



Ontario Curriculum Connections to Free The Children's Adopt a Village Program: Grades 9-12

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Introduction

If it were practical, organizing field trips to developing countries would provide students with life-altering personal experiences and enough content through observations, discussions and hands-on experiences to form the basis of our units of study for an entire year, perhaps longer.

The next best thing to do is to provide enriched, generative programs that bring real-life issues into our schools. By doing so, we empower students to live as active global citizens every day.

Examination of secondary curriculum documents revealed several reoccurring themes. First is the need to provide skills and experiences necessary to develop critical thinkers who are also critically literate. Understanding the world makes this essential if students are to emerge from our classroom programs as informed, engaged and empowered global citizens.

Participating in Free The Children's Adopt a Village program provides a way for students to learn about social issues and become engaged and active global citizens as they take action to help children in a developing country. Most teachers mentor groups of students throughout the year, supporting their actions, but participation also provides the opportunity to bring social issues into classroom programs.

This document provides curriculum expectations related to social issues from grades 9 to 12. Planning sheets included at the end will help educators who wish to create a year plan that includes both classroom programming and Adopt a Village campaign efforts. For some secondary departments, planning may result in multiple grades and subjects incorporating learning about the related social issues and affected geographical regions. As well, planning and implementation of fundraising and awareness campaigns provide other opportunities for leadership development, problem solving as well as communicating ideas.

As you plan for the year, please visit the Free The Children website at www.freethechildren.com for additional educator resources.

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Canadian and World Studies

“The study of current events forms an integral component of the Canadian and World Studies curriculum, enhancing both the relevance and the immediacy of the program. Discussions of current events not only stimulates student interest and curiosity but also helps students to connect what they are learning in class with past and present-day world events or situations,” (Ontario Curriculum Grades 9 and 10 Canadian and World Studies, 2005. p. 22).

Grade Nine Geography (CGC1P Applied)

Overall Expectations Global Connections	Building Knowledge and Understanding	Developing and practising skills	Learning through application
<p>-students will identify the economic, cultural and environmental connections between Canada and other countries;</p> <p>-report on how Canada influences and is influenced by its economic, cultural and environmental connections with other countries</p> <p>-explain how current global issues affect Canadians</p>	<p>-describe Canada’s participation in major international organizations and agreements</p> <p>-identify significant contributions Canada makes to the world</p> <p>-compare Canadian and global trends in resource consumption and pollution</p>	<p>-evaluate Canada’s effectiveness and commitment in responding to global challenges and promoting international well being.</p> <p>- analyze the potential impact on the global community of their personal choices</p>	<p>- produce oral, visual or written report on a current international trade, cultural or sporting event involving Canada</p>

Grade Nine Geography (CGC1DAcademic)

Overall Expectations Global Connections	Building Knowledge and Understanding	Developing and practising skills	Learning through application
<p>-Analyse connections between Canada and other countries</p> <p>-Report on global issues that affect Canadians</p>	<p>- Explain the role of selected international organizations and agreements and why Canada participates in them (e.g., United Nations, World Health Organization...Kyoto Protocol.)</p> <p>- Summarize significant contributions Canada makes to the world (e.g., humanitarian aid)</p>	<p>- Compare Canada's approaches to specific concerns with the approaches of other nations.</p> <p>- Evaluate Canada's participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights)</p> <p>- Evaluate the ways in which the economies of Canada and the rest of the world are interdependent.</p>	<p>- Compare in terms of resource use and consumption, the "ecological footprint" of an average Canadian citizen with that of an average citizen in a developing country.</p> <p>- Produce a set of guidelines for developing a solution to a global geographic or environmental issue.</p>

Grade 10: Civics (Open CHV20)

“In Civics, students explore what it means to be a ‘responsible citizen’ in the local, national and global arenas,” (Canadian and World Studies 2005, p. 63).

Informed Citizenship	Purposeful Citizenship	Active Citizenship
<p>Overall Expectations:</p> <p>Students will explain what it means to be a “global citizen” and why it is important to be one</p> <p>Specific Expectations (Citizenship within the Global Context):</p> <ul style="list-style-type: none"> -analyse contemporary crises or issues of international significance -summarize the rights and responsibilities of citizenship within the global context as based on an analysis of the United Nations Declaration of Human Rights and the Convention on the Rights of the Child -evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Craig Kielburger/Free The Children) 	<p>Overall Expectations:</p> <p>Students will analyze responses at the local, national and international levels to civic issues that involve multiple perspectives and differing civic purposes</p> <p>Specific Expectations:</p> <ul style="list-style-type: none"> -describe fundamental beliefs and values associated with democratic citizenship -explain how democratic beliefs and values are reflected in citizen actions -articulate and clarify their personal beliefs and values concerning democratic citizenship -describe how their own and others’ beliefs and values can be connected to a sense of civic purpose and preferred types of participation -describe and assess the contributions that citizens and citizens’ groups make to the civic purpose of their communities -describe examples of human rights violations 	<p>Overall Expectations:</p> <p>Students will apply appropriate inquiry skills to the research and questions and issues of civic importance</p> <p>Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance and the various ways in which individual citizens participate in these processes</p> <p>Specific Expectations:</p> <ul style="list-style-type: none"> -formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources and identify main ideas, supporting evidence, points of view and biases in these materials -communicate the results of inquiries into important civic issues using a variety of forms -demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics and skills related to purposeful and active citizenship to a project of personal interest and civic importance

Grade 10: History Academic (CHC2D)

“Main goals of Canadian and World Studies in Grades 9 and 10 is to help students develop the knowledge and values they need to become responsible, active and informed Canadian citizens in the twenty first century” (The Ontario Curriculum Grades 9 and 10 Canadian and World Studies, 2005. p.3).

