the shelf life of many foods, decreasing waste from spoiled food and allowing foods to be transported around the globe. Importing food increases consumer choice, yet it also increases carbon emissions and can hurt the Canadian farm economy.

Sample questions: What types of additives are used to make vegetables in salad bars and grocery stores stay green and fresh looking? How do these additives benefit the retailer? What effect do they have on consumers? ...

F. Biotechnology

F1. Relating Science to Technology, Society, and the Environment

F1.1 analyse social issues related to an application of biotechnology in the health, agricultural, or environmental sector (e.g., issues related to the uses of genetically modified organisms or to the uses and availability of in vitro fertilization) [AI, C]

Sample issue: The promise of genetically modified (GM) crops was that they would be resistant to pests and would produce more abundant harvests. However, GM crops can crossbreed with crops in adjoining fields, thus contaminating traditional food sources, reducing biodiversity, changing farming practices, and limiting the choices available to consumers.

Science, Grade 12, Workplace Preparation (SNC4E)

A. Scientific Investigation Skills and Career Exploration

A2. Career Exploration

A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., chemical technician, baker, blood laboratory assistant, custodian, public works employee, cosmetologist) and the education and training necessary for these careers

E. Electricity at Home and Work

E1. Relating Science to Technology, Society, and the Environment

E1.1 assess the social and environmental impact of electrical technologies, including the impact associated with the manufacture and disposal of electronic devices (e.g., the impact of electrical devices used in the health care field, such as pacemakers or respirators; the impact of energy generation needed to power electrical devices and appliances) [AI, C]

Sample questions: How often do you replace an electronic device because something newer, faster, or more powerful has been developed? What do you do with the older devices? What impact have computers had on society?

SOCIAL SCIENCES AND HUMANITIES, GRADES 9 TO 12 (2013)

In social sciences and humanities courses, there are many explicit connections to financial literacy. Students develop skills in decision making, critical thinking, and consumer awareness as they explore choices related to food, fashion, parenting, and personal and family resource management. Students also develop an understanding of the causes and effects of economic changes and challenges on individuals, families, and communities.

EQUITY STUDIES

Gender Studies, Grade 11, University/College Preparation (HSG3M)

B. Foundations

B1. The Social Construction of Gender

B1.3 analyse ways in which gender intersects with other aspects of identity (*e.g., ... socio-economic status, ...*) to create diverse gender role expectations and experiences
Teacher prompts: ... “How might factors such as socio-economic status or (dis)ability influence a person’s experience of gender?” ...

B2. Power Relations, Sex, and Gender

B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (*e.g., with reference to financial decision-making ...*)

Teacher prompts: ... “What proportion of single-parent households are headed by women? What proportion of these households live below the poverty line?” ...

B2.2 explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves

Teacher prompts: ... “What do the terms *glass ceiling*, *pay equity*, and *employment equity* mean? When and why were these terms coined? To what extent and in what ways are they still relevant today?” ...

B2.3 analyse ways in which sexism can manifest itself in contemporary Canadian society (*e.g., ... in terms of employment opportunities or access to economic resources*), and assess ways to address these manifestations of sexism ...

B2.4 explain variations in power relations between men and women within patriarchal and matriarchal societies ..., with reference to a variety of social roles and responsibilities (*e.g., ... economic responsibilities, ... training and educational options*)

B3. Representations of Gender

B3.1 analyse representations of gender in media and popular culture (*e.g., with reference to ... advertisements, ...*)

Teacher prompts: “How does the marketing of children’s toys contribute to perpetuating traditional gender roles?” ... “In what ways do media representations of male gender roles differ according to ... socio-economic status ...?”

C. Gender Issues and Gender-related Policy in Context

C1. Securing Rights and Social Supports

C1.1 describe the relevant social context of and issues of concern to contemporary and historical women’s movements (*e.g., ... property ownership, ... equal pay for equal work and equal pay for work of equal value, ... the contribution of women’s unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance*), and evaluate the achievements of these movements ...

C2. Local and Global Challenges: analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts

C2. Local and Global Challenges

C2.1 analyse a range of social and political issues relating to gender equity in both Canadian and global contexts (*e.g., issues related to employment, poverty, ... access to education and training; ...*)

Teacher prompts: ... “What is meant by the term the *feminization of poverty*? What are some factors that account for the disproportionate number of women who live in poverty?”

C2.2 describe the effects of globalization and international trade and economic policies on gender-related issues in both Canadian and global contexts (*e.g., sex trafficking and tourism; mail-order brides; the proportion of women in sweatshops; the impact of changing economies on women’s and men’s social roles; the impact of Western advertising and consumerism on gender roles in newly industrializing countries; deindustrialization and the loss of traditionally male-dominated jobs in manufacturing; an increase in male employment in the service and retail sectors*)

Teacher prompts: “What policies encourage nannies from developing countries to work in Canada? What are the effects of these policies on nannies and their families in their countries of origin?” “In what ways do international aid and banking programs discriminate against women?”

C3. Gender-Based Violence and Its Prevention

C3.3 explain how social institutions or systems (*e.g., criminal justice, legal, social service, immigration, and international development systems*) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts

Teacher prompts: “Why do critics argue that violence against women is significantly under-reported? Why might a woman be reluctant to report domestic abuse, sexual harassment, or sexual assault? What are her options if she reports abuse? How are these options affected by factors such as poverty?”

D. Implementing Change

D1. Changes in the Workplace: demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation

D1. Changes in the Workplace

D1.1 describe, with reference to both Canadian and global contexts, accomplishments of and barriers faced by women and men in areas in which females or males have been traditionally underrepresented (*e.g., ... education, economics ...*)

D1.3 assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace (*e.g., pay equity legislation, employment equity education ...*), and explain how these policies were achieved

Teacher prompts: “Why do Canadian women continue to earn less than men despite at least two decades of pay equity legislation? Why do women from some visible minorities, including Aboriginal women, earn even less than other women?” ... “What role has unionization played in improving wages and benefits for women?” “In what ways have women’s organizing and lobbying resulted in better working conditions and improved health and safety for women workers?” ...

D2. Agents of Change

D2.2 describe a range of organizations outside Canada, including international organizations and initiatives (*e.g., ... the Grameen Bank...*), that contribute to gender equity

Teacher prompts: ... “What types of organizations offer microcredit to women in developing countries? Do you think this is a good approach to helping women and children around the world? Why or why not?”

Equity, Diversity, and Social Justice, Grade 11, Workplace Preparation (HSE3E)

B. Foundations

B1. The Social Construction of Identity

B1.2 demonstrate an understanding of how a variety of factors (*e.g., ... socio-economic status, ...*) intersect in individuals to create diverse experiences of identity and social roles

Teacher prompts: “In what ways might expectations relating to employment possibilities differ for males and females from different ... socio-economic backgrounds? How might these differing expectations affect one’s sense of identity and how one acts?”

B2. Power Relations

B2.1 explain how power and privilege operate in various Canadian ... economic ... contexts (*e.g., in ... financial institutions, the labour market, ...*)

Teacher prompts: ... “How might a person’s English-language skills and/or accent affect his or her chances of being hired for a job for which he or she is fully qualified?” ...

B2.3 demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (*e.g., ... employment barriers, ...*) ...

B2.4 describe the effects of discrimination and oppression on individuals and groups ...

Teacher prompts: ... “What impact might expensive school field trips have on less affluent students and their parents?”

B3. Social Awareness and Individual Action

B3.4 identify career and volunteer opportunities that could help support equity and social justice objectives (*e.g., working as a trade union representative or in social services, participating in political campaigns, lobbying in support of an equity issue, serving on a community social justice committee*)

C. Equity, Social Justice, and Change

C1. Ethnocultural Diversity in Canada

C1.1 describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (*e.g., ... poverty*)

Teacher prompts: “Why are some people who worked as engineers, lawyers, or doctors in other countries driving taxis or cleaning houses or offices in Canada?” ...

C1.2 describe the complexities of the relationship between an individual’s cultural heritage and Canadian values, beliefs, and practices (*e.g., with reference to: ... ties to the home country, including economic ties such as remittances*) ...

C1.3 describe various racial, cultural, and national communities’ contributions to and influence on Canadian life and society (*e.g., with reference to ... business, ...*)

Teacher prompts: “What contribution do small businesses owned by ethnocultural minorities make to the economy of Ontario’s cities?”

C2. Equity and Social Justice in Canada

C2.1 describe a variety of historical and contemporary examples of inequity and social injustice in Canada (*e.g., historical immigration policy, including the ... head tax on Chinese residents; the response to Jewish refugees fleeing Nazism; ... living conditions in urban slums and First Nation communities; working conditions in early factories and sweatshops; ... the struggle for unions and for health and safety standards for workers; ...*) ...

C2.3 describe the progress Canada has made in the areas of human rights, equity, and social justice (*e.g., the Canada/Quebec Pension Plan and Old Age Security, ...*)

C2.4 describe a range of perspectives on specific contemporary equity or social justice issues in Canada (*e.g., equity in the workplace, ... treatment of domestic workers and itinerant labourers*) ...

C3. Social Activism

C3.3 describe how various social groups have created effective coalitions to achieve significant equity and social justice objectives (*e.g., ... the Equal Pay Coalition, ...*) ...

C3.4 describe contemporary examples of social justice activism by indigenous communities and other groups from around the world (*e.g., ... by organizations such as ... Free the Children, ... by anti-globalization activists ...*) ...

Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (HSE4M)

B. Understanding Social Construction

B1. Approaches and Perspectives

B1.3 explain how individual and systemic factors (*e.g., ... greed, ... poverty, ...*) can cause or perpetuate inequity and social injustice

Teacher prompts: ... “How does the privilege of certain groups (*e.g., groups based on ... socio-economic status ...*), including feelings of entitlement among people from those groups, affect other people’s use of and access to resources?” ...

B2. Power Relations

B2.1 analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary (*e.g., ... the connections between economic and political power ...*) ...

B3. Media and Popular Culture

B3.1 analyse stereotypes found in the media and popular culture, and assess their impact

Teacher prompts: ... “What are the effects of common cultural depictions of poor and working-class white people as ignorant, misfits, or comic figures?”

B3. Media and Popular Culture

B3.2 analyse the viewpoints in news reports ... on equity and social justice issues

Teacher prompts: “How are labour issues portrayed in news reports? What does this reporting tell us about what the media consider important?” ...

C. Addressing Equity and Social Justice Issues

C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues

C1. Historical and Contemporary Issues

C1.2 analyse a broad range of current equity and social justice issues in Canada (*e.g., ... temporary and domestic workers’ rights; Aboriginal land claim disputes and settlements; an increasing gap between the wealthy and the poor; the racialization and feminization of poverty*) with reference to the underlying social circumstances and potential strategies for addressing the issues

Teacher prompts: “Has the social welfare state adequately met the needs of all citizens? Give reasons for your answer.” ...

C1.3 analyse the role of economics and globalization in promoting or impeding equity or social justice (*e.g., the impact of World Bank policies, the rise of the middle class in China and India, the creation of maquiladoras in Mexico, the lack of labour and environmental industrial standards in the Canada–U.S. Free Trade Agreement, the establishment of microcredit organizations*)

Teacher prompts: “How has the rise of China as a global economic power affected human rights in that country?” “What impact have World Bank and/or International Monetary Fund policies had on social justice in African or Latin American countries?” “What effect has the marketing of fair-trade products had on farm economies in developing countries?”

C2. Leadership

C2.1 evaluate the achievements of a range of individual Canadians (*e.g., ... economists, ...*) in the areas of equity and social justice

Teacher prompts: ... “What are the major achievements of Craig and Marc Kielburger?” ... “Why have Naomi Klein and Maude Barlow become spokespersons for the anti-globalization movement?” ...

C2.3 analyse equity and social justice issues that have been confronted by various religious leaders and movements, and assess the contributions that specific religious leaders and movements have made to the advancement of equity and social justice (*e.g., Oscar Romero’s championing of the poor and powerless in El Salvador; Mother Teresa’s hospices in India; ...*) ...

C2.4 describe the issues leading to the establishment of a range of secular social justice movements or organizations (*e.g., the Canadian labour movement, ... Adbusters*), and assess the impact of these movements on individuals and groups

C3. Policies, Strategies, and Initiatives

C3.1 compare challenges facing various equity-seeking groups (*e.g., groups seeking ... poverty reduction, ...*), and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

C3.3 compare the ways in which injustices against women (*e.g., issues related to ... the feminization of poverty, ...*) have been addressed in Canada to the ways they have been addressed in other countries, with reference both to public policy and the strategies used by groups, particularly women’s groups, to effect change ...

D. Personal and Social Action

D1. Promoting Equity and Social Justice

D1.3 analyse ways in which personal actions (*e.g., ... supporting fair/ethical trade practices through consumer action, ... participating in a labour union, ...*) can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

Teacher prompts: “What are the costs and benefits of purchasing organic and fair-trade products?” “How can you know whether ‘boycotting’ has a positive effect on the producers of the product you are purchasing?” ...

D1.4 assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues (*e.g., ... boycotts; ...*)

Teacher prompts: ... “How effective were economic boycotts of apartheid South Africa?” “What are some of the tactics used by NGOs to raise awareness of issues related to child labour? What impact have these organizations had?”

D2. Opportunities for Participation

D2.1 describe a range of careers related to equity and social justice (*e.g., community organizer, public policy analyst, NGO worker, diversity trainer*)

Teacher prompt: “What role do human rights lawyers play in the fight for equity and social justice? Where might human rights lawyers work?”

D2.2 describe the education, training, and skills required for careers related to equity and social justice

Teacher prompts: “Which organizations in your community deal with equity and social justice issues? Who could you interview in these organizations to get information on the educational and career paths most appropriate for staff?” “Which provincial or national organizations could you contact to discuss the kinds of skills you would need to optimize your employment opportunities in the social justice field?” “Which postsecondary institutions have programs that specialize in fields relating to equity and social justice? What kinds of careers could a graduate of these programs pursue?”