Communities—Local, National and Global	Change and Continuity
<p>Overall Expectations: -explain how local, national and global influences have helped shape Canadian identity</p> <p>-assess Canadian participation in war and contributions to peacekeeping and security</p> <p>Specific Expectations:</p> <p>Forging a Canadian Identity</p> <p>-explain how participation in international events, institutions and agreements has contributed to United Nations agencies, Kyoto Protocol on climate change</p>	<p>Overall Expectations: -explain how and why Canada’s international status and foreign policy have changed since 1914</p> <p>Specific Expectations:</p> <p>Canada’s International Status and Foreign Policy</p> <p>-analyse the significance of Canada’s contribution to the United Nations and other organizations such as the Commonwealth of Nations and la Francophonie (e.g., Universal Declaration of Human Rights, peacekeeping forces, Convention on the Rights of the Child, development assistance, International Campaign to Ban Landmines)</p> <p>-analyse Canada’s response to some of the major human tragedies since WWI (e.g., famine in Africa, AIDS crises in Africa)</p> <p>-assess the development of Canada’s role as a world leader in defending human rights since WWII (e.g., drafting of the Universal Declaration of Human Rights for the United Nations)</p>

Grade 10: History Applied (CHC2P)

“Main goals of Canadian and World Studies in Grades 9 and 10 is to help students develop the knowledge and values they need to become responsible, active and informed Canadian citizens in the twenty first century,” (The Ontario Curriculum Grades 9 and 10 Canadian and World Studies, 2005. p.3).

Communities—Local, National and Global	Change and Continuity
<p>Overall Expectations: -describe some of the local, national and global forces and events that have influenced Canada’s policies and Canadian identify since 1914</p> <p>-evaluate Canada’s participation in war and contributions to peacekeeping and security</p> <p>Specific Expectations:</p> <p>Forging a Canadian Identify</p> <p>-describe how Canada’s participation in selected world events and contributions to international organizations and agreements (e.g., the United Nations and the Universal Declaration of Human Rights, peacekeeping , International Campaign to Ban Landmines) have contributed to an evolving sense of national identity.</p>	<p>Overall Expectations: -explain changes in Canada’s international status and its role in the world since 1914</p> <p>Specific Expectations:</p> <p>Canada’s International Status Position</p> <p>-identify changes in Canada’s international status since World War I (e.g., memberships in international organizations such as the League of Nations, the United Nations , the G8, the Commonwealth of Nations, la Francophonie)</p> <p>-describe Canada’s response to some of the major human tragedies since WWI (e.g., famine in Africa, AIDS crises in Africa)</p> <p>-describe the development of Canada’s role as a world leader in defending human rights since WWII (e.g., drafting of the Universal Declaration of Human Rights for the United Nations)</p>

Economics

“Knowledge of economics will help students assess when markets are best able to serve the public interest and when collective or government action is necessary. It will also help them make better choices as consumers of goods and services, as contributors to the economy and as economic citizens,” (The Ontario Curriculum Grades 9 and 10 Canadian and World Studies, 2005. p. 27).

Individual and the Economy Grade 11 (CIE3M)	Making Economic Choices Grade 11 (CIC3E)	Analysing Current Economic Issues Grade 12 (CIA4U)
<p>Economic Stakeholders:</p> <ul style="list-style-type: none"> -describe the economic rights guaranteed to Canadian citizens by law (e.g., eligibility for welfare-state benefits, mobility rights, equality of economic opportunity) -describe the economic responsibilities of Canadian citizens (e.g., respect for laws against pollution, vandalism, etc., awareness of economic implications of public issues) -analyse a current issue (e.g., pollution), identifying how the economic rights of individuals must be balanced by economic responsibility and public accountability 	<p>Economic Stakeholders:</p> <ul style="list-style-type: none"> -identify the factors influencing personal economic choices -identify the rights and responsibilities of consumers -differentiate between consumer wants and needs and consumer demand 	<p>Economic Freedom and Equity:</p> <ul style="list-style-type: none"> -evaluate how economic trends (e.g., deficits, debt, globalization) have influenced decisions made by markets in the public and private sectors -analyse whether and to what extent decisions made by markets in the public and private sectors promote achievement of the macroeconomic goals of equity and freedom
<p>Self interest and interdependence:</p> <ul style="list-style-type: none"> -assess the benefits and disadvantages to trading partners of international specialization and trade arising from comparative advantage. 	<p>Self Interest and Interdependence:</p> <ul style="list-style-type: none"> -explain the negative impacts of market forces (e.g., pollution, high prices for scarce commodities) for individuals who receive no benefit from production 	<p>Economic Stakeholders:</p> <ul style="list-style-type: none"> -explain the concept of poverty line and the characteristics of the groups of stakeholders that fall below it -compare the individual’s economic rights as defined by the Universal Declaration of Human Rights with those protected by law in Canada -explain the concept of stewardship as it applies to specific examples of economic responsibility and choice (e.g., pollution, income distribution, use of resources and energy)
		<p>Self Interest and Interdependence:</p> <ul style="list-style-type: none"> -illustrate, using specific examples how events in another part of the world can affect the Canadian economy and groups of Canadian stakeholders

Grade 12 Canadian and World Issues: A Geographical Analysis (CGW4U)

“This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges,” (Canadian and World Studies-the Ontario Curriculum Grades 11 and 12, p.86).

Global Connections	Understanding and Managing Change	Methods of Geographic Inquiry and Communication
<p>Overall Expectations</p> <ul style="list-style-type: none"> -analyse the influences that increase the interdependence of countries around the world. -analyse instances of international cooperation and conflict and explain the factors that contribute to each. -evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations and institutions. <p>Specific Expectations:</p> <ul style="list-style-type: none"> -identify current global sustainability issues and global threats -explain how inequities in the distribution of resources and boundary disputes contribute to uprisings and conflicts -describe the contributions of individuals who have been influential in addressing global issues and evaluate the impact of their work -analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problem. 	<p>Overall Expectations:</p> <ul style="list-style-type: none"> -evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national and global level. <p>Specific Expectations:</p> <ul style="list-style-type: none"> -evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world. -explain how local participation in the development process can help build sustainable communities -evaluate the perspectives and arguments of various stakeholders on a current issue (e.g., as presented in a round-table discussion or mock hearing) -evaluate the effectiveness of an international agreements that has been designed to address global issues or protect the global common 	<p>Overall Expectations:</p> <ul style="list-style-type: none"> -use methods and tools of geographical inquiry to locate, gather, evaluate and organize information. -analyse and interpret data gathered through research and investigation using a variety of methods and Geo technologies. -communicate the result of geographic inquiries <p>Specific Expectations:</p> <ul style="list-style-type: none"> -evaluate the credibility of sources -distinguish among opinion, argument and fact in research sources. -develop possible solutions to geographical problems or issues, using appropriate forecasting, decision making and/or problem solving strategies. -explain the different points of view on a geographic issue that are or might be held by various stakeholders.

English

“As students increase their knowledge of accomplished writers and literary works and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience,” (The Ontario Curriculum Grades 9 and 10 English, 1999. p.5).

Grade 10: English (Academic ENG2D)

Literature Studies & Reading	Writing	Language	Media Studies
<p>-select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information and comparing ideas and values with those in texts</p> <p>-use relevant, significant and explicit information and ideas from texts to support interpretations</p> <p>-analyse information, ideas and elements in text and synthesize and communicate their findings</p> <p>-explain how the background of the author might influence the information and ideas in a text (e.g., find clues in a short essay about experiences and beliefs of the author that might influence his or her interpretation)</p> <p>-explain how the values and perspectives of</p>	<p>-investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data (e.g., generate focus questions; use graphic organizers to connect possible topics and a variety of sources of information)</p> <p>-locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic newsgroups, e-mail messages, and electronic databases (e.g., record impressions of an event on audiotape, for a story)</p> <p>-sort and label information, ideas and data; evaluate the accuracy, ambiguity, relevance and completeness of the information and make judgments and draw conclusions based on the research</p> <p>-use the information and ideas generated, researched and evaluated to develop the content of written work</p>	<p>-communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others</p>	<p>-identify how elements of media forms are used in a variety of media works and explain the effects of different treatments (e.g., use of camera angles, sound effects, and dialogue in films)</p> <p>-create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience</p>

<p>readers might influence their responses to a text and interpretation of it</p> <p>-analyse information, ideas, and elements in texts to make inferences about meaning (e.g., analyse key elements in a short story to determine the theme)</p>			
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Grade 10: English 1999 (Applied ENG1P)

Literature Studies & Reading	Writing	Language	Media Studies
<p>-describe information, ideas, opinions and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopaedias</p> <p>-select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge and responding imaginatively (e.g., find and report on information from electronic sources)</p> <p>-locate and use explicit information and ideas</p>	<p>-investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data (e.g. create focus questions; identify key words to narrow a topic; use graphic organizer to connect possible topics and sources of information</p> <p>-locate and record information and ideas from print and electronic sources, including vertical files and electronic databases</p> <p>-sort and group information and ideas assess their relevance and accuracy and discard irrelevant material</p> <p>-use the information and ideas generated, research to explore topics for written work (e.g., read, list brainstorm, discuss in a group, role-play, make notes from print and electronic sources</p>	<p>-use listening techniques and oral communication skills to participate in group discussions (e.g., listen actively, take notes, restate key points, ask questions, reconsider ideas and opinions, solicit and react to information, follow instructions</p>	<p>-identify and describe the elements used to structure media works in a variety of forms</p> <p>-compare the reactions of different people or groups to a variety of media works</p> <p>-identify factors that influence media production, distribution and advertising (e.g., characteristics of the target audience)</p> <p>-create media works for different purposes (e.g., create a poster to promote a school event)</p>

<p>from texts in forming opinions and developing generalizations (e.g., find facts in a newspaper article to help form an opinion; use information from a chart or diagram for a report; find specific information about a character in the speech of other characters</p> <p>-make inferences based on the information and ideas presented in texts (e.g., infer the values of the main character in a news story)</p> <p>-use specific references from a text to support opinions and judgements (e.g., support a position on a current issue presented in the newspaper)</p>			
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Grade 11 English

“The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners.”

Successful language learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens (**Ontario Curriculum Grades 11 and 12, 2007, p. 4**)

Area	Grade 11 English (ENG3U)	Grade 11 English (Eng 3C)
Reading For Meaning	<p>Variety of Text: -read from a variety of student and teacher-selected texts from diverse cultures</p> <p>Demonstrate Understanding of Content: -identify the most important ideas and supporting details in texts</p> <p>-make and explain inferences of increasing subtlety about texts.</p> <p>Extend Understanding of Text: -extend understanding of texts including complex or difficult texts by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, other texts and the world around them</p>	<p>Variety of Text: -read from a variety of short contemporary student and teacher-selected texts from diverse cultures</p> <p>Demonstrate Understanding of Content: -identify the most important ideas and supporting details in texts, including increasingly complex texts</p> <p>-make and explain inferences of increasing subtlety about texts including increasingly complex tasks, supporting their explanations with well-chosen states and implied ideas from the texts</p> <p>Extend Understanding of Text: -extend understanding of texts including increasingly complex texts by making appropriate connections between the ideas in them and personal knowledge, experience, other texts and the world around them</p>
	<p>Analyse Text: -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</p> <p>Evaluating Text: -evaluate the effectiveness of texts, including increasingly difficult texts, using evidence from the text to support their</p>	<p>Analyse Text: -analyse text in terms of information, ideas, issues and themes they explore examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p>Evaluating Text: -evaluate the effectiveness of texts, including complex texts, using evidence from the text to support their opinions</p>