D3. Social Action and Personal Engagement

D3. describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests (*e.g., ... doing volunteer work for NGOs, political campaigns, or social service or equity groups in the local community; ...*)

World Cultures, Grade 12, University/College Preparation (HSC4M)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to world cultures and/or cultural groups (*e.g., ... educational and employment barriers faced by newcomers to Canada, ...*) to identify topics for research and inquiry

B. The Concept of Culture

B1. Understanding Culture

B1.3 describe multiple ways in which culture can influence an individual’s perceptions, attitudes, and behaviours ... and can shape social institutions and practices (*e.g., ... employment opportunities, ...*) ...

B2. Cultural Dynamics

B2.4 compare the rates at which cultural change is taking place within a variety of cultures ... and analyse the factors contributing to this change (*e.g., ... economic development, globalization, ...*) ...

C. Cultural Expressions

C2. Cultural Expressions in Context

C2.2 analyse the impact of various transformative social, economic, or political conditions or events (*e.g., ... economic changes in Harlem in the early twentieth century, ...*) on forms of cultural expression in the areas of art, philosophy, and religion/spirituality

Teacher prompts: “How did the particular social and economic conditions of the African-American community in Harlem in the 1920s and 1930s contribute to the music and poetry created within this community?” ...

C3. Contributions and Influences

C3.5 assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (*e.g., ... foods/beverages such as pasta, rice, ketchup, corn, potatoes, tea, coffee, wine*)

Teacher prompts: ... “What was the role of East Africa and the Arab world in the popularization of coffee? How important is the coffee trade to today’s global economy? What have been the effects of the trade on local farmers who cultivate this crop?”

D. Critical Cultural Issues

D1. Power Relations

D1.5 assess the effects of cultural imperialism on cultures around the world (*e.g., ... preferences for Western brands over local products, the spread of consumerism, ...*)

Teacher prompts: ... “Do you think we are heading towards a global consumer culture? Why or why not?” ...

D2. Policies and Issues

D2.3 explain systemic barriers to integration and achievement facing Canadian ethnocultural minority groups (*e.g., the need for “Canadian experience”; ... lack of access to language training, ... educational opportunities*), and assess the effectiveness of programs and strategies to overcome these barriers ...

Teacher prompts: “How should academic credentials from other countries be assessed in order to allow fair access to Canadian employment for immigrants and refugees?” “How does the need for ‘Canadian experience’ discriminate against cultural groups?” ...

FAMILY STUDIES

Exploring Family Studies, Grade 9 or 10, Open (HIF10/20)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to individual and family needs and resources (*e.g., ... financial literacy*) to identify topics for research and inquiry

A4. Communicating and Reflecting

A4.2 use terms relating to individual and family needs and resources correctly (*e.g., ... needs, wants, ... budget, credit card, line of credit*)

B. Self and Others

B1. Adolescent Development

B1.2 distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence (*e.g., needs/ wants with respect to food, exercise, friends, support from family, electronic goods, designer clothing; values as reflected in tangible goods such as clothing and cars or intangibles such as behaviour, opinions, traits; short- and long-term goals relating to ... work, money, ...*)

Teacher prompts: “Would an adolescent in Ontario today consider a cellphone or high-speed Internet access to be satisfying a want or a need? Give reasons for your answer.” “How can culture and geography affect whether something is considered to be a need or a want?” ... “Do adolescents around the world have access to clean water? Is clean water a need or a want? Why?”

B3. Family Lifestyles

B3.1 describe the impact of change, including ..., economic, ... change, on the lifestyles of past and present families (*e.g., ... the participation of women in the workforce, ... the impact of resource depletion on families who live on the land; the rise of the skills-based economy*)

Teacher prompts: ... “What impact have economic and technological changes had on people’s recreational time? How have these changes affected the extent to which people spend time outside, in nature?”

B3.2 describe differences in lifestyle among families from diverse backgrounds ...

Teacher prompts: “In what ways can social interactions between friends be affected by the ... socio-economic ... backgrounds of their respective families?” ... “What differences in leisure time pursuits or the division of labour would you expect to see in a working-class family and an upper-middle-class family?” ...

C. Daily Living Skills

C2. Managing Resources

C2.1 identify family resources (*e.g., time, knowledge, money, skills, talents*) and describe how they can be used to meet the needs of the family unit and its individual members

Teacher prompts: “What are some situations in which skills and talent can be used instead of money to accomplish household tasks?” “If you could have plenty of money or plenty of time but not both, which would you choose? Why?”

C2.3 describe and demonstrate financial strategies and the financial literacy skills necessary to manage financial resources to meet personal and family financial goals (*e.g., create a budget, develop personal banking skills, save for a major purchase, regulate credit card use*)

Teacher prompts: “What are the advantages and challenges of setting aside money regularly to save for a purchase?” “Why is saving money not possible for some people?” “How can you get the services that you need from a bank while avoiding service charges?” “How is a credit card different from a line of credit? Under what circumstances is it more financially sound to use a line of credit rather than a credit card?”

C2.4 identify resources within their community that are available to support the needs of individuals and families (*e.g., parks and playgrounds; libraries; recreation centres; walk-in clinics and hospitals; food banks; employment services; phone lines, websites, and centres to help teens*)

C3. Practical Skills

C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (*e.g., the ability to plan ... economical meals and snacks; ...*)

C3.3 describe criteria used in wardrobe planning, and demonstrate the practical knowledge and skills required to meet their clothing needs (*e.g., ... to choose a practical and affordable wardrobe, to mend a garment, to construct and/or alter a garment, to locate budget and second-hand clothing stores*)

C3.4 describe factors that can affect the design of living spaces, and demonstrate the practical knowledge and skills required to help create and sustain a healthy and functional living space (*e.g., ... to decorate on a budget, ...*)

D. Exercising Responsibility

D1. Personal Responsibilities

D1.1 identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (*e.g., ... living within their means, ...*)

D2. Family Responsibilities

D2.3 describe ways in which diverse families (*e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families*) perform their fundamental functions

Teacher prompts: ... “Under what circumstances might a family need to go to a food bank?”
“What are some childcare options for parents who work outside the home?”

D3. Consumer Awareness

D3.1 describe strategies for making informed and responsible consumer decisions (*e.g., comparison shopping, reading labels and contracts, buying Canadian-made goods, checking warranties*)

Teacher prompts: “When shopping for a cellphone, why is it important to read the contract before you make a purchase?” “Why is it important to consider where our food is grown and where products are made? How can buying locally grown foods decrease our environmental footprint?”

D3.2 describe the impact of marketing and advertising techniques (*e.g., product placement, celebrity endorsement*) on consumer decisions

Teacher prompt: “What marketing and advertising strategies are used most frequently with adolescents? Why is ‘coolhunting’ a frequently used marketing strategy for products directed at the adolescent market?”

D3.3 describe strategies for resisting impulse buying (*e.g., make a list of the items they need, eat before going grocery shopping, plan their purchases, research the product they want*)

Teacher prompts: “Why should you avoid grocery shopping on an empty stomach?” “Why is it important to ensure that you can return a purchase before buying a product?”

- D3.4** create a plan for making a major purchase (*e.g., buying a computer; signing up for a cellphone package*), using strategies for making informed and responsible consumer decisions
Teacher prompts: “Where would you find reliable information about a product you want to buy?” “What criteria can be used to judge whether a purchase is a responsible one?”

FASHION AND HOUSING

Clothing, Grade 10, Open (HNL20)

A. Research and Inquiry Skills

A1. Exploring

- A1.1** explore a variety of topics related to clothing (*e.g., ... consumer awareness*) to identify topics for research and inquiry

B. Influences on Clothing Choices

B2. Wardrobe Planning and Clothing Selection

- B2.2** describe various criteria used in wardrobe planning (*e.g., price, style, ... physical needs*), and explain how these criteria affect their personal clothing and accessory selections
Teacher prompts: ... “What are the advantages of planning a wardrobe rather than buying garments on impulse?” “To what extent do you take environmental factors into consideration when buying clothing and accessories?”

- B2.3** describe the steps and processes involved in personal wardrobe planning (*e.g., ... identifying needs and wants, determining personal resources such as money for clothing and skills to alter or repair clothing, ...*)

Teacher prompts: ... “If you don’t have much money to spend on clothing, what can you do to enhance your wardrobe?”

C. Making Knowledgeable Decisions

- C1. Evaluating Clothing:** demonstrate an understanding of how to evaluate the quality, value, and suitability of clothing and accessories

C1. Evaluating Clothing

- C1.1** explain the criteria for evaluating the quality, value, and suitability of clothing and accessories ...

Teacher prompts: ... “Why are leather shoes likely to cost more than those made of a synthetic material? Does the price difference mean that the less expensive shoes are a better buy? Why or why not?”

C2. Retail Approaches

C2.2 explain how various retail formats can affect the ways individuals shop for and purchase clothing and accessories (*e.g., ... comparison shopping, impulse buying*)

Teacher prompts: ... “How might shopping online or on television contribute to impulse buying?” “What are the advantages and disadvantages of purchasing at a local store?”

C2.3 describe different types of retail promotions (*e.g., in-store displays, billboards, magazine advertising, clearance sales, online surveys*), and explain the effect of these promotions on their decisions about clothing purchases

Teacher prompts: “What types of sales or promotions would make you go to a particular store?” “What words, images, or slogans associated with a retailer or used in its ads make you want to shop at its store?”

Understanding Fashion, Grade 11, College Preparation (HNC3C)

B. Influences on Fashion

B3. Fashion Cycles and Trends

B3.1 identify and describe the stages of a fashion cycle ...

Teacher prompts: “Why are end-of-season sales common in clothing stores?” ...

B3.3 analyse how social factors, including current events, influence fashion trends and cycles (*e.g., ... economic factors, ...*)

Teacher prompts: ... “How do economic recessions or depressions affect attitudes towards luxury fashion items?”

C. Marketing, Environmental Responsibility, and Consumer Behaviour

C1. Consumer Behaviour and Fashion Marketing: demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry

C1. Consumer Behaviour and Fashion Marketing

C1.1 explain the elements of marketing in the fashion industry (i.e., product, placement, price, promotion)

Teacher prompt: “What are some of the factors that marketers consider when deciding on the price of a fashion item? Why does a low price not necessarily lead to higher sales?”

C1.2 explain strategies that fashion marketers use to create a sense of need among consumers, and describe the effects of these strategies (*e.g., manufacturing demand for clothing that has “cool” labels/logos; convincing consumers to replace garments that are out of style rather than worn out; creating a market for positional goods, whose value is based on exclusivity, and knock-offs of these items*)

Teacher prompts: “What type of running shoes do you wear? Why?” “What is meant by the term *positional goods* in the context of fashion? What impact do such goods have?” “When you view fashion advertisements, how can you determine which markets are being targeted and which groups are being excluded?”

- C1.3** explain how marketing in the fashion industry can affect consumer behaviour (*e.g., impulse buying, accessorizing, combination buying, buying items endorsed by celebrities*)
Teacher prompts: “Why do store window displays feature fully accessorized mannequins?”
 “Have you ever bought more items than you intended or needed because a store was having a sale? Have you ever made an impulse purchase of an item displayed near the cash register? What does this behaviour indicate about the effectiveness of these marketing strategies?”
- C1.4** describe strategies that consumers can use to make informed and responsible fashion purchases (*e.g., checking textile labels, comparison shopping, checking warranties/guarantees, wardrobe assessment, checking return policies, investigating the working conditions under which the garment was produced and sold*)
Teacher prompts: “What types of fashion items are covered by warranties/guarantees? Why is it important to be aware of such guarantees when shopping for such items?” “What constitutes a socially responsible fashion choice?” “To what extent do fair-trade products guarantee ethical working conditions?”
- C1.5** analyse fashion promotions and products that raise awareness of social issues (*e.g., charity fashion shows such as Fashion Cares, ribbons symbolizing issues such as breast cancer and HIV/AIDS awareness, T-shirts with messages, reusable shopping bags*)
Teacher prompts: “What are some fashion products that promote awareness of environmental issues? How effective do you think they are?” “How and why might some fashion retail chains be motivated to develop social marketing promotions?”

Housing and Home Design, Grade 11, Open (HLS30)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to housing and home design (*e.g., careers related to housing and home design; ... costs of home ownership and renting and their relation to income*) to identify topics for research and inquiry

A4. Communicating and Reflecting

A4.2 use terms relating to housing and home design correctly (*e.g., ... mortgage, lien, escrow*)

B. Housing Needs

B1. Housing and Human Needs: demonstrate an understanding of the relationship between housing and various human needs and wants

B1. Housing and Human Needs

B1.1 identify the ways in which housing can meet basic human needs (*e.g., physical, psychological, social, emotional, aesthetic needs*)

Teacher prompts: “Where would the need for housing fit in Maslow’s hierarchy of needs?”
 ... “What is the difference between human needs and wants with respect to housing?”

B1.4 describe how and why housing needs and preferences vary in different regions of Canada and throughout the world (*e.g., ... the relationship between financial means, social status, and housing needs/preferences*)

Teacher prompts: ... “What are some differences in housing and community services between affluent and poor communities or regions?” ...

B2. Homelessness and Inadequate Housing

B2.1 describe possible effects of homelessness and housing instability on individuals and families ...

Teacher prompts: “What are the risks for teenagers who do not have a permanent home?”
“How does the lack of a permanent address affect an individual’s access to government programs and supports?”

B2.2 explain the effects of living in inadequate housing ...

B2.3 assess the laws and policies that protect the housing rights of individuals and families in Canada (*e.g., the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Residential Tenancies Act*)

C. Social, Economic, and Legal Considerations

C1. The Impact of Social Factors

C1.1 analyse the impact of current social and demographic factors on housing (*e.g., ... economic conditions, ...*)

Teacher prompts: ... “How have economic factors and government policies affected rates of homelessness?” “What groups are particularly vulnerable to homelessness (*e.g., ... people living in poverty, ...*)? Why?”

C2. Housing for Specialized Markets

C2.3 explain the specific roles of various agencies and programs that assist people to acquire and/or maintain housing (*e.g., programs of the Canada Mortgage and Housing Corporation, including the Emergency Repair Program, Home Adaptations for Seniors’ Independence, and Residential Rehabilitation Assistance Program; the First Nations Market Housing Fund; housing loan guarantees from the Department of Indian and Northern Affairs; Affordability and Choice Today; the Ontario Disability Support Program; Ontario Works; rent-supplement programs; non-profit housing programs; Habitat for Humanity; community-based agencies such as the United Way, religious groups, rent bank programs, legal services to help prevent eviction*)

Teacher prompts: “What programs are available in your community to assist with various housing needs?” “How might a single parent on social assistance access available housing services?” “What is the process of applying for housing assistance if your home is damaged in a storm?”