	<p>opinions</p> <p>Critical Literacy: -identify and analyse the perspectives and or bias evident in texts, using increasingly complex of difficult texts commenting with growing understand on any questions they may raise about beliefs, values, identity and power</p> <p>Understanding Form and Style: -identify characteristics of literary, informational and graphic text forms and explain how they help communicate meaning -identify a variety of text features and explain how they communicate meaning</p>	<p>Critical Literacy: -identify and analyse the perspectives and or bias evident in texts, using increasingly complex text commenting with growing understand on any questions they may raise about beliefs, values, identity and power</p> <p>Understanding Form and Style: -identify characteristics of literary, informational and graphic text forms and explain how they help communicate meaning -identify a variety of text features and explain how they communicate meaning</p>
Writing	<p>Research: -locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic and other resources as appropriate -write for different purposes and audiences using a variety of literary, informational and graphic forms</p>	<p>Research: -locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic and other resources as appropriate -write for different purposes and audiences using a variety of literary, informational and graphic forms</p>
Media Studies	<p>Purpose and Audience: -explain how media texts, including increasingly complex or difficult texts are created to suit particular purposes and audiences -interpret media texts including increasingly complex or difficult texts identifying and explaining the overt and implied messages they convey</p> <p>Evaluate Text: -evaluate how effectively ideas, themes and opinions are communicated in media texts including increasingly complex or difficult texts and decide whether the texts achieve their intended purpose</p> <p>Audience Responses: -explain why the same media text might prompt different responses from different audiences</p> <p>Critical literacy: -identify the perspectives/biases evident in</p>	<p>Purpose and Audience: -explain how media texts, including increasingly complex or difficult texts are created to suit particular purposes and audiences -interpret media texts including increasingly complex or difficult texts identifying and explaining the overt and implied messages they convey</p> <p>Evaluate Text: -evaluate how effectively ideas, themes and opinions are communicated in media texts including increasingly complex texts and decide whether the texts achieve their intended purpose</p> <p>Audience Responses: -explain why the same media text might prompt different responses from different audiences</p> <p>Critical literacy: -identify the perspectives/biases evident in</p>

	media texts and comment on any questions they may raise about beliefs, values, identity and power	media texts and comment on any questions they may raise about beliefs, values, identity and power
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Grade 11 Media Studies (Open EMS30)

Understanding and Interpreting Media Texts	Purpose and Audience: -identify and explain the purpose and audience of a variety of media texts -identify and explain the message in an meanings of media texts -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 Language and Point of View: -analyse how the language, tone and point of view in media texts work to influence the interpretation of messages
Media and Society	Understanding Media Perspective: -analyse the representation of groups in media texts and comment on the perspectives, beliefs or biases that are evident in the texts Current Issues: -analyse media representations of current, social, political and cultural issues and events and explain how the representations might affect the audience's interpretation of the issues Behaviours and Attitudes: -analyse the representation of behaviours and attitudes in media texts and comment on how they influence the behaviours and attitudes of the audience Understanding The Impact of Media on Society: -evaluate the impact of mass media on perceptions of Canadian identity -assess the impact of the media on countries, cultures and economies around the world and/or the relationships among them focusing on globalization

Grade 12 English

Grade 12 Studies in Literature (ETS4U)	Grade 12 Studies in Literature (ETS4C)
<p>Understanding Texts:</p> <ul style="list-style-type: none"> -read from a variety of literary texts from a variety of backgrounds, cultures and time periods -respond to texts in a variety of ways before, during and after reading to extend their understanding of ideas, themes, language and issues in the text -use information from secondary sources to understand how historical, political and cultural contexts influence the presentation of ideas, issues and themes in texts <p>Critical Literacy:</p> <ul style="list-style-type: none"> -analyse texts in terms of how social, cultural and political contexts and different readers' personal perspectives may influence readers' interpretation of the text <p>Role of Literature in Society:</p> <p>Fostering Social, Cultural and Political Awareness:</p> <ul style="list-style-type: none"> -explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events and people <p>Promoting Personal and Social Change:</p> <ul style="list-style-type: none"> -identify ways in which literary texts might promote social and personal change <p>Exploring Human Nature:</p> <ul style="list-style-type: none"> -explain how the study of literature has contributed to their understanding of human nature 	<p>Understanding Texts:</p> <ul style="list-style-type: none"> -read from a variety of literary texts with an emphasis on works with engaging, relevant themes, by contemporary authors from a variety of cultures -respond to texts in a variety of ways before, during and after reading to extend their understanding of ideas, themes, language and issues explored in the text -use information from secondary sources to understand how historical, political and cultural contexts influence the presentation of ideas, issues and themes in texts <p>Critical Literacy:</p> <ul style="list-style-type: none"> -analyse texts in terms of how social, cultural and political contexts and different readers' personal perspectives may influence readers' interpretation of the text <p>Role of Literature in Society:</p> <p>Fostering Social, Cultural and Political Awareness:</p> <ul style="list-style-type: none"> -explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events and people <p>Promoting Personal and Social Change:</p> <ul style="list-style-type: none"> -identify ways in which literary texts might promote social and personal change <p>Exploring Human Nature:</p> <ul style="list-style-type: none"> -explain how the study of literature has contributed to their understanding of human nature

Business Studies

“The study of current events should inform the business studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion and incorporation of current events into daily lessons not only stimulates student interest and curiosity but also helps students connect what they are learning in class with real-world events or situations.

The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political and social change. These include respect and understanding with regards to individuals, groups and cultures in Canada and the global community including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also a part of the foundation for responsible citizenship and ethical business practice,” (Ontario Ministry of Education Business Studies Curriculum Grades 11 and 12 p. 23).

Introduction to Business (Open) BBI10/BBI20)

Business Fundamentals	Business Ethics and Social Responsibility: -explain the concepts of ethics and social responsibility as they apply to businesses -explain controversial business issues from a local, national and international perspective
	International Business: -explain the potential benefits to markets (e.g., cheaper labour, increased quality and quantity of goods, access to resources) and social costs (e.g., outsourcing human rights, labour abuses, environmental degradation) of international business for domestic and foreign partners

Entrepreneurship

Grade 11 Entrepreneurship- The Venture (BDI3C)	Grade 11 The Enterprising Person (BDP30)
Enterprising People and Entrepreneurs: -develop a profile (e.g., characteristics, skills, motivations, abilities, attitudes, contributions) of an enterprising person -identify opportunities for students to engage in enterprising activities in school and in the community (e.g., editing the school newspaper, yearbook or fundraising) -outline the importance of incorporating ethical practice and social responsibility when operating a business venture	Enterprisings and the Enterprising Employee: -describe the barriers that various entrepreneurs have faced in the past and the factors that are contributing to their success today. -describe the role of entrepreneurs that benefit communities and society (e.g., agents of change, creators of jobs and wealth, role models of ethical behaviour, advocates for community development)
Ideas and Opportunities for New Ventures -analyse using a variety of sources (e.g., books, magazines, personal observations, the Internet), current economic trends and social trends in order to generate ideas for new ventures	Enterprising Skills: -identify opportunities within the school curriculum to apply and develop enterprising skills (e.g., career mentoring, work experience, cooperative education, seminars, group

	<p>activities)</p> <ul style="list-style-type: none"> -identify co-curricular opportunities that can help develop enterprising skills (e.g., school teams and clubs, student council) -identify opportunities to participate in volunteer community-service programs that require enterprising skills
<p>Generating Ideas and Identifying Opportunities:</p> <ul style="list-style-type: none"> -apply creative thinking strategies to determine possible solutions to unsatisfied needs and wants in a 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 	<p>Planning and Organizing An Event:</p> <ul style="list-style-type: none"> -identify potential opportunities within the school or community for an event -apply creative-thinking strategies to generate possible ideas for the event -select the best idea for the event by applying criteria -determine the materials, supplies and equipment required for the event -determine the human resource requirements -determine the financial resources required for the event -identify possible sources of funding -determine a fair price to charge for admission to the event -compare costs/benefits of various ways of promoting the event -create appropriate advertising and promotions -develop advertising and promotional time -prepare duty roster, outlining staff/volunteer responsibilities for the day of the event and a back up plan -apply ethical practices, socially responsible actions and correct safety procedures at all stages of organizing and executing the event -generate an event plan using appropriate software -perform the tasks necessary to execute event -assess and evaluate the event -assess the enterprising skills that were developed in executing the event

Grade 12 International Business Fundamentals (BBB4M)

Business, Trade and the Economy	<p>International Interdependence:</p> <ul style="list-style-type: none"> -describe ways in which international business activity develops interdependence among nations -describe the effects of barriers and obstacles to international business activity (e.g., tariff and non-tariff barriers, restrictions on foreign investment, fluctuations in currency)
The Global Environment for Business	<p>Effects of Globalization on Canadian Business:</p> <ul style="list-style-type: none"> -compare the characteristics of a multinational enterprise participating in global business with those of a Canadian company focused on domestic business activity -analyse how, in an era of globalization, consumer choices and attitudes

	<p>affect Canadian decisions</p> <p>Factors Influencing Participation in International Business:</p> <ul style="list-style-type: none"> -describe, drawing on information from a variety of sources including the Internet, international agreements and organizations that have influenced global business activity (e.g., World Trade Organization), and describe Canada's involvement in them -analyse the rationale for, and the impact of Canadian government initiatives and policies relating to international trade <p>Effects of Trends:</p> <ul style="list-style-type: none"> -explain how globalization creates the need for standardization of products, services and processes (e.g., through the International Organization for Standardization)
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Grade 12 International Business Essentials (BBB4E)

Canada in the Global Marketplace	<p>Changes in Canada's International Business Activity:</p> <ul style="list-style-type: none"> -describe how the Canadian government has worked to expand international business opportunities for Canadian companies (e.g., through trade missions, trade agreements) -describe the impact of various trade agreements and trade organizations (e.g., World Trade Organization, International Monetary Fund) on Canada's international business activity.
Conducting International Business	<p>Ethical Issues:</p> <ul style="list-style-type: none"> -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)

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

Marketing Fundamentals	<p>The Marketing Process:</p> <ul style="list-style-type: none"> -describe the current marketing activities that target various market segments (e.g., youth) <p>Consumers and Competition:</p> <ul style="list-style-type: none"> -summarize the factors that motivate a customer to purchase a product (e.g., social responsibility, peer pressure, evolving needs and wants) <p>Not-For-Profit Marketing:</p>
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	<ul style="list-style-type: none"> -identify the characteristics and features of not-for-profit organizations -identify ways in which not-for-profit government organizations market their goods, services and events -compare the purposes of marketing for profit and not-for-profit organizations (e.g., to sell products and lifestyles, to raise funds, to raise awareness about issues)
<p>Trends in Marketing</p>	<p>Issues, Ethics and Social Responsibility in Marketing</p> <ul style="list-style-type: none"> -describe the ways in which marketing activities (e.g., packaging, labeling) have been influenced by increasing concern for the environment -explain the need for firms to demonstrate good corporate citizenship and organizational ethics in their day-to-day marketing practices -identify examples of businesses that include corporate social responsibility as a component of their marketing philosophy (e.g., sponsoring charitable events, engaging in responsible environmental practices)

Social Sciences and Humanities

“All four of the subject areas encompassed by the secondary program in social sciences and humanities- family studies, general social science, philosophy and world religions- are concerns with how students view themselves, their families, their communities and society as they seek to find meaning in the world around them. Through practical experiences, discussions, debates, research, study and reflection, and other vehicles for developing critical and creative thinking skills, social science and humanities courses help students become self-motivated problem-solvers equipped with the skills and knowledge that will allow them to face their challenging world with confidence,” (The Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities, p. 5).