C3. Economic and Legal Considerations: demonstrate an understanding of the economic and legal considerations associated with housing

C3. Economic and Legal Considerations

C3.1 demonstrate an understanding of different models of housing ownership or tenancy in Canada and other countries (*e.g., freehold, condominium, or cooperative ownership; co-housing; rental of public, subsidized, or private housing; company housing; sharecropping rentals*)

- C3.2** identify the ongoing costs associated with various types of housing (*e.g., rent; mortgage payments; condominium fees; property taxes; repairs; home or contents insurance; utility, telephone, Internet, cable expenses*)
Teacher prompt: “Which housing-related expenses are discretionary and non-discretionary? How can changes in ongoing non-discretionary expenses be controlled or predicted?”
- C3.3** describe the financial obligations associated with acquiring housing (*e.g., first and last months’ rent, down payment, deposit, mortgage, lawyers’ and real estate agents’ fees*)
Teacher prompts: “In addition to the purchase price, what are some of the financial costs associated with buying a house or condominium?” “Under what circumstances would it be more financially viable to rent rather than purchase accommodation?”
- C3.4** describe the legal obligations associated with buying and renting housing (*e.g., with reference to leases, subletting, an offer to purchase, escrow, liens, closing; illegal practices such as asking for “key money”*)
Teacher prompts: “What documents does the vendor have to provide when selling a house?” “What legal processes are required for someone buying a house?” “What legal recourse does a tenant have when a landlord is not abiding by the law?”
- C3.5** describe factors to be considered in determining the affordability of accommodation (*e.g., level and stability of one’s income, savings and debts, number of dependants, plans to have children, money needed for non-discretionary expenses, values and goals, interest rates*)
- C3.6** summarize housing-related services and regulations available in Canadian communities (*e.g., ... regulations relating to zoning for rental accommodations or rooming houses, ... legislation such as landlord and tenant acts; property taxes*)
Teacher prompts: “What services are in place in your community to support homeowners?” “What types of services are available in large cities that might not be available in small towns or rural areas?” “What legislation applies to landlords and tenants? What protections and obligations are contained in this legislation?”

D. Creating and Maintaining Living Spaces

D2. Design and Furnishing Considerations

- D2.4** describe the criteria involved in selecting home furnishings, equipment, and appliances (*e.g., product reputation, durability, ... cost, maintenance, energy efficiency, ...*) ...
- D2.5** demonstrate an understanding of skills, technologies, and techniques that can be used to inexpensively enhance personal spaces (*e.g., with reference to creating their own household accessories or home décor items; doing their own floor or wall tiling, painting, wall papering, gardening; reupholstering or refinishing furniture; building shelving or other storage, decks, fences; ways of reusing or repurposing building materials; shopping in used housewares stores; using computer software applications to help them make design decisions*)

D4. Career Opportunities in Housing

- D4.1** identify and describe career opportunities related to housing and home design/maintenance (*e.g., realtor, lawyer, mortgage officer, landlord, developer, property manager, social housing coordinator, home inspector, home stager, designer, decorator, painter, wallpaper hanger, insurance professional, architect, colour specialist, kitchen planner, landscape architect, electrician, plumber, space planner, storage organizer*)
Teacher prompt: “What types of professionals are involved in the development, design, construction, and purchase of a new home? Which are involved in home maintenance?”

D4.2 describe the educational pathways most appropriate for various careers related to housing and home design/maintenance

The World of Fashion, Grade 12, University/College Preparation (HNB4M)

B. History and Influences

B1. Fashion History

B1.1 analyse the impact on the fashion industry of historical developments and social issues (*e.g., economic conditions, class structure, ... trade and exploration, colonization, industrialization, ... labour practices in the garment industry, ...*) ...

C. Textile Production, Society, and the Globalized Marketplace

C2. Global Textile Production

C2.3 analyse the social and environmental impact of textile production and disposal (*e.g., the social impact related to workers' health issues or child labour ...*)

Teacher prompts: “How are employees affected by the working conditions in textile manufacturing?” ...

C3. Globalization and Social Responsibility

C3.1 demonstrate an understanding of concepts related to the globalization of the fashion industry (*e.g., imports, exports, offshore and domestic production, sourcing, unions, trade agreements, maquiladoras, sweatshops*)

C3.2 demonstrate an understanding of legislation and agreements relating to the fashion industry (*e.g., ... provisions in the North American Free Trade Agreement [NAFTA]*)

Teacher prompts: “Why has legislation been developed to regulate the fashion industry? Why is knowledge of such legislation useful for consumers and producers?” ...

C3.3 analyse the impact of globalization on the fashion industry (*e.g., the availability of inexpensive clothes; the loss of union jobs in Canada as a result of offshore production; child labour; poor wages and working conditions in sweatshops and maquilas; displacement of local craftspeople as a result of mass-produced fabric and garments*)

Teacher prompts: “How does globalization contribute to the exploitation of workers in garment factories?” “How has globalization affected garment manufacturing in Canada?”

C3.4 describe strategies that consumers can adopt to make socially responsible fashion choices (*e.g., buying less, buying sweatshop-free clothing, buying fabrics that are sustainable, engaging in letter-writing campaigns or boycotts against unethical practices or companies, creating fashion items from recycled materials, buying second-hand clothing, washing clothing less frequently*)

Teacher prompts: “Where are your clothes made? What are the conditions in garment factories in those countries?” “What is a ‘buycott’? If you were to organize a buycott, how would you determine which apparel companies to support?” “What is fair-trade clothing? What are the personal and social costs and benefits of buying fair-trade clothing?”

FOOD AND NUTRITION

Food and Nutrition, Grade 9 or 10, Open (HFN10/20)

C. Food Choices

C1. Food Needs

C1.2 describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs (*e.g., creating a budget, estimating per-serving costs, using coupons, ...*)

C2. Influences on Food Choices

C2.1 identify different factors that influence people’s food choices (*e.g., ... economic*) ...

C2.2 explain how personal, family, and community resources (*e.g., money, ...*) influence personal food choices

D. Local and Global Foods

D3. Food Security

D3.2 explain why some people in Canada cannot achieve food security (*e.g., ... low income; ...*)

D3.3 identify some misconceptions and myths about hunger (*e.g., it does not happen in Canada; there is not enough food in the world*), and explain the reasons for them

Teacher prompt: “What are the realities behind the myths about hunger? Why do the myths persist?”

D3.4 identify local programs to increase food security (*e.g., education programs, food banks, community kitchens, community gardens*), and assess their effectiveness

Teacher prompts: “What are some local organizations that work to promote food security?”

“What facilities exist in your school and community to promote food security? How effective are they? How could they be improved?”

Food and Culture, Grade 11, University/College Preparation (HFC3M)

B. Culture, Foods, and Food Practices

B1. Food Choices

B1.1 explain how various factors (*e.g., ... economics, ...*) influence personal and societal food choices

Teacher prompt: “How have colonization and globalization affected (increased and decreased) the variety and availability of foods?”

Food and Culture, Grade 11, Workplace Preparation (HFC3E)

B. Culture, Foods, and Food Practices

B1. Food Choices

B1.1 explain how various factors (*e.g., ... economics, ...*) influence personal food choices

Nutrition and Health, Grade 12, University Preparation (HFA4U)

B. Nutrition and Health

B4. Nutritional Status

B4.3 explain how various factors (*e.g., ... trade embargoes, ...*) affect the nutritional status of specific population groups in Canada and around the world

Teacher prompts: ... “How might the U.S. trade embargo on Cuba affect the nutritional status of the Cuban people?” ...

C. Eating Patterns and Trends

C1. Nutrition throughout the Lifespan

C1.2 explain how various influences throughout the lifespan (*e.g., ... economic, ...*) can affect people’s food choices ...

C2. Nutrition and Disease

C2.3 assess the role of various factors (*e.g., ... socio-economic status, ...*) in nutrition-related illnesses and health conditions

Teacher prompts: ... “How does childhood poverty affect people’s long-term health outcomes?” “How do geography and socio-economic status affect people’s access to nutrition and their susceptibility to disease?”

D. Local and Global Issues

D1. Food Security

D1.2 explain how and why various social, cultural, and economic factors (*e.g., ..., income, employment, ...*) contribute to nutritional inequalities among people within the same community ...

D1.3 explain the relationships among poverty, food insecurity, poor nutrition, and poor health

Teacher prompt: “Why is poor health often associated with poverty and food insecurity?”

D1.4 evaluate various food-distribution systems in terms of their impact on local and global food security (*e.g., systems that improve the availability of fair-trade products and local foods versus imported foods*)

Teacher prompts: “How does the demand for cash crops such as coffee, cocoa, or sugar affect food security?” “What supports might be required to help a farmer switch from cash cropping to subsistence farming?”

D1.5 demonstrate the ability to combat food insecurity at the local and global level (*e.g., ... volunteer with a breakfast program; fundraise for community water wells; ... buy products from women-led cooperatives; ...*) ...

D2. Food Production and Supply

D2.3 analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions (*e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agreements, trade embargoes or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease*)

Teacher prompts: “How do a country’s debt-repayment obligations affect its ability to produce its own food for its citizens?” “How does the production of cash crops affect the people of the exporting country and the importing country?”

D3. Food Production and the Environment

D3.1 explain how consumer food choices affect the environment, locally and globally (*e.g., demand for fair-trade products supports sustainable farming practices and small-scale farmers but may cause farmers to grow cash crops, such as cocoa and coffee, rather than food; demand for local produce supports farmers’ markets, reduces the use of preservatives, and lowers transportation costs*)

Teacher prompts: “How can one person’s decision to purchase fair-trade chocolate have an impact on environmental conditions in a different part of the world?” ...

Nutrition and Health, Grade 12, College Preparation (HFA4C)

C. Eating Patterns and Trends

C1. Nutrition throughout the Lifetime

C1.2 explain how a variety of factors (*e.g., ... economic, ...*) influence the food choices people make ...

C2. Nutrition and Disease

C2.3 explain how various factors (*e.g., ... socio-economic status, ...*) can contribute to nutrition-related illnesses and health conditions

Teacher prompts: ... “How does childhood poverty affect people’s long-range health outcomes?”

D. Local and Global Issues

D1. Food Security

D1.2 explain how ... economic, ... factors (*e.g., ... employment, income*) contribute to nutritional inequalities among people within the same community

Teacher prompts: “In wealthy countries how is it possible that some people can go hungry?” ...

D1.3 describe the relationships between poverty, food insecurity, poor nutrition, and poor health

Teacher prompt: “How does poverty affect one’s ability to get food?”

D1.4 explain how various food distribution systems affect food security, locally and globally (*e.g., ... fair-trade networks guarantee the working conditions of the food producers but may lead to choices to grow cash crops rather than food for local consumption*) ...

D1.5 demonstrate the ability to act to combat food insecurity at the local and global level (*e.g., ... volunteer with a breakfast program; fundraise for community water wells; ... buy products from women-led cooperatives; ...*) ...

D2. Food Production and Supply

D2.3 explain the effect of various economic, ... factors (*e.g., debt-repayment obligations, demand for cash crops, oil prices, free-trade agreements, trade embargoes or bans, ...*) on food supply and production

Teacher prompt: “How do fluctuations in the price of oil on world markets affect food production?”

D3. Food Production and the Environment

D3.1 describe how consumer food choices affect the environment, locally and globally (*e.g., ... choice of fair-trade products supports sustainable farming and small-scale farmers; demand for local produce supports farmers’ markets and reduces use of fossil fuels*) ...

Food and Healthy Living, Grade 12, Workplace Preparation (HFL4E)

A. Research and Inquiry Skills

A2. Investigating

A2.2 locate and select information relevant to their investigations from a variety of primary sources (*e.g., ... grocery bills*) and/or secondary sources ...

A4. Communicating and Reflecting

A4.2 use terms relating to personal food preparation and consumption correctly (*e.g., food budgeting, ... comparison shopping, ...*)

B. Kitchen Fundamentals

B4. Kitchen Essentials

B4.4 identify criteria to use when comparison shopping for kitchen equipment (*e.g., price, quality, warranty, range of functions, energy efficiency, size*) ...

C. Food Fundamentals

C1. Healthy Eating

C1.5 compare fresh, frozen, and canned foods using a variety of criteria (*e.g., price, ...*)

C3. Menu Planning

C3.1 identify key considerations in meal planning (*e.g., ... budget, ...*)

D. The Food Consumer

D1. Food Shopping: demonstrate an understanding of efficient and economical purchasing strategies that ensure food safety and quality

D1. Food Shopping

D1.2 identify strategies that contribute to efficiency and economy in food purchasing (*e.g., determining needs, making a list, planning menus, making and sticking to a budget, not shopping when hungry, avoiding impulse buying*)

Teacher prompt: “How can people purchase food economically and efficiently even if they do not own a car?”

D1.3 describe strategies they can use to reduce food costs (*e.g., reading flyers, clipping coupons, purchasing generic brands, buying in bulk*)

Teacher prompts: “When might it be economical to use prepared foods rather than home-cooked foods?” “In which situations could flyers and coupons contribute to increased food costs?”

D3. Consumer Literacy and Numeracy

D3.1 demonstrate the ability to make the calculations necessary for purchasing food (*e.g., keep a running total on a grocery list; calculate tips in restaurants; determine the value of using coupons; compare unit prices; calculate per-serving costs; calculate sales taxes*)

D3.3 describe and evaluate the effectiveness of common marketing and advertising techniques that are used to encourage consumers to buy (*e.g., coupons, product placement, end-of-aisle displays, brand recognition, celebrity endorsements, scare tactics*)

Teacher prompts: “What strategies do advertisers use to get our attention?” “What is a loss leader, and how effective are loss leaders at increasing overall sales in stores?” “How effective are end-of-aisle displays at increasing sales of products?”