Grade 10: Food and Nutrition, HFN 20

Overall Expectations	Diversity, Interdependence and Global Connections	Social Science Skills
<ul style="list-style-type: none"> • complete an assessment of the importance of meeting the food needs of family members; • identify consumer responsibility in the investigation of current food issues; • complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods. • demonstrate appropriate use of social science research methods in the investigation of food related issues; 	<ul style="list-style-type: none"> – complete an assessment of the influence of geography on food supply and production; – identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger; – determine how food-production methods can contribute to satisfying global food needs; – differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security; 	<ul style="list-style-type: none"> – demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder); – evaluate print and electronic resources on food and nutrition for validity, reliability, accuracy, bias, and relevance.

Food and Nutrition Services (HFA4M)

“This course examines various nutritional, psychological, social cultural and global factors that influence people’s food choices and customs. Students will learn about current Canadian and worldwide issues related to food for making appropriate dietary choices and preparation techniques. This course also refines students’ skills used in researching and investigating issues related to food and nutrition,” (The Ontario Curriculum grade 11 and 12 Social Sciences and Humanities, p. 60).

Diversity, Interdependence and Global Connections

<p>Factors Affecting Food Production and Supply</p>	<ul style="list-style-type: none"> -describe the effects of various economic factors on food production and supply (e.g., standard of living, poverty, personal and family incomes, employment and unemployment) -investigate the impact of a variety of political factors on food quality and production (e.g., international food policies, national and provincial food policies, food marketing boards), and present the results of their investigation -demonstrate an understanding of the effects of different environmental factors and issues on the production and supply of food items -identify current food crises, the factors causing each of them (e.g., unfavorable global weather changes) and their impact on the availability and cost of food.
<p>Food Security and Hunger</p>	<ul style="list-style-type: none"> -investigate the extent of hunger in the world today and present the results of their investigations -describe micro-nutrient deficiencies prevalent in Canada and throughout the world -summarize the causes of food insecurity (e.g., an emphasis on cash-cropping and large-scale food production, globalization, etc) -identify economic and social policies that influence food security (e.g., debt restructuring, the operations of the World Bank) Describe the social and cultural traditions that account for inequality among peoples of the world (e.g., gender issues, distribution of wealth, failure to support small business) -identify the ways in which the local community is responding to hunger and food security

Grade 12: Challenge and Change in Society (HSB4M)

“This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society,” (The Ontario Curriculum Grade 11 and 12 Social Sciences and Humanities, p. 105).

Overall Expectations	Social Change	Social Trends	Social Challenges
<ul style="list-style-type: none"> • analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology. • demonstrate an understanding of the social forces that influence and shape trends. • appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns; • demonstrate an understanding of the social forces that shape such challenges. • demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources; 	<ul style="list-style-type: none"> – identify conditions for change (e.g. objectification, advocacy, personality) and impediments to change (e.g., cost, penalty, functional repercussions), as revealed in studies of anthropology, psychology, or sociology; – explain the relationship among conformity, alienation, and social change; – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education); – evaluate the social impact of new technologies (e.g., new reproductive technologies, the Internet) on family structure and dynamics; 	<ul style="list-style-type: none"> – demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture (e.g., in terms of music, television, travel, gender identity); – evaluate the influence of education, career choice, and medical advances on decisions about childbearing (e.g., age of parents at first pregnancy, having children later in life); 	<ul style="list-style-type: none"> – analyse social practices leading to health impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breastfeeding in developing countries), psychology and sociology...; – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians; – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);

Grade 12: Issues in Human Growth and Development – HHG4M

“This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. This course also refines students’ skills used in researching and investigating issues related to human growth and development,” The Ontario Curriculum Grade 11 and 12 Social Sciences and Humanities, p. 75).

Overall Expectations	Specific expectations
<p>Socialization and Human Development</p> <ul style="list-style-type: none"> • demonstrate an understanding of the critical role that a family plays in the socialization of its members; • investigate and interpret the contributions that schools make to the socialization of individuals across the life span; • identify and evaluate the various ways in which the media can be seen as agents of socialization. 	<p>The Family as an Agent of Socialization</p> <ul style="list-style-type: none"> – explain how the current social issues and personal challenges that families face (e.g., divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members; – describe the role that the family can play in the positive socialization of its members and how that socialization affects human growth and development (e.g., encourages the formation of meaningful relationships and the development of language and literacy, confidence, and competence); <p>The School as an Agent of Socialization</p> <ul style="list-style-type: none"> – describe the diverse ways in which aspects of the school environment (e.g., teachers, volunteers, peer relationships, play, curriculum, adult-education programs, and extracurricular activities) contribute to the socialization of individuals at various stages of the life cycle; – identify through research and critical analysis the social issues that schools face in educating individuals across the life span (e.g., safety, defiance of authority), and evaluate strategies for dealing with these issues; – describe creative approaches to fostering parental involvement in schools. <p>The Media as Agents of Socialization</p> <ul style="list-style-type: none"> – demonstrate an understanding of how the media influence people’s lives (e.g., making lifestyle changes, stereotyping), and evaluate the effectiveness of media censorship;
<p>Diversity, Interdependence, and Global Connections</p> <ul style="list-style-type: none"> • demonstrate an understanding of the diverse influences that shape human growth and development; • explain why social challenges need to be understood within an integrated framework 	<p>Social Challenges in an Integrated Framework</p> <ul style="list-style-type: none"> – explain, from both a historical and a social perspective, how education for parents has evolved over time; – describe emerging initiatives promoting shared responsibility between parents and society (e.g., developing caring communities, extending maternity/parental leave, encouraging family friendly workplaces), and evaluate their effectiveness; – demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development;