D4. Eating Out

D4.1 identify various factors to consider when choosing a place to eat (*e.g., ... cost, ...*)

D4.2 describe the type of information commonly provided on menus (*e.g., ... prices, ...*)

D4.4 demonstrate an understanding of tipping customs and practices (*e.g., determine whether tipping is appropriate or required; assess the quality of service; decide what percentage of the bill to leave as a tip; understand that tip money is shared with cooking staff and cleaning staff in some restaurants*)

E. Food and the Workplace

E1. Preparing to Work in the Food Industry: identify food-related occupations for which they are personally suited

E2. Successful Employment in the Food Industry: demonstrate an understanding of the qualifications and skills required for successful employment in the food industry

GENERAL FAMILY STUDIES

Dynamics of Human Relationships, Grade 11, Open (HHD3O)

C. Healthy Relationships

C1. Healthy Relationships Over a Lifetime

C1.3 describe behaviours that characterize unhealthy relationships (*e.g., ... financial control, ...*)

D. Rights and Responsibilities

D1. Individual Rights and Responsibilities

D1.1 identify the rights of the individual in human interactions as outlined in a variety of laws and policies (*e.g., ... the Employment Standards Act, ...*) ...

D2. Rights and Responsibilities in Community Context

D2.1 explain how various societal factors (*e.g., ... socio-economic status, ...*) extend or limit individual rights and responsibilities ...

Families in Canada, Grade 12, University Preparation (HHS4U)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to families in Canada (*e.g., ... the effects of economic downturns on children, ...*) to identify topics for research and inquiry

C. The Impact of Norms, Roles, and Institutions

C1. The Effects on Individuals

C1.1 assess ways in which norms, values, and expectations ... influence individual decisions throughout the lifespan (*e.g., with regard to ... career choices, ...*)

Teacher prompt: “What is the interrelationship between financial considerations, gender expectations, and personal goals with respect to educational choices? Which factor do you think has the greatest influence on an individual’s educational choices? Why?”

C1.3 analyse the impact of social institutions (*e.g., ... economic ... institutions*) on the socialization of individuals throughout the lifespan

Teacher prompts: “How does the economy affect the socialization of young children?” ...

C2. The Effects on Intimate Relationships

C2.5 analyse how social institutions (*e.g., ... economic ... institutions*) can affect intimate relations

C3. The Effects on Family and Parent-Child Relationships

C3.1 explain a range of factors that can influence decisions about having children (*e.g., ... financial status; educational, career ... goals; ...*) ...

C3.3 assess government policy and legislation that is intended to support and protect families (*e.g., parental and maternity leave benefits, ... subsidized childcare, ...*)

Teacher prompt: “How do parental leave benefits in Canada compare to those available in other countries? Why may low-income families be less able than higher income families to take full advantage of parental leave benefits? What changes would you make to legislation and policy to ensure equal access to such benefits?”

C3.6 analyse the impact of social institutions (*e.g., ... economic ... institutions*) on the socialization of family members

Teacher prompts: “What impact might economic or political instability have on child development and socialization?” ...

D. Trends, Issues, and Challenges

D1. Trends and Challenges for Individuals

D1.1 analyse the significance of recent demographic trends relating to the lives of individuals (*e.g., ... workforce participation, income, ...*)

Teacher prompts: “What is the interrelationship between trends in educational attainment, participation in the workforce, and independent living?” ...

D1.2 assess the impact of current social trends, issues, and challenges on individual development (*e.g., with reference to ... economic changes*) ...

D2. Trends and Challenges in Intimate Relationships

D2.2 assess the impact of current social trends, issues, and challenges on intimate relationships (*e.g., with reference to ... employment, ... economic changes ...*) ...

D2.3 outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships (*e.g., ... financial abuse*) ...

D3. Trends and Challenges in the Family and in Parent-Child Relationships

D3.1 analyse the impact of major social and economic changes on the historical evolution of the family (*e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; ...*) ...

D3.3 assess the impact of current social trends, issues, and challenges relating to the functioning of families (*e.g., ... economic conditions, ...*) ...

Families in Canada, Grade 12, College Preparation (HHS4C)

C. The Impact of Norms, Roles, and Institutions

C1. The Effects on Individuals

C1.3 explain the impact of social institutions (*e.g., ... economic, ... institutions*) on the socialization of individuals throughout the lifespan

Teacher prompts: “How do the media contribute to Western consumer values? What impact do these values have on the behaviour of adolescents?” ...

C2. The Effects on Intimate Relationships

C2.5 explain how social institutions (*e.g., ... economic, ... institutions*) can affect intimate relationships ...

C3. The Effects on Family and Parent-Child Relationships

C3.1 describe a range of factors that can influence decisions about having children (*e.g., ... financial status; educational, career ... goals*) ...

C3.2 identify and describe the caregivers and the ways in which caregiving responsibilities are carried out (*e.g., ... whether the caregiving is paid work; the extent to which children, grandparents, or other relatives are involved*) in diverse families (*e.g., working-class and upper-middle-class families, ...*) ...

C3.3 describe government policy and legislation that is intended to support and protect families (*e.g., parental and maternity leave benefits, ... subsidized childcare, ...*) ...

C3.6 explain the impact of social institutions (*e.g., ... economic, ...*) on the socialization of family members ...

D. Trends, Issues, and Challenges

D1. Trends and Challenges for Individuals

D1.1 describe recent demographic trends relating to the lives of individuals (*e.g., ... workforce participation, income, ...*) ...

D1.2 explain the impact of current social trends, issues, and challenges on individual development (*e.g., ... economic changes, ...*)

Teacher prompt: “What impact does an increasingly knowledge-based economy have on the educational requirements for entry-level employment? What impact have these requirements had on the age at which individuals ‘launch’ from their family home?”

D2. Trends and Challenges in Intimate Relationships

D2.2 explain the impact of current social trends, issues, and challenges on intimate relationships (*e.g., with reference to ... economic changes, ...*) ...

D2.3 outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships (*e.g., ... financial abuse*) ...

D3. Trends and Challenges in the Family and in Parent-Child Relationships

D3.1 describe the impact of major social and economic changes on the historical evolution of the family (*e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices*)

Teacher prompts: “In what ways did the process of industrialization affect the evolution of the family and people’s roles in it?” “Currently, what percentage of married women in Canada work outside the home? How does this figure compare to that from 100 years ago or to figures from other countries around the world?”

D3.3 explain the impact of current social trends, issues, and challenges relating to the functioning of families (*e.g., with reference to ... economic conditions, ...*) ...

Human Development throughout the Lifespan, Grade 12, University/ College Preparation (HHG4M)

B. Developmental Theories, and Risk and Resilience

B2. Risk and Resilience

B2.1 describe threats to healthy development and their impact at various stages of life (*e.g., poverty, ...*)

Teacher prompts: ... “How and why might the impact of poverty on the development of young children be different from its impact on the development of elderly people?”

B2.4 describe opportunities for involvement in local community initiatives that address challenges to human development (*e.g., school-wide fundraising for organizations providing support to children and families; food drives; ...*) ...

E. Social-Emotional Development and Personality

E3. Factors Affecting Social-Emotional Development

E3.3 assess the impact of marginalization (*e.g., marginalization related to factors such as ... poverty, ...*) on social-emotional development ...

Personal Life Management, Grade 12, Open (HIP4O)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to personal life management (*e.g., careers, consumer rights, rights of employees and employers, economic trends, investment options, credit-card options, financial services*) to identify topics for research and inquiry

A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: “If you wanted to understand the role of unions, why might it be important to learn about the perspectives of both workers and management?”

A4. Communicating and Reflecting

A4.2 use terms relating to personal life management correctly (*e.g., resources, budgeting, goal setting, consumerism*)

C. Daily Living Skills

C1. Making Decisions

C1.3 explain how a variety of factors ... can influence an individual’s decision-making process

Teacher prompt: “What factors might influence a consumer’s decision to buy or not buy environmentally friendly products?”

C1.4 analyse the relationship between effective decision making and personal well-being

Teacher prompts: ... “How could weekly planning of nutritious meals help improve your overall health and financial status?”

C2. Managing Financial Resources: explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively

C2. Managing Financial Resources

C2.1 explain factors that affect the use of money as a resource (*e.g., basic needs, personal needs, wants, goals, priorities*)

C2.2 demonstrate the use of effective money-management strategies (*e.g., budgeting, banking, responsible credit card use, bank statement reconciliation*)

C2.3 explain the reasons for setting aside a portion of income as savings (*e.g., to prepare for emergencies, to plan for future purchases, to maintain their home, to save for education or retirement*)

Teacher prompts: “Why is it important to establish the habit of saving as soon as you start to receive an income?” “What factors can make regular saving a challenge?”

C2.4 demonstrate the use of strategies for effectively managing finances and planning next steps if they are unable to earn sufficient income to support themselves and/or their families

C2.5 explain the advantages and disadvantages of buying on credit (*e.g., commitment of future income; positive and negative effects on credit rating; risks of repossession, garnishment of wages, or bankruptcy; purchase protection*)

Teacher prompt: “How might over-reliance on credit lead to an unmanageable debt load and put your financial stability at risk?”

C3. Managing a Household

C3.3 demonstrate the skills required to acquire and maintain a functional personal wardrobe (*e.g., budgeting for purchases, caring for clothing, altering and repairing clothing*)

C3.4 demonstrate the skills required to plan and safely prepare healthy meals (*e.g., budgeting for food, ...*)

D. Personal and Social Responsibilities

D1. Personal Responsibilities

- D1.1** describe the various ways individuals meet their basic food needs (*e.g., budgeting for food, making healthy food choices, planning meals, buying locally produced food, ...*)
- D1.3** explain the various ways individuals meet their basic housing needs (*e.g., ... budgeting for shelter, ...*)
- D1.4** identify personally relevant legal documents, records, and areas of law (*e.g., insurance policies, wills, leases, ...*), and describe their importance
Teacher prompts: “Why is it important to know one’s rights as a tenant?” “Why are car owners required to have automobile insurance?” “How does having insurance help reduce the risk to your resources?” “Why is it important to make a will?”

- D3. Consumer Rights and Responsibilities:** demonstrate an understanding of the role that responsible consumerism plays in living independently

D3. Consumer Rights and Responsibilities

- D3.1** describe strategies for making responsible consumer decisions when living independently (*e.g., prioritizing needs and wants, comparison shopping, reading warranties and contracts, considering the environmental impact of purchases, reading information labels*)
- D3.2** identify internal and external factors that influence spending decisions (*e.g., personal preferences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labour and exploitation issues*)
- D3.3** identify the basic products and services needed to support independent living (*e.g., furnishings, utility services, communication services, staple goods, household equipment, consumable goods, insurance*)
- D3.4** evaluate retail shopping opportunities available within their community as sources of basic products and services (*e.g., catalogue shopping, retail stores, convenience stores, outlet malls, home shopping channels on television, Internet shopping, buying clubs, bulk warehouse purchasing, farmers’ markets*)
Teacher prompt: “What criteria would you use to determine whether an Internet site or a retail store was the best place to purchase a computer?”
- D3.5** demonstrate the use of effective techniques for making consumer complaints (*e.g., writing letters of complaint; contacting a customer-relations department, the ombudsman, or the Better Business Bureau; reporting to appropriate authorities*)

E. Economics and Personal Finances

- E1. Economic Influences:** demonstrate an understanding of how global, national, and community economic factors affect the individual’s financial circumstances

E1. Economic Influences

- E1.1** explain the impact of various economic changes on individual finances (*e.g., changes in interest rates, consumer prices, employment rates; fluctuations in the value of the dollar; inflation; border closures; changes in the supply of or demand for various commodities*)

E1.2 analyse the impact of employment changes on personal finances (*e.g., layoffs, long strikes, downsizing, plant closures, promotions*)

E1.3 identify and describe strategies they can use to plan for and manage unexpected financial crises (*e.g., saving money, making investments, owning property, borrowing money, using credit, preventing and/or repairing the damage from identity theft and fraud*)

Teacher prompts: “How can taking measures to keep accurate records help you avoid significant problems if you lose your wallet?” “How can setting money aside help to reduce the impact of an unexpected home repair?”

E2. Financial Institutions: describe ways in which financial institutions can assist in the management of personal finances

E2. Financial Institutions

E2.1 identify various types of financial institutions in the community (*e.g., banks, credit unions, finance companies, trust companies, the stock market*)

E2.2 compare the products and services offered by a variety of financial institutions (*e.g., debit cards, credit cards, lines of credit, loans, mortgages, investment instruments, automatic teller machines, financial advisers*)

Teacher prompt: “Which financial institution has the best combination of products and/or services to meet your current needs?”

E3. Benefits and Costs of Working: explain the benefits and costs of working

E3. Benefits and Costs of Working

E3.1 identify the economic and personal costs associated with working for pay (*e.g., cost of clothing and uniforms, safety equipment, tools, transportation, food, childcare; job-related stress or illness; limited time to meet personal needs*)

E3.2 explain the benefits of working for pay (*e.g., opportunities to: make a living; develop relationships/networks; strengthen interpersonal skills; increase competencies; obtain personal gratification and/or satisfaction through making a contribution; offset feelings of boredom; expand professional skills, knowledge, and experience*)

Teacher prompts: “If finances were not a concern, why might some people still choose to work?” “How does working teach transferable skills that can increase an individual’s employability?”

E3.3 explain the typical deductions from a paycheque (*e.g., union dues, income tax, employment insurance, private pension, Canada Pension Plan*)

E3.4 identify the types of benefits employers might offer as part of a job contract (*e.g., supplementary health insurance, life insurance, pension, paid vacation, sick leave, skills-upgrading programs*)

E3.5 describe various alternatives to regular full-time employment (*e.g., self-employment, contract work, part-time work, job sharing, multiple jobs*)

E3.6 identify the additional financial arrangements workers in alternative employment need to make (*e.g., planning for retirement; purchasing injury, accident, and supplementary health insurance; saving for income tax*)

RAISING AND CARING FOR CHILDREN

Working with Infants and Young Children, Grade 11, College Preparation (HPW3C)

B. Growth and Development

B3. Positive Environments for Development

B3.2 explain how environmental factors in the early years influence development later in life ...

Teacher prompts: ... “What is the impact of economic privilege on all areas of development?”

C. Employment Opportunities and Requirements

C3. Essential Skills and Personal Qualities

C3.1 explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children (*e.g., ... socio-economic status*)

E. Addressing Social Challenges

E1. Issues and Challenges

E1.2 analyse ways in which children become the targets of marketing and the media (*e.g., through licensed products, back-to-school ad campaigns, holiday toy launches, the marketing of gender-stereotyped toys and “child-themed” foods, promotions related to significant days such as Valentine’s Day and Halloween, the marketing of electronic devices*)

E1.3 identify specific challenges early childhood educators face and effective strategies for addressing them (*e.g., ... supporting children living in poverty, ...*) ...

Raising Healthy Children, Grade 11, Open (HPC3O)

C. Personal and Social Responsibilities of Parents

C1. Preparing for Parenting

C1.1 identify the factors involved in deciding to become a parent (*e.g., ... economic stability, ...*)

C1.7 demonstrate the ability to plan their finances to provide for the care of an infant and/or young child (*e.g., budget for the financial impact of a period of parental leave, the costs of a crib and layette*)

E. Addressing Social Challenges

E1. Caregiving Challenges in the Early Years

E1.6 identify and describe challenges associated with teenage parenthood and lone parenting
(*e.g., poverty, ...*)

Working with School-Age Children and Adolescents, Grade 12, College Preparation (HPD4C)

C. Employment Opportunities and Requirements

C1. Career Pathways: identify various postsecondary education and/or training opportunities, workplaces, and professional development options related to working with school-age children and adolescents

C1. Career Pathways

C1.1 identify postsecondary pathways to occupations that involve working with school-age children and adolescents

C1.2 describe and compare a variety of workplace destinations that involve working with school-age children and adolescents (*e.g., before-school and after-school programs, summer camps, parks and recreation programs, treatment centres*)

C3. Essential Skills and Personal Qualities

C3.1 explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children and adolescents (*e.g., ... socio-economic status*) ...

E. Addressing Social Challenges

E1. Issues and Challenges

E1.2 demonstrate an understanding of the positive and negative effects of media on children and adolescents (*e.g., ... pressuring viewers to purchase fad items, ...*)

E1.3 identify specific challenges faced by people who work with school-age children and adolescents, and describe effective strategies for addressing them (*e.g., ... supporting children living in poverty, ...*) ...

E3. Social and Cultural Variations

E3.2 explain how a variety of global challenges (*e.g., ... use of child labour; ...*) affect the lives of children and adolescents ...

GENERAL SOCIAL SCIENCES

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)

D. Sociology

D2. Explaining Social Behaviour

D2.1 explain, from a sociological perspective, how diverse factors (*e.g., ... socio-economic status, ...*) influence and shape individual and group behaviour

Teacher prompt: “Which influence is most significant in fostering deviance: media, peers, or socio-economic status?”

D2.2 explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination (*e.g., ... socio-economic status, ...*), and describe their impacts on individuals and society ...

D2.3 explain, from a sociological perspective, how diverse influences (*e.g., ... economics, ...*) shape social behaviour ...

D3. Socialization

D3.1 explain how structural changes take place in social institutions ... in response to diverse influences (*e.g., ... economic change, ...*) ...

D3.2 explain the ways in which social structures (*e.g., economy, ...*) affect individual and group behaviour

Teacher prompts: “Why do more thirty- and forty-year-olds return to school during economic downturns?” ...

Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation (HSP3C)

D. Sociology

D2. Explaining Social Behaviour

D2.1 describe, from a sociological perspective, how diverse factors (*e.g., ... socio-economic status, ...*) influence and shape individual and group behaviour (*e.g., ... choice of occupation*)

Teacher prompts: “In what ways does socioeconomic status affect people’s career choices?” ...

D2.2 explain the relationship between prejudice and individual and systemic discrimination (*e.g., on the basis of ... socio-economic status, ...*), and describe their impacts on individuals and society ...

D2.3 describe, from a sociological perspective, ways in which diverse influences (*e.g., ... economics, ...*) shape social behaviour ...

D3. Socialization

D3.2 describe ways in which social structures (*e.g., economy, ...*) affect individual and group behaviour

Teacher prompts: “How might an economic downturn affect some people’s decisions to go to college or university?” “How does socioeconomic status affect the job possibilities that people perceive for themselves?” ...

Challenge and Change in Society, Grade 12, University Preparation (HSB4U)

A. Research and Inquiry Skills

A1. Exploring

A1.1 explore a variety of topics related to the analysis of social change (*e.g., social and economic factors leading to political changes*) to identify topics for research and inquiry

B. Social Changes

B2. Causes and Effects of Social Change

B2.2 explain how various economic, ... factors ... can lead to social change, and how other factors (*e.g., cost, ...*) can create resistance to change ...

B2.5 explain the relationships between poverty, affluence, and social change (*e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups*)

Teacher prompt: “In what ways could unequal access to technology be seen as a form of discrimination?”

B2.6 explain the impact of social change on individuals in Canada and on Canadian society (*e.g., increased participation of women in the workforce has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; ...*) ...

C. Social Patterns and Trends

C1. Demographics

C1.2 explain concepts related to demography ... and assess the social impact of demographic change

Teacher prompt: “What are the possible socioeconomic implications of the fact that fertility rates in Canada are below replacement level?”

C2. Forces That Shape Social Trends

C2.1 describe how trends are shaped by various socio-economic factors (*e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education*)

Teacher prompt: “How do high fuel costs influence trends in tourism?”

C2.4 explain changes in the nature of work in Canada (*e.g., increase in the information economy and in service sector employment and corresponding decrease in manufacturing jobs, increase in telecommuting, increase in “credentialism”*)

D. Global Social Challenges

D1. Global Inequalities

D1.4 explain how various socio-economic conditions (*e.g., international competition, prejudice, unfavourable economic conditions, military occupation/rule*) and structures (*e.g., the welfare system, public health and education, non-profit social service organizations*) operate to increase, entrench, or alleviate poverty

Teacher prompts: “What social support systems are available within your community (*e.g., soup kitchens, food banks, women’s shelters*)? Can you identify needs for which there are few or no supports?” “How does military occupation serve to entrench or increase poverty in a country?”

D2. Globalization

D2.1 explain various types of arrangements between governments and transnational corporations, including the reasons for such arrangements, and describe their impact on developing nations (*e.g., the impact of outsourcing of labour, tariff-free zones, maquilas, ...*)

Teacher prompts: “How do the rights and benefits of Canadian employees compare to those of employees in developing nations?” “Who benefits the most when labour is outsourced?”

D2.2 describe the roles of various transnational organizations (*e.g., the International Monetary Fund, the World Trade Organization, ...*) and assess their effectiveness in carrying out their respective mandates

D2.3 summarize the impact (*e.g., economic, ...*) of globalization on Canadian society

Teacher prompts: “How does the size of the carbon footprint of a material item affect the calculation of its economic and social value or usefulness?” ...

D3. Exploitation

D3.1 describe the effects of unfair exploitation (*e.g., black market sales, ... use of child labour, ...*) on individuals and groups

Teacher prompt: “Why are children sometimes used to pick cocoa beans? What effects does the use of child labour in the chocolate industry have on children and their families?”

D3.2 explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups (*e.g., ... nineteenth-century policies on indentured labour; modern policies related to foreign domestic workers*) ...

PHILOSOPHY

Philosophy: The Big Questions, Grade 11, University/College Preparation (HZB3M)

D. The Relevance of Philosophy

D2. The Relevance to Education and Careers

D2.3 explain the philosophical presuppositions that are implicit in a variety of careers (*e.g., law, arbitration/mediation, journalism, public relations, politics, the civil service, lobbying, diplomacy, medicine or medical ethics, publishing, teaching and research, history, science, art, human resources, religious fields*)

Teacher prompts: ... “What are some of the presuppositions underlying the business ethics of specific corporations? Which philosophical schools do these presuppositions reflect?”

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

D. Core Topics: Ethics

D3. Making Connections to Ethics

D3.4 demonstrate an understanding of the influence that ideas in ethics have on other subject areas (*e.g., with reference to ... economics*) ...

WORLD RELIGIONS

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation (HRT3M)

D. Sacred Teachings and Principles

D1. Tenets, Practices, and Teachings

D1.5 identify and explain practices that reflect the principles and/or teachings of various religions and belief traditions (*e.g., ... tithing of income for charity and tzedakah, ...*)

Teacher prompts: ... “Why is the principle of tzedakah (charity) central to Jewish life?”

TECHNOLOGICAL EDUCATION, GRADES 9 AND 10 (2009) AND GRADES 11 AND 12 (2009)

All courses in the technological education curriculum are concerned with the connections between technology and society, including the economy. In addition, all technology courses include a strand entitled Professional Practice and Career Opportunities. In this strand, students explore career opportunities in the field and consider the ways in which their financial needs can be met by pursuing careers connected to their interests, skills, and aptitudes. In the Professional Practice and Career Opportunities strand, rather than including all specific expectations given under Career Opportunities, only the overall expectation has been included.

Exploring Technologies, Grade 9, Open (TIJ10)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.3 describe economic, ecological, social, and safety considerations facing consumers when they make choices between particular products or services (*e.g., natural versus synthetic materials, renewable versus non-renewable resources; inexpensive products created in developing countries versus more costly products created domestically; higher-priced products with additional safety features versus less costly products without them*)

C2.5 describe how social and economic factors influence the development and use of technology (*e.g., high fuel prices and safety concerns influence automotive design, rotating blackouts speed the development of energy alternatives, people's desire to be connected with family and friends drives telephone and wireless device design*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers in various technological fields, and describe the educational requirements for them

Communications Technology, Grade 10, Open (TGJ20)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.2 describe the effects of recent changes in communications technology and applications on society and the economy (*e.g., effects arising from the use of devices such as cellular phones, personal digital assistants [PDAs], and portable media players and from the emergence of computer-based social networks, user-generated web content such as wikis and blogs, and easy-to-download music file formats*)

- C2.3** identify emerging communications technologies and describe their potential impact on society and the economy
- C2.4** describe legal concepts and issues relating to communications technology and media production (*e.g., copyright, privacy rights, consent*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

- D2.** identify career opportunities in communications technology and demonstrate an understanding of the skills, work habits, education, and training required for entry into postsecondary programs or employment in these fields

Computer Technology, Grade 10, Open (TEJ2O)

C. Technology, the Environment, and Society

C2. Technology and Society

- C2.2** describe how computers are used in various occupations (*e.g., engineering calculations, architectural drawings, customer tracking and business data collection, navigation of airplanes and ships*), and what work in these occupations would be like without computers

D. Professional Practice and Career Opportunities

D3. Career Opportunities

- D3.** identify various careers related to computer technology, and describe the education and/or training required for them

Construction Technology, Grade 10, Open (TCJ2O)

D. Technology, the Environment, and Society

D2. Technology and Society

- D2.** describe ways in which the construction industry affects society
- D2.1** identify the economic and social effects of the construction industry on society (*e.g., local primary and secondary employment opportunities, quality of life; ...*)
- D2.2** describe the economic and social consequences of recent changes in the construction industry (*e.g., the effects of automation, manufactured housing, and globalization on employment and costs*)

E. Professional Practice and Career Opportunities

E2. Career Opportunities

- E2.** identify career opportunities in the construction industry, and describe the training required for these careers

Green Industries, Grade 10, Open (THJ2O)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 describe the societal and economic implications of recent innovations and trends in the green industries (*e.g., mechanization and its effects on productivity and employment, expanded distribution systems and their consequences for consumer choice and local production, transgenic plants and their effects on food cost and availability*)

C3. Local Industries

C3.3 describe the effects of local green industries on the community (*e.g., effects on employment, water and air quality, leisure opportunities, ...; availability of locally produced specialty products*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers in the green industries and describe the skills, education, and training required for entry into these positions

Hairstyling and Aesthetics, Grade 10, Open (TXJ2O)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. describe career opportunities in hairstyling and aesthetics, including relevant secondary and postsecondary educational pathways, and identify key knowledge, skills, attitudes, and habits that are important for success in the industry

Health Care, Grade 10, Open (TPJ2O)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify and describe career opportunities in health care and the postsecondary education and training required for entry into these occupations

Hospitality and Tourism, Grade 10, Open (TFJ2O)

C. Industry Practices, the Environment, and Society

C2. Industry Practices and Society

C2.1 explain the economic and social impact of the tourism industry (*e.g., developing tourist facilities creates jobs; tourism can cause road congestion, pollution, and/or degradation of the environment; tourists bring money into the community*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. identify career opportunities in the various sectors of the tourism industry and the education and training that would best prepare them for employment in various occupations in the industry

Manufacturing Technology, Grade 10, Open (TMJ2O)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. demonstrate an understanding of ways in which the manufacturing industry affects society

C2.1 describe the past and present effects of manufacturing on society (*e.g., changes in work environments and lifestyle brought about by the Industrial Revolution, rising standards of living, widespread availability of consumer goods, effect of resource extraction on Aboriginal communities, effect on developing countries that accept industrialized countries' waste*), and predict how manufacturing will affect society in the future

C2.2 identify the economic benefits that the manufacturing industry can provide at the local and provincial levels

C2.3 evaluate from various perspectives (*e.g., safety, technical, financial, environmental, ethical*) the effects of new and emerging manufacturing technologies (*e.g., wireless technology in cell phones and personal digital assistants [PDAs], improved materials and design in sports equipment that offer better protection, collision avoidance safety feature on motor vehicles*) on culture and society

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. describe career opportunities in the manufacturing industry and the education and training required for these careers

Technological Design, Grade 10, Open (TDJ2O)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 describe how society influences the development and use of technology (*e.g., ... environmental awareness leads to increased use of alternative energy sources*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers related to technological design, and the education and training required for them

Transportation Technology, Grade 10, Open (TTJ2O)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.3 explain the pros and cons of various means of transporting people/materials (*e.g., by road [bicycle, car, bus, truck], rail, air, water*) in terms of economy, safety, convenience, and so on

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify career opportunities in the transportation industry and the education and training required for them

COMMUNICATIONS TECHNOLOGY, GRADES 11 AND 12

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

B. Communications Technology Skills

B1. Project Management

B1.1 describe the roles that are required for effective management of team-based projects (*e.g., scheduler, budget controller, secretary/coordinator*) and apply coordination techniques (*e.g., meeting regularly to review progress and make decisions, forming task groups to deal with special issues*)

B2. Problem Solving

B2.2 define project objectives and performance criteria precisely and in adequate detail, and identify constraints such as cost, time, or technology restrictions that will limit design or problem-solving options