	<ul style="list-style-type: none">– demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well-being of a nation– identify various human-development initiatives that will assist countries in preparing themselves to meet new global challenges
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Grade 12: Philosophy: Questions and Theories – HZT4U

“This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences,” (The Ontario Curriculum Grade 11 and 12 Social Sciences and Humanities, p. 118).

Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> • illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life; • evaluate the strengths and weaknesses of the responses to the main questions of social and political philosophy defended by some major philosophers and schools of philosophy, and defend their own responses; • demonstrate an understanding of the unique character of philosophical questions; 	<p><u>Ethics</u></p> <ul style="list-style-type: none"> – use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas; – demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analysed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory); – describe how problems in ethics and the theories that address them (e.g., existential ethics, utilitarianism, Buddhist ethics) may be illustrated in novels and drama, and in religious stories and parables (e.g., the moral nihilism of Dostoevsky’s “underground man”, the biblical Abraham’s moral conundrum) <p><u>Social and Political Philosophy</u></p> <ul style="list-style-type: none"> – use critical and logical thinking skills to develop and defend their own ideas about some of the major questions of social and political philosophy, and to anticipate counter-arguments to them; – demonstrate an understanding of how particular philosophical theories (e.g., of rights, citizenship, duties) have influenced the development of subjects such as political science, economics, or law. <p><u>Research and Inquiry Skills</u></p> <ul style="list-style-type: none"> – clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, Intranet interschool) with peers; – clearly explain their views and display their use of philosophical reasoning skills in written papers, using accepted forms of documentation as required.

Guidance and Career Education

Leadership and Peer Support (GPP30)

“This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, team work and conflict management and apply them in roles such as tutoring, mentoring and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives,” (The Ontario Curriculum, Guidance and Career Education 2002, Grade 11 and 12, p. 17).

Personal Knowledge and Management Skills	Interpersonal Knowledge and Skills	Exploration of Opportunities
<ul style="list-style-type: none"> -describe school and community programs and services available to support students’ needs and explain how to access them -describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths for further development -identify the personal management skills and personal characteristics that are needed to be effective in leadership and peer support roles 	<ul style="list-style-type: none"> - define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success and identify strategies to address these barriers -explain how leadership styles and strategies affect group interaction and results -identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events -describe the dimensions of diversity within their community and identify the value of diversity as well as the challenges it poses -describe their rights and responsibilities as a part of community whose members come from diverse backgrounds -identify how their rights and responsibilities and those of others influence the ways they perform various leadership and peer support roles -describe the causes and costs to individuals, families and communities of discrimination, harassment, violence and poverty using appropriate documentation and statistical information -describe a personal vision of a just and equitable society and propose means of addressing social and individual problems 	<ul style="list-style-type: none"> -produce a comprehensive list of the leadership and peer support opportunities available in their school and community using print, electronic and human resources -explain how experience in school leadership and peer support roles at school and in the community can help them achieve their future occupational and community involvement goals

The Arts

“Media arts education focuses on the practical skills and theoretical knowledge needed to communicate ideas, feelings and beliefs to specific audiences and even interact with them,” (The Ontario Curriculum, Grades 9 and 10 The Arts, p. 31).

Grade 10 Media Arts (ASM20)

Analysis	Critical Analysis
	-use stages of critical analysis (e.g., initial reaction, identification, analysis, interpretation, evaluation) to study their own media artworks or productions
	Self and Community -identify the impact of media artworks and productions on themselves and their community
	Function of Media Art -identify and explain how media artworks affect perceptions of identity (e.g., ethnic group/regional/provincial/national identity) -identify and explain the socioeconomic impact of the media on society

Grade 11 Media Arts (ASM30)

“Media arts courses focus on the development of the practical skills and theoretical knowledge needed to communicate ideas, feelings and beliefs to specific audiences and to interact with them. These courses afford students a context for reflecting on the cultural, historical, social and economic contexts of media art. Through active participation in media arts, students can develop their imaginative abilities in their capacity for self-expression, while refining the skills needed for lifelong learning and participation in the community,” (The Ontario Curriculum, Grades 11 and 12, The Arts, p. 47).

Analysis	Critical Analysis
	Self and Community: -analyse and compare ways in which various examples of media art have an effect on their lives -explain how media arts productions can be used to express social and cultural realities
	Function of Media Art: -explain the importance of media arts in the expression, transmission and promotion of a culture -explain the socio-economic benefits of media arts productions

Grade 12 Media Arts (ASM40)

Creation	Use of Concepts and Procedures: -use media arts elements, principles, technologies and procedures to create interactive art works Creative Process: -develop and combine a variety of approaches to communicate ideas or to solve problems in the creation of media artworks
Analysis	Critical Analysis: -analyse and compare ways in which works of media art influences various audiences and ways in which dynamic interaction with those audiences can affect the meaning of the work
	Function of Media Art: -analyse ways in which media arts can form and represent the viewpoints and values of different representative groups -analyse socio-economic impact of media arts on the cultural sector in local and wider contexts

Grade 12 Dramatic Art (ADA40)

“Students will present works by Canadian and other playwrights and develop original material based on personal narratives, local community issues or global concerns,” (The Ontario Curriculum, Grades 11 and 12, The Arts, p. 37).