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 describe the impact of current communications media technologies on the environment (*e.g., increased energy consumption, disposal of electronic equipment and batteries, ...*)

D. Professional Practice and Career Opportunities

D2. Professional Standards and Ethics

D2.1 demonstrate an understanding of and adhere to laws applicable to creative content (*e.g., laws governing copyright and other creative property rights, domain names, privacy, defamation*)

D2.2 describe privacy and security issues related to the use of communications media technology

D2.3 demonstrate an understanding of and adhere to ethical standards relating to the creation of media products (*e.g., restrictions on appropriation of content and image manipulation*) and to their dissemination (*e.g., honesty in advertising*)

D3. Career Opportunities

D3. identify careers in communications technology for which postsecondary education is required or advantageous, and describe college and university programs that prepare students for entry into these occupations

Communications Technology: Broadcast and Print Production, Grade 11, Open (TGJ3O)

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.2 describe ways in which environmental problems are being or can be addressed by the audio, video, broadcast journalism, graphic arts, and printing industries (*e.g., using energy-efficient equipment, upgrading rather than replacing obsolete equipment, recycling equipment slated for disposal, using environmentally friendly inks and environmentally responsible press cleanup methods, using the persuasive power of the media to promote environmental stewardship, environmental certification of operations [EcoLogo, ISO 14001]*)

C2. Technology and Society

C2.2 identify legal and ethical issues related to communications media production (*e.g., copyright, respect of privacy and personal information*)

C2.3 identify recent innovations in audio, video, broadcast journalism, graphic arts, and printing technologies (*e.g., increasing affordability and ease of use of high-quality equipment; development of software for performing complex tasks*) and describe their social and economic effects (*e.g., new opportunities for small businesses to produce CDs, videos, and other products; weakening of the traditional newspaper and magazine market; new opportunities to reach specialized audiences through short-run publishing; new opportunities for Aboriginal or other ethnocultural or social groups to promote their culture and points of view; decline of old technology businesses and rise of new technology businesses*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers in audio and video production, broadcast journalism, graphic arts, and printing and publishing, and describe the skills, work habits, education, and training required for entry into employment in these fields

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

B. Communications Technology Skills

B2. Problem Solving

B2.2 define project objectives and performance criteria precisely and in adequate detail, and assess the effects of constraints such as cost, time, or technology restrictions that will limit design or problem-solving options

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 analyse the environmental costs and benefits, local and global, of recent innovations in communications technology (*e.g., costs and benefits related to resource usage, energy demand, waste disposal, toxic substances, radiation, air and water pollution*)

C2. Technology and Society

C2.2 evaluate the societal and cultural effects of converging and emerging technologies (*e.g., in digital imaging, interface design, interactive media*) from various perspectives (*e.g., the head of an established business, an entrepreneur, a media worker, a consumer*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. demonstrate an understanding of career opportunities and career development in a rapidly changing technological environment, and maintain a portfolio of their work as evidence of their qualifications for future education and employment

Communications Technology: Digital Imagery and Web Design, Grade 12, Open (TGJ4O)

B. Communications Technology Skills

B2. Problem Solving

B2.1 apply the steps in a design process to develop solutions to creative challenges (*e.g., define the problem or challenge, taking into account relevant contextual or background information; define project objectives and criteria and identify constraints such as cost, time, or technology limitations; gather information and generate possible solutions using techniques such as brainstorming; evaluate possible solutions and apply the one that most effectively meets the objectives and criteria within the existing constraints*)

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.2 describe ways in which environmental problems are being or can be addressed by the photographic, digital imaging, animation, 3D modelling, and web design industries (*e.g., use of rechargeable batteries; reduction of packaging; recycling of paper, toner and ink cartridges; use of energy-efficient equipment; upgrading rather than replacing obsolete equipment; recycling equipment slated for disposal; environmental certification of operations [EcoLogo, ISO 14001]*)

C2. Technology and Society

C2.2 identify legal and ethical issues applicable to communications media production (*e.g., copyright, respect of privacy and personal information*)

C2.3 identify recent innovations in photography, digital imaging, animation, 3D modelling, and web design technology (*e.g., replacement of film photography by digital photography, web publication as an alternative to print publication, development of software for performing complex tasks*), and describe their social and economic effects (*e.g., decline of film manufacturing and related businesses; changes in the professional photography market; new opportunities to reach specialized or mass audiences via the Internet; increased access to information; new ways for individuals and communities to interact socially, to share information, ideas, and creative work, and to influence public opinion; rapid product obsolescence; shifting job opportunities*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers in photography, digital imaging, animation, 3D modelling, and web design, and describe the skills, work habits, education, and training required for entry into employment in these fields

COMPUTER TECHNOLOGY, GRADES 11 AND 12

Computer Engineering Technology, Grade 11, University/College Preparation (TEJ3M)

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1. describe environmental issues related to the widespread use of computers and associated technologies

C1.1 describe the effects of computer and electronic technology on the environment (*e.g., accumulation of electronic waste, including lead and other toxic materials used in computers; ... energy consumed by computers left in standby mode; fuel consumption and air pollution reduced by computerized traffic-control systems*)

C2. Technology and Society

C2. describe societal issues related to the widespread use of computers and associated technologies

C2.1 describe the benefits of computer and electronic technology for society (*e.g., greater efficiency and lower costs for information services, improved access to technology for economically disadvantaged people and nations, ...*)

C2.2 describe some of the drawbacks of computer and electronic technology for society (*e.g., loss of privacy, infringement of intellectual property rights through unlicensed copying and electronic distribution, ... telemarketing, Internet gambling addictions*)

D. Professional Practice and Career Opportunities

D2. Ethics and Security

D2. describe ethical and security issues related to the use of computers

D2.2 explain the importance of and comply with software licensing legislation (*e.g., copyright and patent acts*)

D2.3 explain the importance of security (*e.g., password protection, encryption*) for confidential data and other sensitive electronic information (*e.g., to protect against industrial espionage or identity theft*)

D3. Career Opportunities

D3. describe various careers related to computer technology and electronics, and the entry requirements for these careers

Computer Technology, Grade 11, Workplace Preparation (TEJ3E)

B. Computer Technology Skills

B1. Hardware Solutions

B1.2 compare availability and costs for hardware from local, national, and/or global suppliers

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 describe the effects of computer technology on the environment (*e.g., accumulation of electronic waste, use of lead and other toxic materials in computers, ... energy consumed by computers left in standby mode, energy saved by use of programmable thermostats*)

C2. Technology and Society

C2. describe societal issues related to the widespread use of computer technology

C2.1 describe the benefits of computer technology for society (*e.g., cheaper and more efficient information services, telecommuting, ...*)

C2.2 describe the drawbacks of computer technology for society (*e.g., Internet gambling addictions, more sedentary lifestyle, spam, telemarketing, loss of privacy*)

D. Professional Practice and Career Opportunities

D2. Ethics and Security

D2. describe ethical and security issues related to the use of computers

D2.1 comply with acceptable-use policies for computers (*e.g., restrictions on commercial or personal use, ... protection of privacy and intellectual property rights*)

D2.2 explain how copyright legislation applies to computer software and media content, and follow proper licensing and registration procedures for such material (*e.g., **rights:** copyright, open source, public domain; **licences:** shareware, retail, copyleft such as Creative Commons and GNU*)

D2.3 explain the importance of passwords, security software updates, and protection of personal information and client data

D5. Career Opportunities

D5. describe opportunities for careers and training related to computer technology

Computer Engineering Technology, Grade 12, University/College Preparation (TEJ4M)

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 assess the effects of computer and electronics technology on the environment (*e.g., hazardous materials contained in computer components, use of energy and other resources, fuel consumption and air pollution reduced by computerized traffic-control systems*)

C2. Technology and Society

C2. analyse societal issues related to the widespread use of computers and associated technologies

C2.1 assess the benefits of computer and electronic technology for society (*e.g., improved access to technology for economically disadvantaged people and nations; greater efficiency and lower costs for information services; ...*)

C2.2 assess the drawbacks of computer and electronics technology for society (*e.g., Internet gambling addictions, more sedentary lifestyle, spam, telemarketing, loss of privacy, infringement of intellectual property rights through unlicensed copying and electronic distribution*)

D. Professional Practice and Career Opportunities

D2. Ethics and Security

D2. describe ethical and security issues related to the use of computers and related technology

D2.1 describe the components of an acceptable-use policy for computers, cellular technology, PDAs, and/or other electronic devices (*e.g., ... protection of intellectual property rights, ...*)

D2.2 outline a purchasing policy for computers, taking ethical issues into account (*e.g., the environment, human rights, child labour*)

D2.3 describe methods to safeguard confidential data and other sensitive electronic information (*e.g., password protection, encryption, biometrics, behaviometrics, steganography*)

D3. Career Opportunities

D3. assess career opportunities related to computer technology and electronics, and explain the importance of postsecondary education and lifelong learning in the computer technology industry

Computer Technology, Grade 12, Workplace Preparation (TEJ4E)

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 assess the effects of computer technology on the environment (*e.g., leakage of hazardous substances from obsolete computers dumped in landfills or improperly recycled; increased energy use; benefits of computer-controlled heating and cooling systems*)

C2. Technology and Society

C2. analyse societal issues related to the widespread use of computer technology

C2.1 analyse the benefits of computer technology for society (*e.g., improved access to technology for economically disadvantaged people and nations, greater efficiency and lower costs for information services, ...*)

C2.2 analyse the drawbacks of computer technology for society (*e.g., Internet gambling addictions, ... telemarketing, ...*)

D. Professional Practice and Career Opportunities

D2. Ethics and Security

D2. describe ethical and security issues related to the use of computers

D2.1 describe the components of an acceptable-use policy for computers (*e.g., restrictions on commercial or personal use, ... protection of privacy and intellectual property rights*)

- D2.2 explain the reasons for software licensing agreements and registration procedures
- D2.3 explain the importance of computer security (*e.g., passwords, security software updates, protecting personal identity information and client data*)

D5. Career Opportunities

- D5. describe opportunities for careers and training related to computer technology, and explain the need for lifelong learning in the computer technology industry

CONSTRUCTION TECHNOLOGY, GRADES 11 AND 12

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C)

B. Design, Layout, and Planning Skills

B4. Mathematical Skills

- B4.3 prepare detailed, accurate estimates of quantities and costs of materials for construction projects, using appropriate metric and/or imperial units (*e.g., metres, square metres, litres, board feet, linear feet, square feet, cubic yards*)

D. Technology, the Environment, and Society

D1. Technology and the Environment

- D1.1 plan projects and processes to minimize waste (*e.g., use efficient cutting patterns, reuse and recycle leftover materials*)
- D1.2 identify and describe environmentally friendly building practices (*e.g., high-efficiency heating and cooling, renewable energy technologies, reuse of grey water, use of materials produced from sustainable resources*)
- D1.4 describe ways of reducing and/or managing energy consumption in the home (*e.g., smart meters, energy-efficient lighting, timers, heat-recovery ventilators*)

D2. Technology and Society

- D2.1 describe the economic and social effects of the construction industry (*e.g., land use, creation of primary and secondary jobs, transportation of equipment and materials; ...*)
- D2.3 describe how societal and client needs (*e.g., budget constraints, barrier-free access, energy efficiency, cultural practices*) affect construction projects

E. Professional Practice and Career Opportunities

E2. Career Opportunities

- E2. describe career opportunities in the construction industry, and the importance of lifelong learning for these careers

Construction Technology, Grade 11, Workplace Preparation (TCJ3E)

A. Construction Technology Fundamentals

A4. Mathematical Skills and Scientific Concepts

A4.3 estimate the quantities and costs of materials for construction projects, using appropriate metric and imperial units (*e.g., metres, square metres, cubic metres, board feet, linear feet, square feet, cubic yards*), and estimate the labour costs for these projects

D. Technology, the Environment, and Society

D1. Technology and the Environment

D1.1 compare the efficiency and environmental effects of a variety of energy sources used in residential dwellings (*e.g., solar, ground source, pellets, propane, wood, oil, natural gas, wind*)

D1.2 plan projects and processes to minimize waste (*e.g., use efficient cutting patterns, reuse and recycle leftover materials*)

D1.3 identify ways of reducing energy consumption in the home (*e.g., heat recovery ventilator, tankless water heater, timers, energy-efficient lighting*)

D2. Technology and Society

D2.1 identify how societal and client needs (*e.g., budget constraints, barrier-free access, energy efficiency, cultural preferences*) affect construction projects

D2.3 identify the economic and social effects of the construction industry on a community or region (*e.g., direct and indirect effects on employment, waste disposal, land use, water supply, Aboriginal land claims and traditional hunting*)

E. Professional Practice and Career Opportunities

E2. Career Opportunities

E2. describe career opportunities in the construction industry, and explain the importance of lifelong learning for these careers

Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E)

B. Design, Layout, and Planning Skills

B4. Mathematical Skills

B4.5 prepare estimates of quantities and costs of materials required to complete woodworking projects, using appropriate metric and/or imperial units (*e.g., metres, square metres, litres, board feet, linear feet, square feet*)

D. Technology, the Environment, and Society

D1. Technology and the Environment

- D1.1** describe the major effects of the woodworking industry on the environment (*e.g., costs and benefits related to forest management; non-sustainable logging that causes deforestation, destruction of old-growth forests, and/or loss of wilderness habitat for endangered species; water and air pollutants released during the production of manufactured materials; energy required to produce and transport materials for woodworking*)
- D1.4** plan projects and use materials to minimize waste (*e.g., use efficient cutting patterns, reuse or recycle leftover materials*)

D2. Technology and Society

- D2.2** describe the economic and cultural effects of the custom woodworking industry (*e.g., creation of jobs within the community, opportunity to preserve and/or apply traditional designs*) on a specific community or population (*e.g., Mennonite, Aboriginal*)
- D2.3** describe how societal needs and client preferences (*e.g., budget restraints; ...*) affect custom woodworking projects

E. Professional Practice and Career Opportunities

E2. Career Opportunities

- E2.** identify career opportunities in custom woodworking, and describe the training required for these careers

Construction Engineering Technology, Grade 12, College Preparation (TCJ4C)

B. Design, Layout, and Planning Skills

B5. Mathematical Skills

- B5.4** prepare detailed, accurate estimates of the quantities and costs of materials required for construction projects (*e.g., concrete, aggregate, reinforcing steel, asphalt, lumber, roofing, interior and exterior finishes*)

D. Technology, the Environment, and Society

D1. Technology and the Environment

- D1.1** plan projects and construction processes to minimize waste (*e.g., use efficient cutting patterns, reuse leftover material*)
- D1.2** describe the costs and benefits of environmentally friendly building practices (*e.g., high-efficiency heating and cooling, renewable energy technologies, reuse of grey water, use of materials produced from sustainable resources*)

D1.3 compare ways of reducing the environmental footprint of construction projects through the choice of energy sources (*e.g., solar, geothermal, wind*), building design (*e.g., extra insulation, high-efficiency heating systems, green roof*), and construction processes (*e.g., use of recycled material, fuel-efficient equipment*)

D2. Technology and Society

D2.1 research and assess the economic and social effects of the construction industry (*e.g., creation of primary and secondary jobs, transport of materials, ... resource management, ...*)

D2.3 describe how provincial and municipal regulations affect the design and cost of construction projects and influence how the construction industry meets societal needs

E. Professional Practice and Career Opportunities

E2. Career Opportunities

E2. demonstrate an understanding of careers in the construction industry and the education, training, and workplace skills required for these careers

Construction Technology, Grade 12, Workplace Preparation (TCJ4E)

A. Construction Technology Fundamentals

A4. Mathematical Skills and Scientific Concepts

A4.4 prepare detailed estimates of quantities and costs of materials for construction projects (*e.g., concrete, lumber, roofing, millwork, finishes*), and of labour costs for these projects

B. Design, Layout, and Planning Skills

B1. Design and Planning

B1.3 compare design considerations for a residential property with those for a light commercial property (*e.g., client needs and budget, ... energy efficiency*)

D. Technology, the Environment, and Society

D1. Technology and the Environment

D1.1 assess environmentally friendly alternatives for building systems (*e.g., heating with solar energy, heat pumps, or geothermal systems; reusing grey water; harvesting rainwater; ...*)

D1.3 compare ways of reducing and/or managing energy consumption in homes and businesses (*e.g., smart meters, timers, skylights, heat recovery, energy-efficient lighting*)

D2. Technology and Society

D2.1 identify the economic and social effects of the construction industry (*e.g., waste disposal, land use, labour supply and cost, water supply, local infrastructure*)

D2.3 assess the societal and cultural impact of construction-related emerging technologies from various perspectives (*e.g., Aboriginal, safety, technical, financial, business*)

E. Professional Practice and Career Opportunities

E2. Construction Business

E2. describe the organization and management of construction companies and the entrepreneurial skills needed to establish a successful construction business

E2.3 identify factors to be considered when starting a construction company (*e.g., potential clients, product offered, competition, start-up costs, business plan*)

E3. Career Opportunities

E3. describe the skills and training required for careers in the construction industry

Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E)

B. Design, Layout, and Planning Skills

B1. Design

B1.3 demonstrate how the overall design of a project is affected by design concepts and other factors (*e.g., structure, ergonomics, aesthetics, cost and availability of materials, customer needs*)

B1.5 explain the reasons for choosing particular materials for various woodworking projects (*e.g., strength, cost, ease of use, availability, environmental considerations*)

B4. Mathematical Skills

B4.5 prepare detailed, accurate estimates of quantities and costs of materials for woodworking projects (*e.g., lumber, hardware, finishes*), and of labour costs for these projects

D. Technology, the Environment, and Society

D1. Technology and the Environment

D1.3 plan projects and apply strategies to minimize or mitigate degradation of the environment (*e.g., use efficient cutting patterns, reuse and recycle leftover materials, select sustainably produced products, contribute to restoration plans, purchase carbon offsets*)

D2. Technology and Society

D2.2 assess economic and societal issues related to the custom woodworking industry (*e.g., waste disposal, labour supply, ... imports and exports, use of renewable and non-renewable resources*)

E. Professional Practice and Career Opportunities

E2. Custom Woodworking Business

E2. describe the knowledge and skills important for success in a custom woodworking business

E2.1 describe the skills important for success as an entrepreneur in the custom woodworking industry (*e.g., communication, organization, creativity, problem solving*)

- E2.2** describe the factors that should be considered when starting and/or operating a custom woodworking business (*e.g., potential market, products, competition, financing, business plan*)
- E2.3** identify and compare the organization and management of unionized and non-unionized custom woodworking companies (*e.g., role of lead hand, shop steward, and contractor*)
- E2.4** identify various types of business structures (*e.g., sole proprietorship, partnership, limited company*)

E3. Career Opportunities

- E3.** demonstrate an understanding of careers in the custom woodworking industry, and the skills, education, and training required for these careers

GREEN INDUSTRIES, GRADES 11 AND 12

Green Industry Fundamentals, Grade 11, University/College Preparation (THJ3M)

A. Green Industry Fundamentals

A4. Technological and Mathematical Literacy and Communication Skills

- A4.3** describe commercial and technical issues of current significance in the green industries (*e.g., adoption of innovative technologies, marketing boards versus open markets, food safety testing*), using information from industry sources (*e.g., trade publications and websites, marketing boards, growers' associations*)

C. Technology, the Environment, and Society

C2. Technology and Society

- C2.** analyse social and economic relationship and issues involving the green industries
- C2.1** describe linkages between local communities and economies and the green industries (*e.g., consumer needs and green industry goods and services, green industries as sources of jobs and tax revenues, communities as providers of services to green industries and as regulators of green industry activities*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

- D3.** identify careers in the green industries, and describe the skills, education, and training required for entry into these occupations

Green Industry Fundamentals, Grade 11, Workplace Preparation (THJ3E)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. describe social and economic relationships and issues involving the green industries

C2.1 identify linkages between local communities and economies and the green industries (*e.g., consumer needs and green industry goods and services, green industries as sources of jobs and tax revenues, communities as providers of services to green industries and as regulators of green industry activities*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers in the green industries, and describe the skills, education, and training required for entry into these occupations

Green Industries, Grade 12, University/College Preparation (THJ4M)

A. Green Industry Fundamentals

A4. Technological and Mathematical Literacy and Communication Skills

A4.4 analyse commercial or technical issues of current significance in the green industries, using information from media and industry sources (*e.g., marketing boards, industry organizations, commodity websites, trade publications, news reports*)

A4.5 accurately perform complex measurements and calculations required for advanced applications in the green industries (*e.g., ... pricing, surveys, economic forecasts, ...*)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. analyse social, economic, and cultural relationships involving the green industries

C2.1 analyse ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (*e.g., relations with Aboriginal communities, ethnic preferences and demands for specialized food products, income distribution and demand for landscaping services and horticultural products, age profile of community and requirements for different types of outdoor recreation facilities*)

C2.2 assess the economic importance of linkages between the green industries and related industries and technologies (*e.g., **agriculture**: food processing industry, farm implement industry; **horticulture**: shipping industry, event-related businesses [funeral homes, wedding planners]; **landscaping**: recreational industries, small-engine industry; **forestry**: heavy equipment industry, paper-consuming industries such as newspapers*)

D. Professional Practice and Career Opportunities

D2. Business and Regulatory Environment

D2.2 explain economic principles, concepts, and arrangements that affect operations in the green industries (*e.g., transportation routes, bonuses, quota system, free trade, treaties, supply and demand*)

D3. Career Opportunities

D3. identify careers in the green industries that require postsecondary education, and describe the qualifications required for entry into these occupations

Green Industries, Grade 12, Workplace Preparation (THJ4E)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. describe social, economic, and cultural relationships involving the green industries

C2.1 describe ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (*e.g., relations with Aboriginal communities, ethnic preferences and demands for specialized food products, income distribution and demand for landscaping services and horticultural products, age profile of community and requirements for different types of outdoor recreation facilities*)

D. Professional Practice and Career Opportunities

D2. Business and Regulatory Environment

D2.2 identify basic economic concepts and principles that affect operations in the green industries (*e.g., cost of production and transportation, supply and demand*)

D3. Career Opportunities

D3. identify careers in the green industries, and describe the skills, education, and training required for entry into these occupations

HAIRSTYLING AND AESTHETICS, GRADES 11 AND 12

Hairstyling and Aesthetics, Grade 11, Workplace Preparation (TXJ3E)

A. Hairstyling and Aesthetics Fundamentals

A3. Business Practices and Strategies

A3.3 identify effective advertising and management strategies (*e.g., appeal to new client groups, including diverse populations*) and new products, tools, and equipment that can be used to support and enhance salon/spa operations

A3.4 identify a range of visual display techniques that are used in the hairstyling and aesthetics industry to attract clients (*e.g., window/display showcases, holiday themes and promotions*) and compare their effectiveness in different retail and service contexts

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify and describe a variety of career opportunities and related training and education requirements in the hairstyling and aesthetics industry

Hairstyling and Aesthetics, Grade 12, Workplace Preparation (TXJ4E)

A. Hairstyling and Aesthetics Fundamentals

A3. Business Practices and Strategies

A3. demonstrate an understanding of effective business practices and strategies for salon/spa operators, managers, and owners

A3.1 identify the business and entrepreneurial procedures involved in operating and/or opening a business in the hairstyling and aesthetics industry (*e.g., developing a business plan, arranging a lease and contracts, registering the business, managing commissions, controlling inventory, arranging insurance coverage*)

A3.2 describe marketing techniques and strategies used in the hairstyling and aesthetics industry and evaluate their effectiveness

A3.3 identify and describe a variety of uses of computer software in the hairstyling and aesthetics industry (*e.g., for design/image makeover, scheduling, billing, marketing*)

A3.4 identify important requirements of professional ethics and customer relations in the hairstyling and aesthetics industry (*e.g., client confidentiality, use of approved products and equipment, use of accredited employees, ...*) and explain the legal and business implications of non-compliance with these requirements (*e.g., loss of business, loss of reputation, potential lawsuits for violating privacy laws*)

A3.5 explain the importance of literacy skills ... and mathematical skills (*e.g., for measuring application amounts, calculating cash transactions and commissions, budgeting, accounting*) in the hairstyling and aesthetics industry

B. Hairstyling and Aesthetics Skills

B3. Meeting the Needs of a Client

B3.5 use money-management and recordkeeping skills (*e.g., for tracking commissions, tips, taxes, retail transactions, appointments, inventory*) to ensure that hairstyling and aesthetics services are provided in a businesslike manner

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify and describe career opportunities and related training and education requirements in the hairstyling and aesthetics industry

HEALTH CARE, GRADES 11 AND 12

Health Care, Grade 11, University/College Preparation (TPJ3M)

C. Health Care, the Environment, and Society

C2. Health Care and Society

C2.2 research and analyse the relationship between socio-economic status and health (*e.g., differences in various health parameters among children aged 4 to 6 from different socio-economic backgrounds*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. describe career opportunities in the health care field and related educational requirements

Health Care, Grade 11, College Preparation (TPJ3C)

C. Health Care, the Environment, and Society

C2. Health Care and Society

C2.2 explain the relationship between socio-economic status and health (*e.g., differences in various health parameters among children aged 4 to 6 from different socio-economic backgrounds*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. describe career opportunities in the health care field and related educational requirements

Health Care, Grade 12, University/College Preparation (TPJ4M)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. demonstrate an understanding of the range of career opportunities in conventional and alternative therapy fields

Health Care, Grade 12, College Preparation (TPJ4C)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. demonstrate an understanding of career opportunities in conventional and alternative therapy fields

Child Development and Gerontology, Grade 12, College Preparation (TOJ4C)

C. Health Care, the Environment, and Society

C2. Health Care and Society

C2.2 evaluate the impact of emerging technologies on children and older adults (*e.g., improved design of diapers or incontinence products, new skin care products, video monitoring from a remote site, electronic lifts*) from various perspectives (*e.g., safety, improvement or reduction in quality of life, financial or business implications, opportunities for more effective action for improved health care*)

C2.3 describe how changing population patterns will affect society (*e.g., decrease in child cohort resulting in excess capacity in schools, increase in elderly cohort resulting in increased demand for different levels of care*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. describe careers in child care, geriatric care, and related fields, as well as the education and/or training requirements for them

Health Care: Support Services, Workplace Preparation (TPJ4E)

D. Professional Practice and Career Opportunities

D2. Professional Standards

D2.2 describe the professional and ethical standards that health care workers are expected to adhere to (*e.g., accountability, ...*)

D4. Career Opportunities

D4. describe career opportunities in the health care field and their related educational requirements

HOSPITALITY AND TOURISM, GRADES 11 AND 12

Hospitality and Tourism, Grade 11, College Preparation (TFJ3C)

B. Hospitality and Tourism Skills

B3. Marketing and Promoting an Event or Activity

B3. design effective marketing initiatives to promote an event or activity

B3.1 identify a customer target group (*e.g., students, family members, senior citizens*) for an event or activity and determine the needs and wants of this target group (*e.g., with regard to timing, budget, menu, facilities, location*)

B3.2 develop a marketing strategy that is appropriate to the target group and the event or activity

B3.3 design an advertising and/or promotional tool (*e.g., picture, slogan, announcement, giveaway*) that aligns with their approved marketing strategy

C. Industry Practices, the Environment, and Society

C1. Industry Practices and the Environment

C1.3 explain how the relationship between food producers and food consumers affects the environment (*e.g., production of organic foods in response to consumer demand results in less use of chemical fertilizers and pesticides; the Slow Food movement supports local food production and the continuing use of traditional food products; culinary tourism increases consumer awareness of and helps to support traditional food producers in many parts of the world*)

C2. Industry Practices and Society

C2.1 describe how various sectors of the tourism industry (*e.g., accommodations, food and beverage services*) address needs and preferences arising from the cultural and religious diversity of their customers, and assess the effect this has on communities hosting tourist destinations

C2.2 describe ways in which the tourism industry can affect the economy of a community (*e.g., multiplier effect – opening a new business creates secondary jobs, which in turn encourages further business activity; necessary leakage – much of the money spent by tourists [such as air fares] remains in the originating market or goes to tourism-related businesses outside the community*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. identify career opportunities in the tourism industry and the individual personality traits and skills important for success in these careers

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3E)