Creation	-present a range of original or adapted Canadian and international dramatic works that address relevant student, community or international issues and concerns (e.g., works by David French, Judith Thompson, Ann Marie MacDonald).
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Science

“Science is related in many ways to the economies of most nations, including Canada, and plays a major role in public and private decision in many areas of society. It is critical for example, to decisions and developments related to sustainable development. Thus science cannot be taught in isolation, but must be linked to other disciplines. The newer aspect of the science curriculum- especially those that focus on science, technology, society and the environment (STSE) - call for students to deal with the impacts of science on society and the environment, which includes both the natural environment and the workplace environment. This requirement brings in issues that relate to human values,” (The Ontario Curriculum, Grades 11 and 12, p.4)

Grade 10: Science Academic SNC 2D

Overall Expectations	Specific Expectations
<p>Biology: The sustainability of Ecosystems</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life; • Investigate factors that affect ecological systems and the consequences of changes in these factors; • Analyse issues related to environmental sustainability and the impact of technology on ecosystems 	<p>Relating Science to Technology, Society and the Environment</p> <ul style="list-style-type: none"> -assess the impact of technological change and natural change on an ecosystem (e.g. introduction of a genetically engineered plant or the effect of polluted water or air on plants and animals etc.); -describe ways in which the relationships between living organisms and their ecosystems are viewed by other cultures (e.g. First Nations); -identify and research a local issue involving an ecosystem; propose a course of action, taking into account human and environmental needs; and defend their position in oral or written form (e.g. organize and participate in a debate on converting a grass lot into a parking lot); -identify and evaluate Canadian initiatives in protecting Canada’s ecosystems; -explain changes in popular views about the sustainability of ecosystems and humans’ responsibility in preserving them (e.g. the shift from a belief that all resources are inexhaustible to the belief that recycling, reusing and reducing are important);
<p>Chemistry: Chemical processes</p> <ul style="list-style-type: none"> • Determine why knowledge of chemical reactions is important in developing consumer products and industrial processes and in addressing environmental concerns 	<p>Relating Science to Technology, Society and the Environment</p> <ul style="list-style-type: none"> -explain how environmental challenges can be addressed through an understanding of chemical substances (e.g. challenges such as the renewal of the Great Lakes) -describe how an understanding of chemical reactions has led to the development of new consumer products and technological processes
<p>Earth and Space Science: Weather Dynamics</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the factors affecting the fundamental processes of weather systems; • Investigate and analyse trends in local 	<p>Relating Science to Technology, Society and the Environment</p> <ul style="list-style-type: none"> -explain the role of weather dynamics in environmental phenomena and consider the consequences to humans of changes in weather (e.g. role of weather in air pollution);

<p>and global weather conditions to forecast local and global weather patterns</p> <ul style="list-style-type: none">• Evaluate how technology has contributed to our understanding of the physical factors that affect weather	<p>-explain how people have utilized their understanding of weather patterns for various purposes (e.g. to harness wind as a power source)</p> <p>-explain how a scientific understanding of weather patterns can be used to modify environmental conditions (e.g. by seeding clouds to alleviate drought)</p>
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Grade10: Science Applied SNC 2P

Overall Expectations	Specific Expectations
<p>Biology: The sustainability of Ecosystems</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life; • Analyse natural and human threats to a local eco-system and propose viable solutions to restore ecological balance • Relate issues related to environmental sustainability with a particular focus on issues in Ontario and Canada 	<p><i>Relating Science to Technology, Society and the Environment</i></p> <p>-assess the impact of technological change and natural change on an ecosystem (e.g. introduction of a genetically engineered plant or the effect of polluted water or air on plants and animals etc.);</p> <p>-describe ways in which the relationships between living organisms and their ecosystems are viewed by other cultures (e.g. First Nations);</p> <p>-identify and evaluate Canadian initiatives in protecting Canada’s ecosystems;</p> <p>-Describe some of the technologies used in cleaning up contaminated sites</p>
<p>Chemistry: Chemical processes</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how chemical reactions relate to technological products and processes commonly encountered in everyday life. 	<p><i>Relating Science to Technology, Society and the Environment</i></p> <p>-relate chemical reactions (including rate of reactions) to familiar processes encountered in everyday life (e.g. food processing, fabric and hair dyeing etc.)</p> <p>-research the methods of chemical disposal used in Canada and the environmental and individual health and safety consequences of inappropriate disposal methods.</p>
<p>Earth and Space Science: Weather Dynamics</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the factors affecting the fundamental processes of weather systems; • Investigate and analyse trends in local and global weather conditions to forecast local and global weather patterns • Describe new technologies in meteorology and explain the impact of weather on our daily lives 	<p><i>Relating Science to Technology, Society and the Environment</i></p> <p>-identify the impact of climate change on economic, social and environmental conditions in weather</p> <p>-assess the impact of weather on a variety of economic activities in Canada (e.g. agriculture, forestry, tourism)</p>

Planning Sheet – School/Division

Adopt a Village Campaign: _____

Region: _____

<u>Grade</u>	<u>Subject Connection</u>	<u>Timeline</u>	<u>AAV Connection (e.g., region exploration, issues)</u>
9			
10			
11			
12			

Planning Sheet – Individual Teachers

Adopt a Village Campaign: _____

Region: _____

Subject	Related Curriculum Expectation	Connection to AAV Campaign	Timeline