C. Industry Practices, the Environment, and Society

C2. Industry Practices and Society

C2.1 describe the social and economic impact of new products and technologies used in the food and beverage services sector (*e.g., marketing of organic and genetically modified foods has raised consumer awareness of health and environmental issues; use of combination ovens has reduced labour costs and product wastage; advances in wireless technology have increased the popularity of Internet cafés*)

C2.2 explain how the food and beverage services sector can affect the economy of a community (*e.g., businesses in the sector create jobs and attract visitors; tourist spending supports the community*) and how these effects can vary with changes in economic conditions (*e.g., exchange rate fluctuations can encourage or discourage tourist travel and thus affect the number of visitors to the community; an economic downturn can result in reduced spending on hospitality and tourism-related activities, which can lead to a loss of jobs in the community*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

- D3.** identify a range of careers in the food and beverage services sector of the tourism industry and the education and training that would best prepare them for these careers

Hospitality and Tourism, Grade 12, College Preparation (TFJ4C)

B. Hospitality and Tourism Skills

B4. Managing an Event or Activity

- B4.1** identify factors that determine the parameters of an event or activity (*e.g., size, cost, location, timing*) and factors that are critical for its success

D. Professional Practice and Career Opportunities

D3. Career Opportunities

- D3.** describe a range of career opportunities and the education and training required for employment in various sectors of the tourism industry

Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4E)

C. Industry Practices, the Environment, and Society

C2. Industry Practices and Society

- C2.1** explain the importance of the tourism industry at the local level (*e.g., tourism can support local economies, create local jobs, preserve local culture, and/or provide funds for infrastructure development and social and recreational programs*)
- C2.2** explain how food and beverage services facilities benefit the local job market (*e.g., by creating a range of entry-level jobs, providing experiential learning opportunities in hospitality and tourism-related businesses, having a ripple effect on other areas of the job market*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

- D3.** describe the range of career opportunities and the education and training required for employment in the food and beverage services sector of the tourism industry

MANUFACTURING TECHNOLOGY, GRADES 11 AND 12

Manufacturing Engineering Technology, Grade 11 University/College Preparation (TMJ3M)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. demonstrate an understanding of ways in which the manufacturing industry affects society

C2.1 describe the social and economic consequences that a manufacturing activity can have or has had on individuals and society, including Aboriginal communities

C2.2 explain how the manufacturing industry affects the local and provincial economy (*e.g., with respect to job creation, standards of living, sustainability and conservation of the environment, impact on First Nation communities*)

C2.3 describe recent trends in the local manufacturing industry (*e.g., globalization, rise in energy costs, increase in environmental awareness*) and their effect on the local community or the province as a whole, and predict future trends

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. demonstrate an understanding of postsecondary pathways that lead to career opportunities in the manufacturing industry

Manufacturing Technology, Grade 11, College Preparation (TMJ3C)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 explain how the manufacturing industry affects the local and provincial economy (*e.g., with respect to job creation, standards of living, ...*)

C2.2 describe how the manufacturing industry responds to changes in the global economy (*e.g., fluctuating currencies, trade agreements, fluctuating demand in other countries*) and how this response affects the local community and/or the province as a whole (*e.g., in terms of economic opportunities or risks for the local and/or provincial population*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. demonstrate an understanding of career opportunities in the manufacturing industry and the education, training, and certification required for these careers

Manufacturing Technology, Grade 11, Workplace Preparation (TMJ3E)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. explain how the manufacturing industry affects various aspects of society

C2.1 explain how the manufacturing industry affects the economy of their community or region

C2.2 explain how manufacturing affects people's daily lives

C2.3 identify ways in which the manufacturing industry affects the culture and society of a community or region (*e.g., by creating employment opportunities; supporting social and cultural activities in the community; increasing industrial activity in the community/region, which some people may see as a threat to their way of life and/or the environment*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. demonstrate an understanding of career opportunities in the manufacturing industry and the education, training, and certification required for these careers

Manufacturing Engineering Technology, Grade 12, University/College Preparation (TMJ4M)

A. Manufacturing Technology Fundamentals

A1. Manufacturing Business Operations

A1.4 identify factors to be considered in estimating the cost of manufacturing a product (*e.g., labour and materials, capital equipment, process costs, location/transportation*) and explain their importance

B. Manufacturing Technology Skills

B2. Project Management

B2.2 demonstrate an understanding of the management of a manufacturing enterprise (*e.g., set up and manage, in collaboration with others, a small-scale manufacturing enterprise; visit and document the activities of a local manufacturing enterprise*) and its major areas of activity (*e.g., research and development, production, marketing, and finance*)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 explain how the globalization of the manufacturing industry affects the economy of the local community, the province of Ontario, and Canada as a whole

C2.3 assess the effects of emerging manufacturing technology industries on culture and society from various perspectives (*e.g., safety, technical, financial, business*)

D. Professional Practice and Career Opportunities

D3. Career Opportunities

D3. demonstrate an understanding of the postsecondary programs associated with manufacturing, and establish a personalized career pathway

Manufacturing Technology, Grade 12, College Preparation (TMJ4C)

B. Manufacturing Technology Skills

B2. Material Selection and Preparation

B2.2 demonstrate a working knowledge of factors affecting material selection (*e.g., functionality, cost effectiveness, customer expectations, viability, availability*)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. explain the importance of manufacturing to the economy and society

C2.1 explain how the local and/or provincial manufacturing industry has changed over time and describe the effects of these changes on the local and/or provincial economy and society

C2.2 explain how global economic shifts are reflected in the local and/or provincial manufacturing industry

C2.3 explain how apprenticeships, salaries, standards of living, and the role of skilled trades in society are interrelated

C2.4 assess the effects of emerging manufacturing technology industries on culture and society from various perspectives (*e.g., safety, technical, financial, business*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. demonstrate an understanding of career opportunities in the manufacturing industry and the training and certification required for these careers

Manufacturing Technology, Grade 12, Workplace Preparation (TMJ4E)

B. Manufacturing Technology Skills

B2. Selection and Use of Materials

B2.2 select appropriate materials for a project based on identified criteria such as functionality, cost effectiveness, customer expectations, viability, availability, and sustainability

C. Technology, the Environment, and Society

C2. Technology and Society

C2. explain how the manufacturing industry affects society locally, provincially, and/or nationally

C2.1 describe the effect the manufacturing industry has on the local community and explain the advantages of manufacturing locally

C2.2 explain how the globalization of manufacturing industries affects Canadian society locally, provincially, and/or nationally (*e.g., explain the effects of trade agreements, worker health and safety standards or the lack of such standards, environmental standards or the lack of such standards*)

C2.3 demonstrate an understanding of the role and value of skilled trades in Canadian society (*e.g., in terms of having a skilled and competitive workforce, employment opportunities, services provided*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. demonstrate an understanding of the postsecondary pathways leading to careers in manufacturing and the training and certification required for these careers

TECHNOLOGICAL DESIGN, GRADES 11 AND 12

Technological Design, Grade 11, University/College Preparation (TDJ3M)

A. Technological Design Fundamentals

A2. Research and Project Management

A2.2 research and describe strategies for the planning, organization, and management of human, material, and financial resources for a design project (*e.g., strategies for ... selecting materials, estimating costs*)

C. Technology, the Environment, and Society

C2. Technology and Society

C2. describe the relationship between society and technological development

C2.1 research and compare technological eras (*e.g., agricultural, industrial, information*), and describe ways in which societal needs influenced these eras

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify career opportunities in fields related to technological design, and describe the training and education required for these careers

Technological Design and the Environment, Grade 11, Open (TDJ3O)

B. Technological Design Skills

B1. Research, Planning, and Organization

B1.2 investigate and describe economic and environmental factors that should be considered during the design process

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 research and report on how society influences technology (*e.g., higher energy costs spur development of more efficient vehicles, ...*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify careers related to technological design, and describe the training and education required for these careers

Technological Design, Grade 12, University/College Preparation (TDJ4M)

A. Technological Design Fundamentals

A2. Research and Project Management

A2.2 describe strategies for organizing, planning, and managing the human, material, and financial resources for a design project and related activities, with an emphasis on advocacy of design ideas and rationales, diplomacy in dealing with clients and suppliers, and marketing of design solutions (*e.g., ... promoting and marketing innovative designs*)

B. Technological Design Skills

B1. Researching and Managing Projects

B1.2 use project management methods and tools (*e.g., checklists, templates, software, surveys, focus groups, questionnaires*) to support, plan, and manage components (*e.g., financial, labour, material*) of design projects and related activities, with a view to incorporating effective advocacy and marketing principles in the process

C. Technology, the Environment, and Society

C2. Technology and Society

C2.1 independently research and report on political, economic, cultural, and/or environmental issues that affected technological innovations in the past

C2.2 describe examples of how culture, economics, and politics could influence the future design of products and/or processes (*e.g., environmental awareness and rising costs for fossil fuels could increase the development and use of alternative energy sources*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. compare a variety of careers related to technological design, as well as the training and educational requirements for them, and maintain a portfolio of their work as evidence of their qualifications for further education and employment

Technological Design in the Twenty-first Century, Grade 12, Open (TDJ40)

A. Technological Design Fundamentals

A2. Research, Planning, and Organization

A2.2 describe strategies for the planning and management of human, material, and financial resources related to a design project (*e.g., ... selecting materials, estimating costs*)

B. Technological Design Skills

B3. Making and Testing Models and Prototypes

B3.3 analyse products and/or processes in terms of established criteria and constraints (*e.g., appearance, durability, ease of use, cost, budgetary constraints, societal concerns and preferences*)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.2 describe how society influences technology (*e.g., higher energy costs spur development of more efficient vehicles, ...*)

C2.4 describe intellectual property rights related to the design of products (*e.g., copyright, trademark, patent*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. investigate and describe a variety of careers related to technological design, and describe the training and education required for them

TRANSPORTATION TECHNOLOGY, GRADES 11 AND 12

Transportation Technology, Grade 11, College Preparation (TTJ3C)

B. Transportation Technology Skills

B4. Challenges and Repair Problems

B4.4 identify issues related to a challenge or repair task (*e.g., cost, availability of parts or materials, time required*) and explain how these issues could affect the response to the challenge or the performance of the repair

C. Technology, the Environment, and Society

C1. Technology and the Environment

C1.1 describe the legislative requirements concerning the use of environmentally friendly products in the repair and service of vehicles or craft, and explain the costs and benefits of using such products

C2. Technology and Society

C2.2 describe the effects that increasing transportation costs (*e.g., rising fuel costs, highway tolls, environmental taxes*) have on society

C2.3 explain how current societal needs and preferences influence transportation technology (*e.g., by creating a greater demand for vehicles with improved safety features, fuel efficiency, and emission levels*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. describe career opportunities in the transportation industry and the education and training required for them

Transportation Technology: Vehicle Ownership, Grade 11, Open (TTJ30)

A. Vehicle Ownership Fundamentals

A3. Vehicle Loans and Insurance

A3. demonstrate an understanding of loans, leases, and insurance policies related to the purchase or lease of a vehicle

A3.1 identify appropriate resources for use in the selection of a vehicle loan or lease and insurance policy

A3.2 explain vehicle insurance coverage requirements and options (*e.g., requirements: third-party liability coverage, statutory accident benefits coverage; options: collision or upset coverage, comprehensive coverage, loss of vehicle use coverage*)

A3.3 explain the factors that affect the cost of vehicle insurance (*e.g., age and model of vehicle, age and gender of policy holder, driving record*)

A3.4 compare the overall cost of loans from various sources (*e.g., banks, finance companies, private lenders*)

A3.5 compare the advantages and disadvantages of purchasing versus leasing a vehicle (*e.g., with regard to short-term and long-term costs, ownership, and responsibility for maintenance and repairs*)

A3.6 describe the criteria financial institutions use to determine eligibility for a loan or lease (*e.g., credit history, income, net worth*)

D. Technology, the Environment, and Society

D2. Technology and Society

D2.2 describe the economic, environmental, and social effects that various aspects of the transportation industry have on a community (*e.g., economic: new businesses encouraged by good transportation links; ...*)

D2.3 assess from a consumer's point of view the pros and cons (*e.g., cost, availability, performance, reliability, emission levels*) of various types of fuel/energy sources used to power vehicles (*e.g., gasoline, propane, diesel, electrical/battery power, biodiesel, hybrid powerplant*)

E. Professional Practice and Career Opportunities

E2. Career Opportunities

- E2.** identify and describe career opportunities in the transportation industry and the education and training required for these careers

Transportation Technology, Grade 12, College Preparation (TTJ4C)

B. Transportation Technology Skills

B4. Solving Repair Challenges

- B4.3** perform an inspection for various repair challenges (*e.g., brake service, ball-joint replacement, driveshaft or belt misalignment, transmission repair*) and prepare a report on work to be done, including a cost-benefit analysis

C. Technology, the Environment, and Society

C2. Technology and Society

- C2.1** assess the economic effects of the transportation industry on the local and global levels
- C2.3** evaluate the potential benefits (*e.g., technical, safety, financial, business*) to society of emerging technologies related to the transportation industry (*e.g., collision avoidance system, run-flat tires, fuel cells, composite materials*)
- C2.4** assess the pros and cons of various types of fuel/energy sources (*e.g., gasoline, propane, diesel, electrical/battery power, biodiesel, hybrid powerplant, hydrogen power cells*) used to power vehicles or small-engine products, taking into account a variety of perspectives (*e.g., consumer's perspective: cost to purchase, cost to operate, performance, emission levels; service/repair perspective: training, safety issues, new tools/equipment required*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

- D2.** describe career opportunities in the transportation industry and the training and qualifications required for them

Transportation Technology, Grade 12, Workplace Preparation (TTJ4E)

C. Technology, the Environment, and Society

C2. Technology and Society

C2.2 assess the pros and cons of various types of fuel/energy sources (*e.g., gasoline, propane, diesel, electrical/battery power, biodiesel, hybrid powerplant, hydrogen power cells*) used to power vehicles or small-engine products, taking into account a variety of perspectives (*e.g., consumer's perspective: cost to purchase, cost to operate, performance, emission levels; service/repair perspective: training, safety issues, new tools/equipment required*)

D. Professional Practice and Career Opportunities

D2. Career Opportunities

D2. identify and describe career opportunities in the transportation industry and the skills and training required for entry into these careers

16-145
ISBN 978-1-4606-8955-4 (PDF)

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